



Rye College Policy

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| Policy Title: | Child Protection Policy |
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| Deputy Designated Safeguarding Lead (DDSL): | Vanessa Gall |
| Leadership Responsibility: | Executive Head, Head of School, DSL, DDSL |
| Trust Responsibility: | Chief Executive Officer, Academy Improvement Director and Operations Director |
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Purpose of the Policy

This policy details the academy's intentions regarding the protection of children and young people in its care. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how the academy responds to concerns about a child.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and young people up to the age of 18 and to protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working together to safeguard children 2018 as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and,
- taking action to enable all children to have the best outcomes.

Aquinas Church of England Education Trust (the Trust) and Rye College always acts in their best interests of the child or young person and ensures that all reasonable steps are taken to prevent harm to them. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also enhances the confidence of trustees, colleagues, volunteers, parents/carers and the general public.

Statement of Principles and Values

This policy applies to all colleagues, trustees, members of Aquinas Advisory Councils (AAC), volunteers, contractors and visitors. The Trust and the academy are committed to:

- The welfare of the child or young person being paramount;
- No child or group of children being treated any less favourably than others in being able to access services which meet their particular needs;
- All children without exception have the right to protection from abuse regardless of gender, sexual orientation, ethnicity, disability, sexuality or beliefs;



- The policy being reviewed, approved and endorsed by the board of trustees annually or when legislation changes;
- Taking seriously all concerns and allegations of abuse which may require a referral to children's social care services, the independent Local Authority Designated Officer (LADO) for allegations against colleagues, trustees and other volunteers, and in emergencies, the police;
- Keeping children, young people and parents and carers aware of the policy and procedures as appropriate;
- A safer recruitment, selection, vetting and induction process for all colleagues and volunteers;
- Implementing the procedures of the Local Safeguarding Children's Board (LSCB) where appropriate.

Child Protection Statutory Framework

- Children Act 1989;
- United Convention of the Rights of the Child 1991;
- The General Data Protection Regulations and the Data Protection Act 2018;
- Human Rights Act 1998;
- Sexual Offences Act 2003;
- Children Act 2004;
- Safeguarding Vulnerable Groups Act 2006;
- Protection of Freedoms Act 2012;
- Children and Families Act 2014;
- Equality Act 2010;
- Public Sector Equality Duty;
- Keeping Children Safe in Education (2019);
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014;
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2018;
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018;
- Education Act 2002;
- Common Assessment Framework for Children and Young People 2007;
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015;
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015);
- LSCB interagency child protection and safeguarding procedures;
- Use of Reasonable Force – DfE Guidance (2013);
- Children missing education Statutory guidance for local authorities (2016);



- Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017);
- Sexual Violence & Sexual Harassment Between Children in Schools and Colleges – DfE Guidance (2018).

Relevant Trust and academy policies

This policy must be read in conjunction with related Trust and academy policies, detailed below, which together form the basis of child protection at the academy.

The Trust's policies on:

- Allegations of abuse against colleagues;
- Complaints;
- Confidentiality Statement;
- CPD and Training;
- Data Protection;
- Disclosure Statement;
- Equality;
- Grievance and Disciplinary;
- Health and Safety;
- Induction;
- Lone worker;
- Positive Handling;
- Safeguarding;
- Safer Recruitment;
- Whistleblowing.

Academies' individual policies on:

- Accessibility Plan;
- Administration of medicine and first aid;
- Attendance;
- Appropriate physical contact including restraint;
- Behaviour including anti-bullying;
- Child Looked After;
- Complaints;
- E-safety and acceptable use;
- Health and safety procedures;
- Missing children;
- Personal and intimate care;
- Photography of children and young people;
- Relationships Education and Relationships and Sex Education;
- SEND.

The policies are supported by the Trust's Employee handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with



disclosures and concerns about a child or young person including the recording and sharing of information.

Categories of Harm

Abuse and neglect are forms of maltreatment and harm of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Categories of abuse are:

- Physical Abuse;
- Emotional Abuse;
- Sexual Abuse;
- Neglect.

Signs and indicators are found at **Appendix 1**.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK to subject a child or young person to FGM or to take a child abroad to undergo FGM. There is a mandatory duty on all colleagues to report cases of FGM to the police.

A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse. Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused in the UK or taken abroad to undergo the procedure.

