

SAFEGUARDING AND CHILD PROTECTION POLICY

2018/19

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Contents

Contents	Page(s)
1. Introduction	5-6
2. Overall Aims	7
3. Key Principles	7
4. Key Processes – Recognising Abuse and Taking Action	8
4.1 Dealing with a Disclosure	8
4.2 If a child is in immediate danger	9
4.3 Solihull Safeguarding Children Board – Procedures and Early Help guidance.	10
4.4 What to do if we are concerned	10
5. Roles and Responsibilities	11-12
5.1 All Staff	11
5.2 The Designated Safeguarding Lead and Team	12
5.3 The Academy Association	13
5.4 The Head of Academy	14
6. Confidentiality and Record Keeping	15
6.1 Notifying Parents/Carers	15
6.2 Record Keeping	15
7. Our Role in the Prevention of Abuse	16
7.1 The Curriculum	17
7.2 Other Areas of Work	17
8. Our Role in Supporting Children	17
9. Multi-Agency Working	17
10. Training	18
10.1 All Staff	18
10.2 The DSL Team	18
10.3 Governors and Trustees	19
10.4 Safer Recruitment and Selection: Interview/ appointment panels	19
10.5 Staff Support	19
11. Equality Statement	19-20

12. Safeguarding students who are vulnerable to radicalisation	20
12.1 Risk Reduction	20-21
12.2 Response	21
12.3 Channel	22
12.4 DfES Support and Emergencies	22
13. Safeguarding students who are vulnerable to exploitation, forced marriage, female genital mutilation or trafficking	22
13.1 Reporting of female genital mutilation	23
13.2 Breast Ironing or flattening	23-24
14. Children who go missing from education	24-25
15. Child Sexual Exploitation (CSE)	25-26
15.1 Peer-on Peer Abuse (Allegations of abuse made against other pupils and/or Child on Child Sexual Violence/Harassment– Allegations of abuse made against other pupils)	26-27
16. Children in specific circumstances	27
16.1 Private Fostering	27
16.2 Specific circumstances and further guidance	27-28
17. Responding to an allegation about a member of staff	28
18. Mobile phones and cameras	29
19. Checking the identity and suitability of visitors	29-30
APPENDICES	31
Appendix 1: Definitions and Indicators of Abuse	32-36
Appendix 2: Flow diagram: Procedure if you have concerns about a child's welfare (no immediate danger)	38
Appendix 3: Specific Safeguarding Issues and Indicators	38-42
Appendix 4: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)	43
Appendix 5: Allegations About a Member of Staff, Associate or Volunteer	44-45
Appendix 6: Safer Recruitment and DBS Checks – policy and procedures	46-48
Appendix 7: Links with other policies	49
Monitoring and review arrangements	50

1. INTRODUCTION

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances by accessing services as early as possible.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. (Appendix 1 explains the different types of abuse.)

Neglect is a form of abuse and 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. (Appendix 1 defines neglect in more detail.)

Children includes everyone under the age of 18.

Smith's Wood Academy is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who have experienced abuse or neglect;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, peer-on-peer abuse, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Smith's Wood Academy will fulfil their local and national responsibilities as laid out in the following legislation and statutory guidance documents: -

- The most recent version of [Working Together to Safeguard Children \(DfES\) March 2015](#)
- The most recent version of [Keeping Children Safe in Education: Statutory guidance for schools and colleges \(DfE Sept 2018\)](#)
- [The Procedures of Solihull Safeguarding Children Board](#)
- [The Education Act 2002 s175/157](#)
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)
- <https://www.safeguardingschools.co.uk/responding-sexting-schools-colleges-ukccis/> (August 2016)
- The [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board. <http://solihullscb.proceduresonline.com/chapters/contents.html>

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [What to do if you're worried a child is being abused](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

This policy also complies with our funding agreement and articles of association in addition to locally agreed inter-agency working procedures put in place by the Solihull Safeguarding Children Board.

2. AIMS

This policy will contribute to safeguarding our pupils/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Responding to address the needs of students: What to do if you are worried a child is abused. March 2015
- Introducing appropriate work within the curriculum;
- Encouraging students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of exposure to violence, extremism, exploitation, discrimination or victimisation.

This policy will contribute to supporting our students by:

- Identifying and protecting the vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and other agencies.