The Prevent Strategy

The Prevent Strategy is a countrywide initiative which aims to work with young people and their families to prevent extremist behaviour and or radicalisation. The three key areas of concern are animal extremist behaviour, racist behaviour and terrorist behaviour. The academy supports the Prevent Strategy and will refer a student if they feel there is enough evidence to warrant it.

The Prevent Strategy places a duty on the academy to have “due regard to the need to prevent people from being drawn into terrorism”. In order to achieve this, the academy must undertake a risk assessment, work in partnership, train colleagues and have appropriate IT policies. Further details are found at **Appendix 1**.

Other

Although it is not possible to provide a definitive list of all incidences which may impact on the safety of a child or young person, colleagues should also be aware of the following:

- Bullying (including cyber bullying) – please see the academy’s anti-bullying, e-safety and acceptable use policies;
- Children missing from education – please see **Appendix 1** and the academy’s attendance policy;
- Child Sexual Exploitation – please see **Appendix 1**;
- Domestic violence – please see **Appendix 1** and the academy’s attendance/ missing children policy;



- Fabricated or Induced illness – please see **Appendix 1**;
- Forced marriage – please see **Appendix 1**;
- Honour based violence – please see **Appendix 1**;
- Peer on Peer Abuse including up-skirting – please see **Appendix 1**;
- Sexual Behaviour and Harassment - please see **Appendix 1**;
- Criminal Exploitation – please see **Appendix 1**;
- Serious Violence – please see **Appendix 1**.

Child Protection Plan (CPP) and a Child in Need (CHIN)

Following a referral to the MASH team and subsequent family assessment a child may be subject to a CPP or considered a CHIN. These interventions are led by a named social worker. These procedures will be used “If a child is unlikely to achieve, maintain, or have the opportunity of achieving or maintaining a reasonable standard of health or development without provision of services by the Local Authority or will the child’s health and development be significantly impaired without provision of Local Authority services”. This may result in a child protection S.47 investigation.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Early Help and the Common Assessment Framework (CAF)

The identification of children and young people who would benefit from early help is vital to safeguarding. Early help is the provision of support as soon as a problem emerges; this may continue as regular Team Around the Child (TAF) meetings. Further details are provided in **Appendix 1**.

Children with Specific Characteristics

Children Looked After and previously looked after – colleagues and volunteers should have an awareness of issues around safeguarding children looked after. Appropriate colleagues must have information they need about the legal status of the looked after arrangements and the care arrangements for the child/ young person. Further details are found in **Appendix 1** and in the academy’s Children Looked After Policy.

Children with Special Educational Needs (SEN) or disabilities – Colleagues and volunteers should also be aware of the additional vulnerabilities of children and young people with SEN and disabilities as they can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect within this group. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Children and young people with SEN or disabilities can be disproportionately impacted by things like bullying, without outwardly showing any sign; and
- Communication barriers and the difficulties overcoming these barriers.

Further details can be found in the academy’s SEND Policy.



Private fostering – Private fostering is when a child or young person of up to 16 years old (or 18, if the child is disabled) is in the care of someone who:

- Is not his or her parent;
- Does not have parental responsibility;
- Is not a close relative.

Close relatives are defined as grandparents, brothers, sisters, uncles, aunts (whether of full blood or half blood or by marriage) or step-parent under the Children Act 1989.

If a child or young person is being looked after by anyone else for more than 28 days, the local authority must be notified:

(www.eastsussex.gov.uk/childrenandfamilies/childrenincare/fostering/becomeafostercarer/types/privatefostering)

Roles and Responsibilities

The Trust

The trustees are ultimately responsible for safeguarding at the academy. The trustees have delegated the responsibility for safeguarding at the academy to the Executive Headteacher/Head of School. The Trust will monitor and quality-assure the safeguarding and child protection activities of the academy.