3. KEY PRINCIPLES

These are the key principles of safeguarding, as stated by Solihull Safeguarding Children Board -

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things in the best way possible.
- Have conversations and build relationships.
- Outcomes not outputs.

In addition the Board has identified the following key safeguarding messages for schools -

- Every child is entitled to a rich and rounded curriculum.
- Schools operate with public money: this will be spent wisely, targeting resources on the evidenced needs of children at school now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual associates can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

4. KEY PROCESSES – RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must participate fully in the annual and ongoing training procedures outlined for staff in section 11 where signs of abuse, procedures for dealing with child protection concerns and updates are shared with staff. (For reference, the signs of abuse in Appendix 1.)

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

4.1 DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have attempted to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly, what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

- At the end of the conversation, tell the child again whom you are going to tell and why that person or those people need to know. At Smith's Wood Academy this will be an available member of the DSL team; Mrs Phillipa Brookes DSL (SLT) or Mrs Gail Carroll Deputy DSL.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not use any leading or closed questions or add any opinions or interpretations.
- All child protection concerns will be reported using MyConcern. Where there is no access to MyConcern, the concern will be documented in writing and passed to a member of the DSL team in the same timely manner; this document must be signed and dated.
- It is vital to safeguard young people that there is no delay in passing on a concern **immediately**.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Safeguarding concerns that do not require an immediate response or an emergency response should be referred in the usual manner which may contain information and concerns that build a picture of significant harm. For example, often the picture of Neglect is built over time.

Immediately afterwards

You must not deal with this yourself. A member of the Designated Safeguarding team picking up the Concern must report clear indications or disclosure of abuse to children's social care immediately.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding team.

The Academy will always seek to capture the views and wishes of the child, these will be recorded using Myconcern and will be available to share in order to inform support for the child.

The flow diagram to summarise this process is in Appendix 2.

4.2 IF A CHILD IS IN IMMEDIATE DANGER

Refer to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. Referrals to Children's Social Care will usually be completed by the Academy DSL or Deputy DSL.

Remember: Anyone can make a referral. Contact details below:

*Solihull- To report a child or young person at risk call **0121 788 4333**
(Monday to Thursday 8.45am - 5.20pm, Friday 8.45am - 4.30pm).*

*If you are calling **out of working hours** (Evenings, weekends or bank holidays) please call **0121 605 6060**.*

*Birmingham- To report a child or young person at risk call **0121 303 1888***

*(During Office hours) If you are calling **out of working hours** (Evenings, weekends or bank holidays) please call **0121 605 6060**.*

In an emergency always call 999

<http://www.solihull.gov.uk/Resident/socialservicesandhealth/childrenfamilies/safeguardingchildren/safeguardingchildrenyoungpeople>

Tell the DSL (see section 6.2) as soon as possible if you make a referral directly. All referrals must be recorded in writing following verbal communication with relevant Authority.

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

4.3 All staff should be aware of the guidance issued by Solihull Safeguarding Children Board – Procedures and Early Help guidance.
<http://solihullscb.proceduresonline.com/chapters/contents.html>

4.4 WHAT WE DO WHEN WE ARE CONCERNED

- Where risk factors are present but there is no evidence of a significant risk the Safeguarding Team will advise on Early Help and preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- In this situation, we will utilise Solihull LSCB Procedures model to consider the needs of the family and in discussion with the parent and the young person (as far as possible) –

The DSL may decide to:

- Monitor the situation after taking appropriate action to address the concerns.
- Undertake an Early Help assessment to try to meet the needs of the child and family through a multi-agency approach.
- Seek advice from the MASH Solihull Advice and Referral Team or Birmingham Children's Advice and Support Service (CASS) formerly known as MASH Front door so that a strategic overview is achieved and any themes or common factors recognised.
- Notify Children's Social Care via a Multi-agency on-line referral or request for Support form to the CASS/ Early Help support from Engage.

- If it is felt the child's needs fall into the Early Help or RSRT(Right Service, Right Time) categories of Universal + of Additional Need the DSL will also offer and seek advice about undertaking an Early Help Assessment and consider, if this does not have an impact on the situation making a referral to children's social care. The local Early Help Panel can assist.
- If the concerns about the student are deemed 'Complex and Significant' meeting the criteria within Solihull LSCB Procedures or Birmingham RSRT, they will be referred to the CASS. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

5. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Solihull Safeguarding Children Board. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annexe A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- The safeguarding policy and their role in relation to safeguarding
- Our systems which support safeguarding, including On-line Safety, Whistleblowing, Behaviour and Staff Code of Conduct Policies and the role of the designated safeguarding leads (DSLs)
- The early help process and their role in it, including identifying emerging problems, liaising with a DSL, and sharing information with other professionals to support early identification and assessment.
- Their role via implementing IEPs, IPPs, behaviour plans and how to access, refer and be involved with the provision of Early Help support for students
- The process for making referrals to Local Authority Children's Social Care (MASH) and statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and Forced Marriage, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as Child Criminal/Sexual Exploitation (CSE and CCE), County Lines, Peer on Peer Abuse, FGM, Faith Abuse, Forced Marriage, online safety and Radicalisation (see Sections 16, 5, 13 and 14)
- How to deal with a disclosure of abuse from a child in line with the guidance in Section 4 of this policy - you must inform the Designated Safeguarding Lead immediately, via MyConcern and provide a written account as soon as possible
- How to record any child protection and safeguarding concerns on MyConcern. In the case of a serious concern, or where clarification is required the member of staff must speak directly to the Designated Safeguarding Lead (DSL or DDSL); failing that, any member of the Senior Leadership Team
- The process and support provided for Children subject to a Section 47 Investigation, Child Protection Plan, Child in Need Plans (CIN) and Social Work Assessment and how to make a referral to the Multi Agency Safeguarding Hub (MASH) directly (Referral to MASH should never be delayed due to the DSL/DDSL being unavailable)
- Safer Recruitment processes and checks, and be subject to these processes whether they are new staff, supply staff, contractors or volunteers.

All staff will receive annual safeguarding and child protection training; this will include the annual update delivered in the first INSET days of term, staff weekly briefing, online training and briefings emailed to all staff as published and shared by the DSL team as appropriate. Key staff will undertake specialised child protection training.

Section 11 (Training) and appendix 3 and 4 (Specific Safeguarding Issues) of this policy outline in more detail how staff are supported to do this.

5.2. THE DESIGNATED SAFEGUARDING LEAD (DSL) AND TEAM

- The DSL is Mrs Phillipa Brookes (Senior Leadership Team - Assistant SENCO for Pupil welfare) who takes lead responsibility and management oversight for child protection and wider safeguarding, and is responsible for coordinating all child protection activity.
- In order to ensure that safeguarding needs of students at Smith's Wood Academy is prioritised with an immediate response and the highest standard of support and attention, the Academy has a small team of dedicated staff.
- The DSL, Mrs Phillipa Brookes, is employed on a full time basis to lead for all child protection activities including being the first responder to Concerns raised by staff, monitoring the wellbeing of Looked After Children, children who were previously Looked After Children, SEND students and representing the Academy at Child Protection Conference, Core Group and other Multi-Agency Child Protection and Child in Need meetings.

- Deputy DSL, Mrs Gail Carroll supports the work of the DSL. The Deputy acts when the DSL is unavailable or absent (for example if off-site attending a meeting, or unable to pick up a concern raised)
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL contact out of school hours - email:

p.brookes@smiths-wood.com

Emergency, out of hours telephone contact with Academy Principal Mrs Craig for Safeguarding concerns:
Tel: 07825234860

The DSL must be given the time, funding, training, support and resources to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly

The DSLs will also keep the Head of Academy informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL is set out in their job description.

5.3 THE ACADEMY ASSOCIATION

- The Academy Association is the accountable body for ensuring the safety of the school.
- The Academy Association will ensure that:
 - The school has a combined safeguarding and child protection policy in accordance with the procedures of Solihull Safeguarding Children Board;
 - The school operates using appropriately trained staff "safer recruitment" procedures and ensures that checks are carried out on all new staff and relevant volunteers;
 - At least one member of staff conducting an interview has completed Safer Recruitment training.

- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
 - The Designated Safeguarding Leads attend appropriate refresher training every two years. The Senior DSL will also attend the Area and District Child Protection updates.
 - The Head Teacher and all other staff who work with children undertake training on an annual basis with additional updates as necessary;
 - Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
 - The school remedies any deficiencies or weaknesses brought to its attention without delay; and
 - The school has procedures for dealing with allegations of abuse against staff/volunteers.
- The Academy Association reviews its policies/procedures annually, approve this policy at each review and hold the Head of Academy to account for its implementation
 - The Nominated Associate for safeguarding at the school is Mr Chris Stevens. The Nominated Associate is responsible for liaising with the Head of Academy and Designated Safeguarding Lead over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
 - The Nominated Associate will liaise with the Designated Safeguarding Lead to produce a report at least annually for Associates.
 - The Nominated Associate will liaise with the Head of Academy and the Designated Safeguarding Lead to produce the annual Section 175/157 self-assessment, and ensure this is submitted on time to the Local Authority.
 - The Chair of the Academy Association is nominated to be responsible for liaising with the local authority in the event of allegations of abuse being made against the Head of Academy.

5.4 THE HEAD OF ACADEMY

The Head of Academy is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction training
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training, access to regular supervision and resources, and that there is always adequate cover in the case of DSL absence

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see section 19 and appendix 5)

6. CONFIDENTIALITY AND RECORD KEEPING.

It should be noted that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to allegations of abuse against a member of staff in appendix 5

6.1 NOTIFYING PARENTS/ CARERS

- Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents about any such concerns following consultation with the DSL.
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children (peer-on-peer abuse), we will normally notify the parents of all the children involved.
- Parents/Carers will be informed about our safeguarding policy through the school prospectus, school notification display and Academy website.

6.2 RECORD KEEPING

- **Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.**
- All safeguarding concerns, discussions, recording of communications (for example email) decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss with the DSL.

- Non-confidential records will be easily accessible and available. Confidential information and records must be held securely and separately from pupil records.
- Individual student electronic files are completed and stored using the Myconcern website. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current Data Protection legislation and guidance.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- Information will not be disclosed to a parent if the information held on a child would put the child at risk of significant harm.
- If a pupil/student moves or is currently subject to a managed move The Academy child protection records will be forwarded or shared with the Designated Safeguarding Lead at the new school immediately, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date recorded.
- If sending by post, pupil records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face-to-face handover is unfeasible, the Head of Academy will ensure that the new post holder is fully conversant with all procedures and case files.

In addition:

- Appendix 6 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 5 sets out our policy on record-keeping with respect to allegations of abuse made against staff

7. OUR ROLE IN THE PREVENTION OF ABUSE

We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

7.1 The Curriculum

- Relevant issues will be addressed through the PSHE curriculum, assembly, tutor time and Enrichment days, for example self-esteem, peer-on-peer abuse, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).
- Relevant issues will be addressed through enrichment days.

7.2 Other Areas of Work

- All our policies which address issues of power and potential harm, for example bullying, peer-on-peer abuse, discrimination, equal opportunities, physical restraint and positive behaviour, will be linked to ensure a whole school approach.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

8. OUR ROLE IN SUPPORTING CHILDREN

- We will offer appropriate support to individual children who have experienced abuse, who have abused others (Peer-on-Peer abuse) or who act as Young Carers in their home situation.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

9. MULTI-AGENCY WORKING

- We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi Agency Safeguarding Hub - (MASH) Team at Solihull – 0121 788 4333 or Children's Advice Support Service (CASS) Birmingham - 0121 303 1888 or other relevant Local Authority. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- When invited the DSL will participate in the MASH strategy meeting, usually by conference phone, adding school held data and intelligence to the discussion so that the best interests of the child are met.
- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, whenever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

10. Training

10.1 All staff

- All staff members will undertake safeguarding and child protection training at induction, including provision of the Academy Child Protection Policy, Keeping Children Safe In Education Sept 2018 Section 1 and Annexe A, Online Safety, Behaviour Policy, Safer Working Practices, Staff Code of Conduct, Child Missing in Education Response, the role of the DSL and whistle-blowing procedures to ensure they understand the Academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Volunteers will receive appropriate training, if applicable.

10.2 The DSL Team

- The DSL team, including Deputies, will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training.

10.3 Governors and Trustees

- All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

10.4 Safer Recruitment and Selection – interview/appointment panels

- The school pays full regard to 'Keeping Children Safe in Education' September 2018. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- Members of the Senior Leadership Team have undertaken appropriate training in Safer Recruitment. At least one person involved in all interview/appointment panel for a post at the school will have undertaken safer recruitment training.