Executive Headteacher/Head of School

The Executive Headteacher/Head of School will ensure that the academy:

- Has a child protection policy in place as approved by the Trust and its procedures are in accordance with national and or local guidance and locally agreed inter-agency procedures, and that the policy and procedures are made available to parents and other stakeholders on request;
- Regularly reviews its safeguarding procedures;
- All policies and procedures within the Trust's safeguarding suite are implemented and followed by colleagues;
- Has the necessary policies dealing with behaviour, bullying, relationships and safety: physically, mentally and eSafety;
- Operates safer recruitment procedures and makes sure that all appropriate checks are carried out on colleagues and volunteers who work with students. A single central record of the checks will be maintained;
- Has procedures in place for the prompt induction of colleagues and volunteers in relation to all safeguarding and child protection policies and procedures relevant to the academy;
- Has procedures for dealing with allegations of abuse against colleagues and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. Allegations against the Executive Headteacher shall be referred to the Chief Executive Officer of the Trust;
- Has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to take responsibility for child protection and safeguarding and they are suitably trained and



sufficient resources and time are allocated to enable the DSL ad DDSL to discharge their responsibilities;

- Provides appropriate safeguarding training for all colleagues every 3 years and annual refreshers and updates. Thereby ensuring that colleagues feel able to raise concerns about poor or unsafe practice. Additionally colleagues acknowledge awareness of the safeguarding suite of policies and Part 1 of Keeping Children Safe in Education;
- Remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate;
- All processing and sharing of personal data of the child will be undertaken in accordance with data protections principles as detailed in the Trust's data protection policy;
- Reviews the policy and procedures annually and these are implemented at the academy;
- Has a programme for raising awareness of safeguarding issues for pupils and parents.

DSL and DDSL

The DSL and DDSL will be responsible for the following:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Refer cases of suspected extremist behaviour to **Prevent**;
- Act as a source of support, advice and expertise within the academy;
- Liaise with the Executive Headteacher/Head of School in circumstances where the Executive Headteacher/Head of School is not the DSL or DDSL, to inform them of any issues and ongoing investigations and ensure there is always cover for this role;
- Children should also be assessed in the context of wider factors that are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that colleagues are aware of these and are able to inform the referral process.

Training

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral;
- Have a working knowledge of the LSCB Procedures, completion of a Common Assessment Framework paperwork, the conduct of a child protection case conference and be able to attend and contribute to these;
- Understand the key purpose of listening to the young person, to secure the young person's narrative;
- Understand and be able to initiate early intervention services;
- Understand the threshold process for Child in Need;
- Ensure that all colleagues have access to and understand the academy's child protection policy;



- Ensure that all colleagues have induction training and maintains a record of all training undertaken by colleagues;
- Keep detailed accurate secure written records of reported concerns and the outcomes;
- Obtain access to resources and attends any relevant or refresher training courses at least every two years, including specialist training and updates from the LSCB.

Raising Awareness

- Ensure the child protection policy is updated and reviewed annually;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the academy in this;
- Where a child/young person leaves the academy, ensure that information is passed to the new school prior to them starting if possible and that any files are transferred to the new school separately from the main student file as soon as possible. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and forwarded to the relevant named Social Worker;
- Where the parents inform the academy that they wish to elect for home education, the Local Authority is alerted in order that they can endeavour to undertake a home visit to discuss this with the parents;
- Appoint at least one person to deputise, who has also attended the appropriate higher level training with the LSCB;
- Ensure that members of colleagues who come into contact with child protection issues are supported.

Colleagues and Volunteers

It is the responsibility of all colleagues and volunteers to:

- Fully comply with the Trust and academy's safeguarding and child protection policies and procedures and inter-related policies;
- Attend appropriate training, at least every 3 years;
- Inform the DSL or DDSL of any of the following concerns:
 - Any suspicion that a child or young is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
 - Any explanation given which appears inconsistent or suspicious;
 - Any behaviours which give rise to suspicions that a child or young person may have suffered harm (e.g. worrying drawings or play);
 - Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
 - Any concerns that a child or young person is presenting signs or symptoms of abuse or neglect;
 - Any significant changes in a child or young person's presentation, including non-attendance;
 - Any hint or disclosure of abuse from any person;
 - Any concerns that the child or young person has fabricated or induced illness;
 - Any concerns that the child or young person is a victim of Faith abuse;
 - Any concerns that the child or young person is at risk of forced marriage;



- Any concerns that a child is at risk from gangs and youth violence;
- Any concerns that a child or young person is at risk of, or has been through, Female Genital Mutilation (FGM);
- Any concerns that a child or young person is at risk from people trafficking;
- Any concerns regarding person(s) who may pose a risk to children or young people (e.g. living in a household with children present).