10.5 Staff Support

- We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.
- Regular supervision is offered to the DSL's on an academic monthly basis and may be extended to other members of staff as deemed appropriate by the school.

11. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs or disabilities (SEND)
- Are young carers
- Previously Looked After Children or are care Leavers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

12. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- Smith's Wood Academy values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Smith's Wood Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.
- Smith's Wood Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo- Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

12.1 Risk Reduction

- The Academy Associates, the Head of Academy and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

12.2 Response

- With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.
- There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.
- More information on these factors is in Appendix 3.
- Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be a Designated Safeguarding Lead. The SPOC for Smith's Wood Academy is Mrs Phillipa Brookes. The responsibilities of the SPOC are described in Appendix 4.
- Staff of Smith's Wood Academy will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

- The DSL Team, in conjunction with the IT Manager, will monitor online activity with the Academy to ensure that students or staff do not access inappropriate sites. This is done by the use of specialist online filtering and monitoring software.
- When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. At Smith's Wood Academy this is Mrs Phillipa Brookes.
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

12.3 Channel

[Channel](#) is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
 - Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

12.4 Department for Education Support and Emergencies

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use for emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group

- See or hear something that may be terrorist-related

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

13. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

- Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- Our school works with and engages our families and communities to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Leads know where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.

13.1 Reporting of Female Genital Mutilation

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.
- With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a member of staff discovers that an act of FGM appears to have been carried out on a girl aged under 18, the member of staff has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.

- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected, but is not known to have been carried out.
- When a member of staff at Smith's Wood Academy has reasons to suspect that an act of FGM has been carried out on a student, or is at risk of such s/he will discuss the situation with the Designated Safeguarding Lead, who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

No member of staff should examine students

13.2 BREAST IRONING

Breast Ironing (or flattening)

'Breast ironing' refers to the practice of massaging or pounding young girls' breasts with heated objects to suppress or reverse the growth of breasts. A range of objects is used including stones, hammers and spatulas that have been heated. The practice is documented primarily in Cameroon, but is also practiced in Guinea-Bissau, Chad, Togo, Benin, and Guinea. Cases have been found in the UK, particularly London and Birmingham.

Mothers or female relatives of victims often perform breast ironing. It is, wrongly, thought that performing breast ironing will protect their girls from rape, unwanted sexual advances, early sex, and pregnancies, all of which they fear would result from the appearance that a girl has reached the age of puberty. The practice is most likely to occur and the start of/during puberty.

Currently, awareness of and knowledge about the practice is at a low level amongst professionals including the police and education.

Potential School Action

All staff should be aware of risk factors and warning signs for breast ironing as part of their duties around safeguarding.

The following is identified as risk factors and indicators:-

The girl generally believes that the practice is carried out for her own good and she will often remain silent. Young pubescent girls usually aged between 9 – 15 years old and from practising communities are most at risk of breast ironing.

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:-

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn;

- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if professionals are concerned, a child may be at risk of or suffering significant harm they must refer to their Local Safeguarding Children's Board Procedures.

A MASH referral may be necessary in order to safeguard the child/young person.

14 CHILDREN WHO GO MISSING FROM EDUCATION

- A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions.
- The school must notify the local authority of any student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of **5** days or more. The school (regardless of designation) must also notify the local authority of any student who is to be deleted from the admission register because of reasons that include s/he
 -
 - Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
 - Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
 - Any child who removed from roll unless it is a standard transition time such as year 11.
 - Displaced as a result of a crisis e.g. domestic violence or homelessness;
 - Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
 - Is permanently excluded from the Academy

The Academy will demonstrate that we have carried out reasonable enquiries to ascertain the whereabouts of children considered 'missing'.

15. CHILD SEXUAL EXPLOITATION

- Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.
- Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
- If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social care team and the Police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

15.1 PEER-ON-PEER ABUSE and Child on Child Sexual Violence/Harassment– Allegations of abuse made against other pupils

What is it?

Children can abuse other children. This is referred to as Peer on Peer abuse and can take many forms. This may include but is not limited to; 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.

We recognise that reports of sexual violence and/or harassment are likely to be complex and require difficult professional decisions made. Children are capable of abusing their peers and we are aware that girls are more likely to be victims. Abuse is never tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils is dealt with under the Academy Behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the Academy at risk, for example Peer on Peer grooming and Child Criminal Exploitation

- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of sexual violence and/or harassment against another pupil:

- Initially respond by assuring all victims that they are being taken seriously and will be supported and kept safe. A victim must not be made to feel ashamed for making a report.
- You must tell the DSL and record the allegation using MyConcern following the same procedure for reporting a disclosure or child Protection/safeguarding concern. If this is not available a written document that is dated and signed should be handed directly to the DSL or Deputy DSL immediately, but do not investigate it. Staff should not wait for the outcome of an investigation before offering protection to the victim, alleged perpetrator and other children in school. The DSL will work closely with police to ensure any school actions taken do not jeopardise their investigation.
- The DSL will contact the local authority children's social care team and follow its advice, as well as any specialist services as required and the police if the allegation involves a potential criminal offence
- Consideration of Bail conditions or in the absence of bail conditions when there is a criminal investigation multi-agency collaborative working will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses) Where required, advice from the police should be sought in order to help the school manage safeguarding responsibility.
- The DSL will complete a written risk assessment and support plan which is kept under review (stored electronically within the MyConcern profile for a student and within the staff shared area computer drive) in place for **all** children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed. Consideration of context within which such incidents and /or behaviours occur will be made, wider environmental factors may present in a child or young person's life that are a threat to their safety and/or welfare.
- If a child is convicted or receives a caution for a sexual offence the risk assessment is updated accordingly and will ensure that all children are protected. If the perpetrator and victim remain in the same school, we will be very clear as to our expectations regarding the perpetrator if convicted. This may include expectations regarding behaviour and any imposed restrictions deemed by the Academy to be reasonable and proportionate.

- The DSL will contact the children and adolescent mental health services (SOLAR), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Being vigilant to issues such as sexting and initiating/hazing type violence and rituals. (Gang grooming and Initiation behaviours)

- Ensuring our curriculum helps to educate pupils about appropriate behaviour, healthy and respectful relationships, gender roles, stereotyping and equality, body confidence and self-esteem, addressing cultures of sexual harassment and consent.
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, this would fall under the scope of this policy.

The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges;

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Children and Young People's Independent Sexual Violence Advisors (ChISAs) provide support for victims of sexual violence. Contact details can be found at <https://rapecrisis.org.uk/> and <http://thesurvivorstrust.org/>

Internet Watch Foundation (to potentially remove illegal images)

<https://www.iwf.org.uk/>

Further information and advice is available here:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> paragraph 43 and Annex A

16. CHILDREN IN SPECIFIC CIRCUMSTANCES

16.1 PRIVATE FOSTERING

- Many people 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 (under 18, if disabled) 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 private fostering.
- The Children's Act 1989 defines a 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;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

16.2 Specific Circumstances and Further Guidance

- When the school is considering excluding, either fixed term or permanently, a vulnerable student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.
- Further guidance on children in specific circumstances is in Solihull Safeguarding Children Board's procedures as listed below:
 - [Bullying](#)
 - [Children Missing from Care, Home and Education](#)
 - [Children and Families that Go Missing](#)
 - [Child Sexual Exploitation](#)
 - [Domestic Violence and Abuse](#)
 - [Drugs inc Children of Parents who Misuse Substances](#)
 - [Fabricated or Induced Illness](#)
 - [Faith Abuse and Honour Based Violence](#)
 - [Female Genital Mutilation](#)
 - [Forced Marriage](#)
 - [Children Affected by Gang Activity](#)
 - [Children of Parents with Mental Health Problems](#)
 - [Children Living away from Home](#)
 - [Children of Parents with Learning Difficulties](#)
 - [Disabled Children](#)
 - [E-Safety – Children Exposed to Abuse through the Digital Media](#)
 - [Peer Abuse – Children and Young People who Abuse Others](#)
 - [Sexually Harmful Behaviour](#)
 - [Trafficked Children](#)

- [Underage Sexual Activity](#)
- [Safeguarding Children and Young People against Radicalisation and Violent Extremism](#)

17. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Solihull Safeguarding Children Board Procedures on [Allegations against Staff and Volunteers](#).

This procedure should be used where it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he is unsuitable to work with children.
- Although it is an uncomfortable thought, it should be acknowledged that there is the potential for staff in school to abuse children.
 - All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
 - Allegations or concerns about staff, colleagues and visitors must be reported direct to the Head of Academy who will liaise with the Local Authority Designated Officer Team in children's social care who will decide on any action required
 - If the concern relates to the Head of Academy, it will be reported immediately to the Chair of the Associates, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.
 - If the concern relates to the proprietor of the setting, either the IEB Board or CEO, then the concern will be made directly to the Local Authority LADO Team who will decide on any action required.