Reporting Concerns

Any member of colleagues who has a concern for a child or young person, however insignificant this may appear to be, should seek advice from one of the DSL or DDSL immediately such concerns to include incidences occurring outside school hours and off the school site. Concerns that are more serious must be reported immediately and brought to the attention of the DSL as soon as possible. If they are not available, the DDSL should be consulted. It is the duty of the DSL and DDSL to take advice from the MASH team and complete a referral to social care when appropriate. If a child or young person makes a disclosure of abuse to any member of colleagues, they should follow the procedure set out in **Appendix 2**.

If there is a risk of immediate harm to a child or young person a referral will be made to children's social care immediately. In certain circumstances it will also be appropriate to notify the police; in the case of FGM this is a mandatory requirement. Any member of colleagues can make a referral and the process detailed in **Appendix 2** should be followed.

The Trust and the academy recognise the importance of working with other agencies in a co-ordinated manner and the academy procedures take into account the safeguarding procedures of the LCSB.

Confidentiality

All colleagues have a responsibility to share information regarding the protection of children and young people with the DSL. Information sharing is vital in identifying and tackling all forms of abuse. In order to safeguard the child or young person following any disclosure or reporting of a concern by a member of colleagues or volunteer, all matters must be kept confidential within the safeguarding team and the member of colleagues or volunteer. The sharing of information within the academy, the parents and other agencies will be determined by the headteacher and the DSL and it will be undertaken in accordance with the principles of data protection. Colleagues are referred to the Trust's Confidentiality Statement for further details.

Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Communication with Parents

Any concerns regarding a child or young person following a disclosure or the reporting of a concern by a member of colleagues or volunteer, will be communicated to the parent/carer where it is in the interests of the child or young person to do so and where such communication will not result in further harm to the child or young person. Communication with the parent/carer will be determined



by the Executive Headteacher/Head of School and the DSL, having taken advice from the MASH team.

Record Keeping

Accurate records will be made as soon as practicable. The procedure to be followed is detailed at **Appendix 2**.

Allegations against colleagues

The highest possible standards of behaviour are expected from colleagues and volunteers in relation to their interaction with pupils at all times. The Trust has procedures in place to deal with allegations made against colleagues and volunteers as detailed in the Trust and academy policies detailed above.

Any concerns that involve an allegation against a member of colleagues or volunteer should be referred immediately to the Executive Headteacher/Head of School who will contact the appropriate personnel within East Sussex County Council to discuss and agree action to be taken. If the allegation is against the Executive Headteacher/Head of School, then the Chief Executive Officer of the Trust should be informed directly, who will make the necessary decisions. The academy has a legal duty to refer colleagues to the Disclosure and Barring Service if the harm test (to satisfy the harm test there needs to be credible evidence of a risk of harm to children or young people) has been satisfied or relevant conduct has been identified. The Executive Headteacher/Head of School is responsible for the referral.

Colleagues must be aware of the Trust whistleblowing policy and procedures at the academy. If colleagues or volunteers do not feel able to raise an issue in accordance with this policy and procedures, then they should contact the designated officer at the Local Authority.

There are circumstances when it is appropriate for colleagues to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by colleagues that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the colleagues concerned and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, colleagues should consider the risks carefully recognising the additional vulnerability of these groups. Consideration should be given in relation to making reasonable adjustments pursuant to the Equality Act 2010 and the requirement not to discriminate under the Public Sector Equality Duty.

By planning positive and proactive behaviour support, through individual plans for more vulnerable children, and agreeing them with parents and carers, the occurrence of challenging behaviours can be reduced and thus the need to use reasonable force.



Safer Recruitment

The Trust and the academy have a duty to prevent people who pose a risk of harm from working with children or young people. Consequently, the Trust and academy check colleagues and volunteers who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Trust has a safer recruitment policy and procedures and the academy has appropriate induction procedures. For further details, please see these policies. Colleagues are also referred to the Trust's Disclosure Statement.

Reviewing

This policy will be reviewed on an annual basis or immediately in light of changes at a national, regional or trust level.

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EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside college. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the college and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the college seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Appendix 1

Signs and Indicators of the Categories of Abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child or young person.

Indicators include

A pattern of the following injuries:

- Unexplained bruises
- Cuts and scratch marks
- Cigarette burns
- Broken bones
- Scalds
- Bites

Any injury which the child, parent or carer

- Tries to hide
- Avoids treatment
- Gives several different explanations
- Gives an unlikely explanation

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the emotional development of the child or young person. It may involve conveying to the child or young person that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child/ young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children or young people frequently to feel frightened or in danger or the exploitation or corruption of children/ young people. Some level of emotional abuse is involved in all types of maltreatment of a child/ young person, though it may occur alone.

Indicators include:

- Is not growing or putting on weight;
- Is timid or withdrawn;
- Is over-demanding of attention;
- Has violent mood swings;
- Relates poorly to others.



Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual violence and sexual harassment, as defined by Keeping Children Safe in Education guidance, are elements of sexual abuse. The sexual abuse of children by other children is a specific safeguarding issue in education and is also covered in the section dealing with peer on peer abuse.

Indicators include:

- Is sore or bleeding in the genital or anal area;
- Is reluctant to undress;
- Is reluctant to go to the toilet;
- Frequently complains of abdominal pains;
- Has a knowledge of sex which is age-inappropriate;
- Says that someone has done something bad to them but that it is a secret;
- Regularly soils her/himself;
- Is withdrawn or has mood swings;
- Suffers night terrors or sleep disturbance;
- Avoids physical contact;
- Is overly compliant with the requests of others;
- Possesses money or gifts which cannot be accounted for;
- Is pregnant.

THE INITIAL RESPONSE TO A REPORT OF SEXUAL ABUSE (INCLUDING PEER ON PEER SEXUAL ABUSE) IS IMPORTANT. REPORTS OF SEXUAL ABUSE ARE LIKELY TO BE COMPLEX AND REQUIRE DIFFICULT PROFESSIONAL DECISIONS TO BE MADE AND THUS IT IS VITAL THAT THE ACADEMY'S PROCEDURES AS DETAILED IN APPENDIX 2 ARE FOLLOWED.

IT IS ESSENTIAL THAT ALL VICTIMS ARE REASSURED THAT THEY ARE BEING TAKEN SERIOUSLY AND THAT THEY WILL BE SUPPORTED AND KEPT SAFE. A VICTIM SHOULD NEVER BE GIVEN THE IMPRESSION THAT THEY ARE CREATING A PROBLEM BY REPORTING SEXUAL VIOLENCE OR SEXUAL HARASSMENT. NOR SHOULD A VICTIM EVER BE MADE TO FEEL ASHAMED FOR MAKING A REPORT. THEY SHOULD BE SUPPORTED AND LISTENED TO WITHOUT JUDGMENT.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment and advice on the initial response. The assessment will consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult learners and colleagues) at the academy, especially any actions that are appropriate to protect them.



Risk assessments are recorded and kept under review. The DSL will ensure that the Academy is engaging with children's social care and specialist services who may need to undertake additional professional risk assessments. The advice of the professional should be followed including informing the alleged perpetrator of the allegations. Where a crime has been committed it will be reported to the police in parallel to a referral to social care. Thereafter, police guidance on the disclosure of information will be followed together with steps to be taken to protect the victim and other pupils to ensure that children are protected and any police investigation or criminal prosecution is not compromised.

Important considerations for the Academy will include:

- The wishes of the victim in terms of how they want to proceed; however, if we believe that a crime has been committed or the MASH team need to be notified in order to safeguard the victim we may have to act in any event;
- The nature of the alleged incident(s) and whether a crime may have been committed;
- The ages of the pupils involved, their maturity, any power imbalance if it is peer to peer abuse;
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other pupils or colleagues;
- Other related issues and wider context;
- In the case of peer to peer abuse, the support for the alleged perpetrator.

However ultimately of paramount concern is the welfare of a victim. Although considering the wishes of the victim is important, it is not wise to promise confidentiality as it is likely that the information will have to be shared with the appropriate professionals. Each reported allegation must be considered on a case by case basis and the Academy will determine whether:

- The allegation can be managed internally which may include the involvement of early help;
- The case needs to be referred to Children's Social Care;
- The case needs to be reported to the Police. As a part of any the criminal process consideration should be given to how the victim will be supported where the perpetrator is given bail and/or there are delays in the criminal process.

Whichever course of action is pursued it is vital that the victim is supported at all times.

Neglect

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

Indicators include



- Are regularly hungry – they may steal food from other children;
- Are always dirty;
- Wear inappropriate clothing – e.g. summer clothes in winter;
- Have parents who fail to make or keep medical appointments;
- Are pale, listless and underweight;
- Are unsupervised in the family home for long periods or at inappropriate times;
- Are expected to “parent” younger siblings.

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare and can result in neglect and thus harm. The DSL will be aware of referral routes in to the Local Housing Authority so that concerns can be raised at the earliest opportunity. This will be undertaken in parallel to a referral to social care.

Prevent Strategy

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of children and young people.

Protecting children and young people from the risk of radicalisation should be seen as part of the academies’ wider safeguarding duties, and is similar in nature to protecting children/ young people from other forms of harm and abuse. The Prevent Strategy requires colleagues and volunteers to take action when they observe behaviour of concern and to report all concerns to the DSL.

As with managing other safeguarding risks, colleagues should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Academy colleagues should use their professional judgement in identifying children/ young people who might be at risk of radicalisation and act proportionately.

In terms of the legal requirements of the Prevent Duty:

- Risk assessment – the academy has trained colleagues to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Any concerns following such assessment will be acted upon;
- Working in Partnership – The academy ensures that its safeguarding arrangements take into account the policies and procedures of existing partnerships such as LSCB. The academy works closely with other agencies to ensure safeguarding is paramount;
- Colleagues training – The Headteacher, DSL and DDSL have undertaken the appropriate Prevent training which reflects the context of the local area and the designation of the academy. All other colleagues have received the necessary Prevent awareness training. The training programme at the academy and within the Trust ensures that all colleagues receive regular updates;



- Internet Safety – The academy ensures that children and young people are safe from terrorist and extremist material when accessing the internet in academies. Internet use in lessons is planned in advance and monitored, so that children and young people cannot access inappropriate material, including websites promoting extremist views. The filtering is appropriately set and regularly reviewed. A programme of online safety takes place including work with children and families both in and out of academy hours. Further advice is available on the academy website.

If you have any worries or concerns in relation to Prevent or would like more information, email prevent@sussex.pnn.police.uk.

Other potential forms of abuse

Children Subject to Domestic Violence

Domestic violence is defined by the Home Office as: 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been, intimate partners or family members, regardless of gender or sexuality'. The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Domestic violence usually has a negative impact on a child or young person.

Where incidents of domestic violence are reported to the academy, the DSL should be informed immediately to ensure that the student is safe (5.11 of the London Child Protection Procedures and the supplementary document Safeguarding Children Abused Through Domestic Violence (London Board, 2007).

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the academy's DSL prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. Children experiencing domestic abuse are negatively impacted by this exposure. Operation Encompass aims to mitigate this harm by enabling immediate support.

Children Missing from Education

All colleagues should be aware that when a child or young person is absent or missing from school, they could be at risk of significant harm through neglect, physical or sexual abuse, or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Concerns should be reported to the safeguarding team. The DSL should be informed immediately if the academy is informed by a parent that their child is missing; referrals will be made to the Police, Education Welfare Officer and Social Services, as appropriate (Section 6 of the London Safeguarding Procedures and, Safeguarding Children Missing from Education (London Board, 2006).

Early intervention would be beneficial in order to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.



In addition, the academy will monitor attendance and take action where a pupil fails to attend school or attendance is poor in accordance with its attendance policy. In order to safeguard pupils at least two emergency contacts for the pupil should be maintained.

Forced Marriage

A 'forced' marriage' is a marriage conducted without the valid consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Any information received by a member of colleagues or volunteer must be reported to the DSL.

Honour Based Violence

Honour based violence is the term used to describe incidences or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. These are incidences in which predominantly women are injured or killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. Any information relating such incidents should be reported to the DSL immediately for further action.

Sexual Behaviour and Harassment

For academy colleagues, identifying inappropriate sexual behaviour can be a complex task.

Indicators of sexually abusive behaviour include:

- A significant age difference between children involved in sexual behaviour. An adolescent who seems interested in younger children may give cause for concern;
- Sexual behaviour involving bribery, threats or force. Children or young people without the intellectual or physical resources to resist abuse are particularly vulnerable;
- A level of sexual knowledge inconsistent with what would normally be expected for someone of that age;
- Sexually intrusive/aggressive behaviour.

It must be remembered that a criminal offence may have been committed and one or both parents/carers or a close relative may be the perpetrators.

Some common signs of abuse:

- Unwillingness to come to school;
- Complaining about missing possessions;
- Unexplained bruising or repeated instances of bruising;
- Easily distressed and frightened;
- Odd drawings and sexually explicit language;
- Damaged or incomplete work.

Child sexual exploitation (CSE)

It is defined in the DfE 2017 guidance as a form of child sexual abuse, where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants,



and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Being under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Peer on Peer Abuse

The Academy will not tolerate Peer on Peer abuse in any form. Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. This can include:

- Physical abuse such as biting kicking and hitting.
- Sexually harmful behaviour such as sexual violence, harassment (see Keeping Children Safe in Education for definitions) assault and touching which can occur between two children of any age and sex. Some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.



- Sexually harmful language or abuse such as inappropriate sexual language or 'sexting' will not be tolerated or considered as "banter", "just having a laugh" or "part of growing up". It can occur online or offline and some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.
- Bullying such as physical, verbal (including gender based) and cyber bullying.
- Initiation/hazing type violence and rituals.
- Up-skirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

All colleagues should be aware that safeguarding issues can manifest themselves via peer on peer abuse. -The Academy seeks to minimise the risk of peer on peer abuse through the application of its Behaviour Management and Anti-bullying policies, training for colleagues and education for pupils.

THE INITIAL RESPONSE TO A REPORT OF PEER ON PEER ABUSE WILL BE AS DETAILED ABOVE IN THE SECTION ENTITLED 'SEXUAL ABUSE' WITH THE APPROPRIATE RISK ASSESSMENTS BEING UNDERTAKEN AND SUPPORT WILL BE PROVIDED FOR THE VICTIM.

Fabricated or Induced illness

A parent or carer fabricates or induces the illness of the child or young person or fabricates SEN which is or may result in harm to the child or impacts on the welfare of the child. This can take the form of:

- Regular days off school as a result of a non-substantiated illness;
- Unusual and/or un-prescribed medication;
- Fabricated or unaccountable reasons for absence.

Child Criminal Exploitation: 'County Lines'

Criminal exploitation of children is widespread form of harm and involves the grooming and exploitation of children and young people to carry drugs and money across geographical areas. Consequently, children missing from education for periods of time could be an identifier of this type of harm.

Serious Violence

Indicators that children are at risk of being involved or are involved in serious violent crime include:

- Increased absence from school;
- Changes in friendship groups or relationships with older individuals or groups;
- A significant decline in academic performance;
- Self harm or a significant change in wellbeing;
- Signs of assault or unexplained injuries;
- Unexplained gifts or new possessions indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

Early Help

Any child may benefit from early help, but all school and college colleagues should be particularly alert to the potential need for early help for a child who:



- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Initially colleagues should discuss early help requirements with the DSL. If appropriate, the DSL will support the member of colleagues in liaising with other agencies and setting up an inter-agency assessment. The child should be kept under constant review and consideration should be given to a referral to children's social care if the child's situation doesn't appear to be improving.

Detailed information on early help and statutory assessment can be found in Chapter 1 of Working together to safeguard children.

Early Help Procedures

- This will be a referral to the Single Point of Access.
- In some cases it might be appropriate to make a request for Early Help from a Key Worker.
- Parents must be in agreement for the Academy to contact Children's Services to request Early Help (Key Worker) for support.

Other Considerations

CHILDREN ARE SOMETIMES REQUIRED TO GIVE EVIDENCE IN CRIMINAL AND CIVIL COURTS WHICH CAN BE STRESSFUL FOR THEM. WHERE COLLEAGUES ARE MADE AWARE OF SUCH INSTANCES, THE DSL SHOULD BE ADVISED SO THAT ADDITIONAL PASTORAL SUPPORT CAN BE PUT IN PLACE AND THE GOVERNMENT GUIDANCE FOLLOWED AS DETAILED IN THE CHILDREN AND COURT SYSTEM SECTION OF THE KEEPING CHILDREN SAFE IN EDUCATION.

Children Looked After (CLA) and previously Looked After Children

The Headteacher will inform colleagues of a child's care status and determine the extent to which information is shared with other members of colleagues. The academy will:

- Maintain a register of children in public care and ensure all relevant education and care information is available and it is kept up to date;
- Ensure that all colleagues are aware of the difficulties and educational disadvantage faced by children in public care and understand the need for high expectations and positive systems of support to overcome them;



- Act as an advocate for children in public care;
- Hold a supervisory brief and monitor the educational progress of all children who are in public care;
- Supervise the smooth induction of a new child in public care into the academy;
- Act as a named person for the child;
- Promote the involvement of these children in extra-curricular activities and intervene if there is evidence of individual underachievement, absence from academy etc;
- Ensure that each child or young person has a Personal Education Plan (PEP) and that school - based access to services and support is in place;
- Liaise with any appropriate external agencies, those with parental responsibility and ensure there is a speedy transfer of information and report on the progress of all children and young people in public care to Looked after Children Services;
- Ensure that appropriate colleagues develop knowledge of the Social Care Department and Education procedures by attending training events organised by the Local Authority and other providers and then cascade training to colleagues as appropriate;
- Monitor students' achievement and progress within the academy;
- On admission, records will be requested from the previous academy, where appropriate and a meeting held to inform the PEP;
- Consult and involve the child or young person in decisions about themselves according to their age and understanding;
- Be aware of previously looked after children as they remain potentially vulnerable and thus the above may also be relevant to them.



Appendix 2

Procedures to be followed on disclosure

Where a member of colleagues:

- Has a suspicion that a child or young person is being harmed or at risk of harm;
- Notes behaviours or actions in a child or young person which give rise to suspicions that the pupil may have suffered abuse;
- Receives hints or a disclosure of any type of abuse from a child or young person or from one of his/her friends;

The member of colleagues has a duty to report his or her concerns as soon as possible to the DSL, or, in his or her absence, to the DDSL or Headteacher as appropriate. Where the Headteacher or DSL does not act on a colleague's concern, the Trust's Whistleblowing Policy can be implemented or the member of colleagues can contact the NSPCC for advice on 0800 028 0285 between 8am and 8pm or emailing help@nspcc.org.uk.

Academy Procedure

Colleagues should enter their concern on 'my concern'.

This is automatically emailed to all the members of Colleagues on the Safeguarding Team.

DSL will read and action – please note they may come to you for additional details.

Procedure to be followed when making a referral

Safeguarding lead manager assess to see if the child is at immediate risk of significant harm. If so, they should phone SPoA immediately making it clear their concern is about immediate risk.

Speak to student re concern and if necessary parents, if in doubt ring and follow the advice given by SPoA.

Single Point of Access SPoA

Phone: 01323 464222

General enquiries: 0-19.SPOA@eastsussex.gov.uk

Record all information on 'My Concern'

Record Keeping

All records are kept electronically on My Concern.

Hard copies of minutes / notes/ files from previous schools are kept in a locked filing cabinet in the Lead DSL's office. A spare set of keys are located securely in Reception.

All verbal conversations are recorded on 'My Concern'.



Action Following a Child Protection Referral

Contact is made with Children's Services after 24 hours if none is received.

Details of any Children's Services involvement e.g. name, email and telephone number of Lead Assessment person is recorded on the front page of the student's profile on 'My Concern'.

Any actions, emails or information is recorded on the students file in 'My Concern'.

Local Safeguarding Children's Board Procedure

The DSL and DDSL trained in and conversant with the LSCB's procedures further details of which are found at www.eastsussexlscb.org.uk.

Monitoring of disclosures and referral

Students who have Children's Services involvement are discussed weekly in the Student Hub meeting.

Referrals are uploaded onto My Concern along with minutes of the meeting.

Specific procedures relating to Sexual Abuse

Students who disclose Sexual Abuse MUST not be questioned. Record all information in the student's own words. You may ask for clarification if you are unsure of the meaning.

Keep the student with you, reassure but do not promise anything.

Contact SPoA immediately.

Follow the advice they give.

Specific procedures relating to Peer-on-peer Abuse

Students who disclose Peer on Peer Abuse - Record all information in the student's own words. You may ask for clarification if you are unsure of the meaning.

Keep the student with you, reassure but do not promise anything. If necessary contact SPoA.

Investigate using the serious incident paperwork.

Collect statements from students.

Contact parents and invite in.

Support to be provided

Place2Be

Risk Assessment

Early Help

SPoA level 4 referral

School nurse



Working with Examination Boards

As part of their child and vulnerable adult safeguarding policies, some examination boards may ask the college to annually complete a declaration regarding the suitability of dramatic and/or artistic performances. This is to ensure that the content and themes of assessed performances are appropriate for a school setting and appropriate to the age group of the students that are performing. Whilst this is a matter of professional judgement, it clearly lays with colleagues in the centre give the material selected by students each year due consideration especially in relation to individuals.