18. MOBILE DEVICES AND CAMERAS

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
- Staff will not take pictures or recordings of pupils on their personal phones or any other media device (see Academy E-Safety Policy, Staff Code of Conduct and Safer Working Practices)
- We will follow the General Data Protection Regulation (GDPR) and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

- Students are not allowed to use mobile devices whilst on the Academy site (see Behaviour Policy). Students who choose to bring a mobile phone onto site must have it switched off and away from sight in their bag or locker at all times.
- Any mobile device in the possession of a student that is switched on and/or in use seen by a member of staff will be confiscated immediately and kept securely for a parent/carer to collect at a mutually convenient time.

19. CHECKING THE IDENTITY AND SUITABILITY OF VISITORS (Including Educational Visitors, e.g. Guest speakers)

- All visitors working with, or amongst students, will be required to verify their identity upon entry to the Academy.
- If the visitor is unknown to the Academy, we will check their credentials and reason for visiting before allowing them to enter. Visitors should be ready to produce identification.
- Visitors are expected to sign the visitors' book and wear a visitor's lanyard and badge.
- Visitors for whom we have carried out and/or have seen up-to-date evidence of DBS clearance, for example Supply Teachers, will wear a black Visitors lanyard
- Visitors for whom we do not have satisfactory evidence of DBS clearance will wear a white lanyard for ease of identification; a member of staff must accompany them at all times.
- All adults on site are expected to wear their lanyard at all times
- All members of staff are expected to actively challenge an adult on site who is not wearing a lanyard, or who has a white lanyard without being accompanied by another member of staff.
- Where any member of staff has concerns about the authenticity or identity of a visitor, they must report this immediately to a member of the Senior Leadership Team or DSL Team.
- We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. 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. Neglect may occur during pregnancy as a result 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. 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 caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not a comprehensive checklist and is designed for guidance only):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;

- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's 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 expectation imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

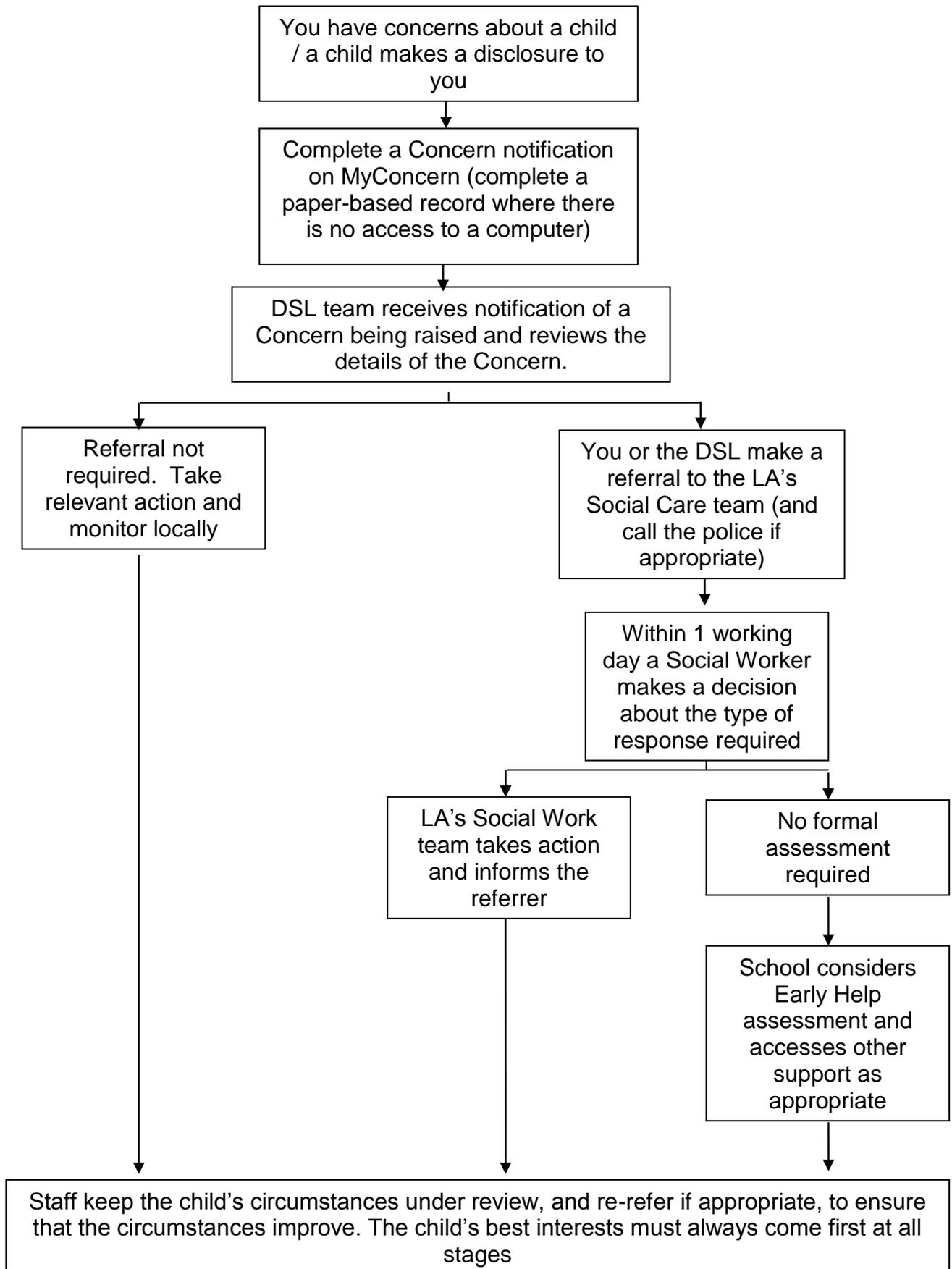
7. DISABLED CHILDREN (SEND)

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX 2

FLOW DIAGRAM: PROCEDURE IF YOU HAVE CONCERNS ABOUT A CHILD'S WELFARE (no immediate danger)



SPECIFIC SAFEGUARDING ISSUES AND INDICATORS

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

CHILD SEXUAL EXPLOITATION (see section 16 for procedures and indicators)

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 14 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out

- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

FORCED MARRIAGE

Forcing a person into marriage is a crime. 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. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

PREVENTING RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK*

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils’ behaviour.

Signs that a Student is being radicalised:

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends

- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Family members convicted of a terrorism act or subject to a Channel intervention
- Using extremist narratives and a global ideology to explain personal disadvantage; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 13 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Smith's Wood Academy is Mrs Phillipa Brookes, who is responsible for:

- Ensuring that staff of the school are aware that they are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or form of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Smith's Wood Academy in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel*¹ process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

¹ Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head of Academy should be informed immediately. The Head of Academy should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head of Academy should not carry out the investigation him/herself or interview pupils.
3. The Head of Academy must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head of Academy will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will liaise with the Head of Academy and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - If the Head of Academy decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where an allegation has been made against the Head of Academy, then the Chair of the Associates takes on the role of liaising with the LADO Team in

determining the appropriate way forward. For details of this specific procedure, see the Section on [Allegations against Staff and Volunteers](#) in the procedures of Solihull Safeguarding Children Board.

APPENDIX 6

SAFER RECRUITMENT AND DBS CHECKS – POLICY AND PROCEDURES

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Trustees and Local Governors

All trustees and local governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will have the following checks:

- Section 128 direction [only required for local governors if they have been delegated any management responsibilities]
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

- When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.
- We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

- Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.
- Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Behaviour Policy
- E-Safety Policy
- Staff Code of Conduct (FMAT)
- Sex and relationship Education Policy
- Medical Conditions in School Policy
- Whistle Blowing Policy (FMAT)
- Curriculum Policy
- Health and Safety Policy
- Attendance Policy
- Trips and Visits Policy
- Behaviour Policy
- Physical contact & staff self-protection

Monitoring and Review Arrangements

This policy is reviewed annually.

This policy was last reviewed and ratified by Academy Associates on 20/09/2018

In the case of changes to guidelines and legislation, it may be necessary to amend the Academy's policies and procedures to reflect this between the annual review dates.

The following persons are authorised to approve minor changes between reviews:

Safeguarding Lead Trustee: Ruby Davies

Since ratification by the Governing Body the following changes have been made –

Date of Change:

Change Made: