



Windsor Academy Trust

Child Protection and Safeguarding Policy

Responsible Committee:	Windsor Academy Trust, Board of Directors
Date revised by Board of Directors:	Revised July 2020
Next review date:	September 2021

Safeguarding and Child Protection Policy Statement

- 1.1 Windsor Academy Trust (WAT) is committed to safeguarding and promoting the welfare of all pupils by protecting children from maltreatment, preventing the impairment of health or development and by ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- 1.2 WAT is committed to meeting its moral and statutory responsibility, ensuring that robust procedures are in place, outlining the actions that it will take to prevent harm, to promote well-being, to create safe environments and to respond to specific issues and vulnerabilities. Safeguarding determines the actions taken to keep children safe and protect them from harm in all aspects of their school life to ensure that they have the best outcomes. This is underpinned by a culture of openness where both children and adults feel secure, able to talk, and believe that they are being listened to.
- 1.3 WAT maintains an attitude of 'it could happen here' and expects that all staff and volunteers share and demonstrate their commitment to protecting children. All academies are required to maintain a single central record to provide reassurance that all staff and volunteers are recruited safely.
- 1.4 WAT is committed to the following safeguarding key principles:-
- Responsibility to safeguard and promote the welfare of children is of paramount importance.
 - All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All staff, volunteers, Local Advisory Body (LAB) Members and Directors must share this commitment.
 - All staff, volunteers, LAB Members and Directors has an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in an academy.
 - When concerned about the welfare of a child, staff members are to always act in the interests of the child.
 - Students and staff involved in child protection issues will receive appropriate training and support.
- 1.5 WAT expects that each academy will follow the guidance and child protection procedures provided by their Local Safeguarding Children Board and Local Authority Children's Services departments. Crucially, there may be safeguarding issues that are specific to their local area and communities.
- 1.6 This policy outlining the local procedures for each of the academies across the Trust will be made available on the academy websites. They have been developed to ensure compliance with legislation including Section 175 the Education Act 2002, Section 11 of the Children's Act 2004, Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2020, and What to do if you are worried about a child being abused – advice for practitioners. All academies are expected to follow the escalation policy if they have concerns about the management of a case by Children and Social Care.
- 1.7 Child Protection and Safeguarding policy works in conjunction with other relevant policies in place at both Trust and at a local level, safeguarding the interests and welfare of children e.g.

recruitment and selection, anti-bullying, confidential reporting (whistle blowing), health and safety, special education needs and disabilities, equality policy and staff code of conduct.

1.8 WAT has the following roles and responsibilities in place to ensure that all academies are compliant and have a strong safeguarding culture:

Roles	Responsibilities
Designated Director for Safeguarding (DDS)	A trust board member who has an oversight of trust-wide safeguarding and reports directly to the board.
Strategic Lead for Safeguarding (SLS)	A member of the executive team who has an oversight of trust-wide safeguarding and leads on the development of the WAT safeguarding policy.
WAT Designated Safeguarding Lead	A lead DSL who takes responsibility for peer audits, the DSL peer network and who liaises closely with the DDS and SLS.
Designated Safeguarding Governor (DSG)	A member of the Local Advisory Body who has an oversight of safeguarding in their individual academy and reports back to the LAB. They also have the DDS as point of contact to the board.
Designated Safeguarding Lead/s (DSL)	Member/s of staff responsible for safeguarding and child protection within their individual academy, They liaise closely with key stakeholders, such as their staff, head teacher, DSG and relevant external agencies.

2. Governance

- 2.1 WAT's designated Director (DDS) oversees the governance arrangements for Safeguarding and is a point of contact for the Local Advisory Board's Designated Safeguarding Governors (DSG).
- 2.2 The WAT designated Director meets with the WAT DSL and the WAT Strategic Lead for Safeguarding at the end of each term to evaluate the outcomes of scheduled audits and checks. The WAT Director reports a summary of findings at the full board meeting.
- 2.3 All academies are required to follow the Local Safeguarding Children Board's interagency policies and procedures and the Local Advisory Body (LAB) are responsible for the implementation of the Safeguarding and Child Protection Policy at academy level. Safeguarding will be included on the agenda and monitored at every full Local Advisory Body meeting.
- 2.4 Each Local Advisory Body is required to have a DSG to provide feedback at LAB meetings. The DSG meets regularly with the academy's Designated Safeguarding Lead (DSL) to discuss:
- Safeguarding peer audits or external reviews;
 - Risks/vulnerabilities;
 - Compliance issues;
 - The effectiveness in the application of practices;
 - Any lessons that can be shared; and
 - Best practice.

3. The Supporting Structural and Quality Assurance Arrangements

Focus	Process
Quality Assurance	<p>Each academy has two peer audit visits per year carried out by the WAT DSL or other WAT DSLs. These reviews will be quality assured by the WAT SLS.</p> <p>Each academy has a safeguarding check by an external expert. <i>(The frequency of the check will depend on each school's circumstances. For example, a good school with no safeguarding concerns will have an external check every four years. If concerns are raised about safeguarding, or a school is not judged to be good, then more regular external checks will take place).</i></p> <p>If serious concerns are raised in peer audits or external checks, they will be shared immediately with the SLS, who will inform the DDS and the executive team.</p>
Strategic oversight and connection with the trust board	<p>The designated Director meets with the SLS and the WAT DSL on a termly basis to evaluate findings from audits and checks and to monitor LAB meeting minutes. Findings will be reported back to the full board.</p>
LABs	<p>LAB DSG meets with DSL in school on a termly basis and/or is part of the audits/checks. DSG can contact the designated Director if they have concerns in relation to safeguarding in their individual academy.</p> <p>Safeguarding a standing agenda item to be discussed at each LAB meeting.</p>
Peer support and collaboration	<p>Half-termly meetings led by the WAT DSL for academy DSLs (see 3.1).</p>
Other duties (including statutory)	<p>The WAT safeguarding policy reviewed and updated annually or as and when required.</p> <p>HR carries out SCR checks at regular intervals.</p>

- 3.1 The DSLs across WAT meet and network on a half-termly basis, to pool expertise, knowledge and experience in the development and application of policies and procedures, to share good practice and to develop and embed best practice. This ensures that the core competences on child protection and safeguarding matters are being fully utilised, the DSLs network supports the development and growth of a centre of excellence on safeguarding matters across the Trust.

4. Training

- 4.1 The DSL must complete regular safeguarding training to ensure that all staff is trained and up to date with policies and procedures. The DSL and any deputy DSLs will undergo training that provides them with the knowledge and skills needed to perform the role. This training should be updated as a minimum, every two years, with regular updates.
- 4.2 WAT will be assured that academies comply with training requirements as defined in KCSIE 2020. All staff will undergo safeguarding and child protection training at induction. This training should be updated on a regular basis and aligned to the advice from the local safeguarding children board (LSCB), e-bulletins, DSL meetings, etc.
- 4.3 All staff will be given KCSIE Part 1, and annex A of KCSIE, on induction. They will be asked to sign that it has been read and understood.
- 4.4. All staff members undertake safeguarding and child protection training at induction, including whistle-blowing procedures to ensure they understand the academy's safeguarding system and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually with additional updates in line with advice from our local children's safeguarding board and our trust.
- 4.5. All supply staff will be given access to the academies code of conduct, the safeguarding and child protection policy and the allegations of abuse against staff policy. They must also be given clear guidance on how to report concerns. It must be made clear to them that they are operating within the school's safeguarding arrangements at all times.

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 (e.g. through emails, e-bulletins and staff meetings as required but at least annually. Volunteers will receive appropriate training, if applicable

5. Supporting Systems and Practices

- 5.1 WAT will standardise systems and practices across the trust for reporting to assist with the identification of trust-wide concerns and patterns. Such systems should maximise the support for managing casework and facilitate more effective working arrangements with other agencies.
- 5.2 Identified trust executive and central team members will have appropriate clearances in place that will provide them with direct access to all of the academies systems within the trust.

6. Policy Review

- 6.1 The Child Protection and Safeguarding Policy will be reviewed and agreed as a minimum on an annual basis. This may be more frequent if national guidance requires ensuring that key statutory requirements are incorporated.

7. Local Arrangements

- 7.1 The following section contains each of the academy’s local arrangements and procedures for Safeguarding and Child Protection

Processes for safeguarding and promoting the welfare of children and young people are governed by a legislative framework, supported by guidance based on principles and beliefs about the rights of the child and the family.

<https://go.walsall.gov.uk/walsall-safeguarding-partnership>

Keeping Children Safe in Education September 2020 (plus supplementary Covid 19 safeguarding guidance) *Statutory safeguarding guidance for all schools, all staff*

Working Together to Safeguard Children July 2018 *a guide for all professionals re inter agency working*

Counter Terrorism and Security Act December 2015 *Government guidance outlining schools duties for identifying and dealing with those at risk of being drawn into terrorism*

Multi Agency statutory guidance; Female Genital Mutilation October 2018

An overview of the legal requirements for school staff to identify and report acts of female genital mutilation

Goldsmith Primary Academy

Policy Tracker – Responsibility for monitoring this policy: Sharon Middleton (Reviewed Annually or in response to changes in legislation or LSCB operating procedures)			
Date	Reviewed By:	Role	Date Approved by Directors of the Trust
July 2020	Sharon Middleton	Designated Safeguarding Lead	July 2020

WAT Designated Director for Safeguarding (Trust Board)	Julie Houlder
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WAT Strategic Lead for Safeguarding (Executive Team)	Matthew Meckin
WAT Designated Safeguarding Lead	Barry Morley
Designated Safeguarding Leads (DSLs)	Sharon Middleton
Head teacher	Mrs Bridgwood
Chair of the Local Advisory Body	Helen Kinsey
Designated Safeguarding Governor (DSG)	Jo Cownley
Deputy DSL	Sally Taylor-Janes
Single Point of Contact (SPOC)	Sharon Middleton
Looked After Children Designated Teacher	Sarah Ayres
Designated Lead for E Safety	Sharon Middleton
CEO (Chief Executive Officer)	Keith Sorrell

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Child Protection and Safeguarding Policy

1. Rationale

1.1. Children and young people have a fundamental right to be protected from harm. They have a right to expect academies to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

1.2. Safeguarding is defined as:

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

Goldsmith Primary Academy is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of the day-to-day contact with children and young people, education staff is particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. It is therefore important; ‘to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.’ This policy applies to all staff, governors and volunteers working in the school.

1.3. Staffs working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

1.4. Knowing what to look for is vital to the early identification of abuse and neglect. If staffs are unsure, they should always speak to the designated safeguarding lead (or deputy). If staff has any concerns about a child’s welfare, they should act on them immediately.

Definitions and Indicators of Abuse (see page 18)

1.5. WAT recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from “significant harm”. The protection of our students from suffering or being likely to suffer significant harm is the responsibility of the school and wider community, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Goldsmith Primary Academy

Safeguarding Children Procedures <https://go.walsall.gov.uk/walsall-safeguarding-partnership>

- Dealing with a disclosure school guidance (See Appendix 1)
- Children Act 1989
- Children Act 2004
- Working together to safeguard children (DfE) July 2018
- Keeping Children Safe in Education (DfE) September 2020
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015)
- What do you do if you are worried a child is being abused March 2015 (See Appendix 2)

- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in educations and at risk of Child Sexual Exploitation

1.6. Any child may benefit from early help, but all school staff will 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.

2. Prevention

2.1. The six main elements of the policy are:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting students, who have been abused in accordance with his/her child protection plan
- Establishing a safe environment in which children can learn and develop
- Ensuring there are links with other safeguarding policies and practice; for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.

2.2. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the school, whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities, which equip children with the skills they need to stay safe from harm

3. Procedures

3.1. Goldsmith Primary Academy will ensure that all staff follow the procedures set out by the Walsall Safeguarding Partnership and take account of guidance issued by the Department for Education (DfE) to:

- Ensure we have a designated safeguarding lead for child protection, who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.
- The designated safeguarding leads for Goldsmith Primary Academy are:
 - 1) Sharon Middleton
 - 2) Sally Taylor-Janes (Deputy DSL)

3.2. Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **If in doubt ask.**

- Ensure we have a Designated Safeguarding Governor (DSG) responsible for child protection. The DSG is Jo Cownley
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the Designated Safeguarding Leads (DSL) who is responsible for child protection in their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection; parents should be made aware of the policies and procedures
- Ensure that parents are aware that this policy is available on request and make the policy available on the Academy's website
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- Develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation Service, Learning Support Service and Education Psychology Service
- Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- Ensure all records are kept securely, separate from the main student file, and in locked locations
- Ensure that if a child, who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed
 - Ensure that all staff is aware of what to do if there are concerns around a child. **Appendix 2 refers to what to do if you are concerned.** A copy of the interagency referral form that must be completed when making a referral can be accessed from the website <https://go.walsall.gov.uk/walsall-safeguarding-partnership> The DSL should be consulted for completion of this form.

4. Role of the Designated Safeguarding Lead

- 4.1. The Local Advisory Body (LAB) has appointed Sharon Middleton as the Goldsmith Primary Academy Designated Safeguarding Lead who is an appropriate senior member of staff, from the schools leadership team. The responsibilities are as follows:-
- 4.2. Take lead responsibility for safeguarding and child protection. This will be explicit in the role holder's job description.
- 4.3. **Any deputy DSL must be trained to the same standard as Lead DSL. The DSLs must liaise with Local Authority and work with other agencies in line with 'Working together to safeguard children 2018'**
- 4.4. Refer all cases of suspected abuse to the local authority children's social care or the Police in cases where a crime or suspected crime may have been committed.
- 4.5. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC to support staff that make referrals to the Channel programme.
- 4.6. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required (this is a role for senior members of staff only with the relevant authority).
- 4.7. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- 4.8. Liaise with the Head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations/coordinating child protection activity.
- 4.9. Liaise with the LADO/MASH in the local authority for child protection concerns when there are cases which concern a staff member (this is a role for senior members of staff only with the relevant authority in school and cannot be undertaken by staff in pastoral roles such as Parent Support Advisers, Learning Mentors etc.). This means when a case is ongoing and should not be confused with the right to follow the Trusts or NSPCC's Whistleblowing procedures.
- 4.10. Ensure each member of staff has access to and understands the academy's child protection and safeguarding policy and procedures, especially new and part time staff.
- 4.11. Be alert to the specific needs of children in need, those with special educational needs and young carers.
- 4.12. Ensure that this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- 4.13. Ensure that this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- 4.14. Where children leave the academy, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

- 4.15. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.
- 4.16. The DSL, or Deputy DSL, is always available for staff to refer concerns to.
- 4.17. During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term time contact.
- 4.18. The DSL (or deputy) will lead on early help, if appropriate liaising with other agencies and setting up inter agency assessments. Cases should be kept under constant review – considering a future referral to social services if the child’s situation does not appear to improve, or gets worse.
- 4.19. The DSL will consider escalation if after a referral the child’s situation does not appear to improve.

Information Sharing, Confidentiality and Record Keeping

- 4.20. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. Advice should be sought from the Social Care Team on who should approach the alleged abuser (or parents if the alleged abuser is a child).
- 4.21. Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).
- 4.22. The Data Protection Act 2018 and the General Data Protection Regulation (from Working Together to Safeguard Children July 2018)

Practitioners must have due regard to the relevant data protection principles which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively:

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’

Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The Data Protection Act 2018 and GDPR do not prohibit the collection and sharing of personal information, but rather provide a framework to ensure that personal information is shared appropriately. In particular, the Data Protection Act 2018 balances the rights of the information subject (the individual whom the information is about) and the possible need to share information about them.

In the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information with other practitioners. Practitioners looking to share information should consider which processing condition in the Data Protection Act 2018 is most appropriate for use in the particular circumstances of the case. This may be the safeguarding processing condition or another relevant provision.

In addition to the Data Protection Act 2018 and GDPR, practitioners need to balance the common law duty of confidence and the Human Rights Act 1998 against the effect on individuals or others of not sharing the information.

IT systems can be useful for information sharing. IT systems are most valuable when practitioners use the shared data to make more informed decisions about how to support and safeguard a child.

5. The Responsibility of the Local Advisory Body (LAB)

5.1. The Trust Board will ensure that the below duties are fulfilled to the highest possible standard.

5.2. The Local Advisory Body (LAB) is the responsible body for ensuring the safety of the Academy.

5.3. The LAB will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- An effective child protection and safeguarding policy;
- A staff code of conduct which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

5.4. The LAB will ensure that Goldsmith Primary Academy contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children. Our Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

5.5. The LAB will ensure that the safeguarding arrangements take into account the procedures and practice of the local authority. This includes the requirement under Section 175/Section 157 of the Education Act 2002 which placed a duty on:-

- The governing bodies of schools to have arrangements for safeguarding and promoting the welfare of children in place
- The Local Authority to monitor compliance of maintained schools

5.6. The LAB recognises the expertise staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis and all staff have the opportunity to contribute to and shape safeguarding arrangements and the child protection and safeguarding policy.

- 5.7. The LAB will ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum to recognise when they are at risk and how to get help if they need it.
- 5.8. The LAB will ensure there are procedures in place to handle allegations against teachers, head teachers, volunteers and other staff (including supply staff).
- 5.9. The LAB will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated and the induction and training will be in line with advice from Walsall Safeguarding Partnership.
- 5.10. The LAB reviews its policies/procedures annually.
- 5.11. The DSG is responsible for liaising with the Head teacher and Designated Safeguarding Leads 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 pupils/students.
- 5.12. A member of the Executive Team is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head teacher.
- 5.13. The Trust's managing allegations of abuse against staff Policy will be followed for allegations made against staff in accordance with part 4 of Keeping Children Safe in Education.

6. The Role of the Designated Teacher for Looked After Children

- 6.1. The designated teacher for looked after children at Goldsmith Primary Academy is Sarah Ayres. She is responsible for promoting the educational achievement of children who are looked after. The designated teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

7. Recruitment of Staff and Volunteers

- 7.1. WAT is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our children and have their welfare and protection as the highest priority.
- 7.2. Safer Recruitment and vetting procedures are followed for all appointments of staff including those working in a voluntary / unpaid capacity. The Head teacher will risk assess and apply appropriate professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. All Work Experience placements will be Risk Assessed. Where those deemed high risk, a DBS will be obtained.
- 7.3. Every interview panel will have at least one member who has undergone Safer Recruitment Training. Goldsmith Primary Academy will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment.
- 7.4. Goldsmith Primary Academy will ensure that agencies and third parties supplying staff provide the academy with evidence that they have made the appropriate level of safeguarding check on individuals working in our academies.
- 7.5. Goldsmith Primary Academy will ensure that all staff involved in recruitment are aware of guidance on safer recruitment
- 7.6. Goldsmith Primary Academy will record all information on the checks carried out on their Single Central Record (SCR). Copies of these checks, where appropriate, will be held in

individuals' personnel files, including any risk assessments undertaken. WAT will follow statutory requirements in retaining copies of these checks.

- 7.7. Where Children are placed in alternative provision, the academy must ensure that the provider (of AP) has completed all vetting and barring checks that are necessary. A written statement will be requested.

Work Experience

- 7.8. Guidance set out in KCSIE September 2020 will be followed. All work experience placements will be risk assessed. Where deemed high risk, a DBS will be obtained.
- 7.9. 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.
- 7.10. 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.

Home Stays (Exchange Visits)

- 7.11. Parents of host families must be DBS checked – enhanced. Other persons in the family over the age of 16 – school can decide whether to do enhanced DBS check for those that live in the same house.
- 7.12. 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.

Disqualified by Association

- 7.13. In October 2014, the government issued supplementary guidance to 'Keeping Children Safe in Education (2014)'. School staff are disqualified from working in a school, when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

In September 2018 this guidance was changed and there is no longer a requirement for staff in educational settings to disclose. The duty is now only applicable in a residential setting such as child minders in their own home.

8. Whistleblowing

- 8.1. All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime and concerns will be taken seriously by the senior leadership team.
- 8.2. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff policies, are in place for such concerns to be raised with the schools senior leadership team.

Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, staff may seek free confidential help from the independent charity, **Public Concern at Work**, Tel: 0207 404 6609 whistle@pcaw.co.uk

9. Training and Development

9.1. Goldsmith Primary Academy will ensure that:

- All staff are kept up to date with Child Protection issues with annual, formal training taking place; online courses, external training and in-house training provided throughout the year
- Clear reminders of all procedures will be given out to all staff on the training day at the start of every academic year, with frequent reminders at teacher and teaching assistant meetings, meetings with lunchtime supervisors, training events, weekly staff briefings and subsequent training days
- The Designated Safeguarding Leads will take part in advanced level training (Core Working Together) at least every two years
- All policies and procedures will follow DFE guidance on Child Protection issues
- LAB members will be kept informed about procedures through the Child Protection DSG
- Good monitoring takes place of students identified as at risk
- The pastoral team (Head teacher, Deputy Head teacher, SENCo and Assistant SENCo) works closely with outside agencies to share information and coordinate support for the student.

10. Curriculum

10.1. WAT considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHCE, RSE and Health Education, SMSC, British Values, e-safety, assemblies, approved visitors etc.

10.2. We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be addressed through the PSHCE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying. Issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

10.3. All policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach. The Child Protection and Safeguarding policy cannot be separated from the general ethos of the academy, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

11. Dealing with Concerns and Disclosures – Roles and Responsibilities

11.1. All staff will be concerned about children and young people as below:-

- A child may disclose something that has upset or harmed them
- Someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- A child might show signs of physical injury for which there appears to be no explanation
- A child's behaviour may suggest he or she is being abused
- The behaviour or attitude of one of the workers towards a child may cause concern
- A child demonstrates worrying behaviour towards other children.

11.2. Staffs are aware that to consult with the DSL does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required.

11.3. If you are unhappy with the response you receive from your DSL all staff have the right to contact Walsall Safeguarding Partnership.

11.4. The academy will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm
- Compromise any enquiries that need to be undertaken by children's social care or the police

11.5. Our academy will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

11.6. **UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.**

11.7. Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance.

11.8. When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise and legal action against the abuser.

12. Procedures for When Someone is Concerned About a Child or Young Person

- The pastoral team (Head teacher, Deputy Head teacher, SENCo and Assistant SENCo) works closely with outside agencies to share information and coordinate support for the student.
- All concerns for children and young people should be recorded using the academy's recording system.
- All concerns should be recorded as soon as possible & shared with DSL(within one hour)
All verbal conversations to be promptly recorded in writing on academy's on line system.
- All concerns should be referred to the designated safeguarding lead or deputy designated safeguarding lead in their absence.
Goldsmith Primary Academy concern forms are located in the Pastoral Office
Records are stored on Cpoms
DSL must be alerted in person (not via Cpoms/concern form)
- All concerns of significant harm should be referred to the Local Authority Children's Services (MASH) without delay (see appendix 1)
- All concerns shared with the designated safeguarding lead should be considered alongside Walsall Safeguarding Partnership Multi Agency thresholds (child protection, early Help offer)
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the Head Teacher (if the concern is in relation to the Head teacher the CEO should be informed without delay) **for onward referral to LADO** See appendix 2

13. What Information Will You Need When Making a Referral

You will be asked to provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken any disabilities the child may have, details of the parents, other siblings, chronology of previous concerns.

Do not be concerned if you do not have all these details, you should still make the call.

14. Responses From Parents

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

- 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.

You should follow up the verbal referral in writing, within 24hrs. This should be done on a MARF (multi agency referral form). This can be downloaded from the Walsall Safeguarding Partnership under report a concern.

Call the Multi Agency Safeguarding Hub (MASH), Initial Response Team

Tel: 0300 555 2866 Monday–Thursday 8.45am–5.15pm, Friday 8.45am–4.45pm

Tel: 0300 555 2922 or Emergency Response Team

Some of our pupils may not reside within Walsall and we are aware that we should locate the number for the child's Local Authority's child protection referral team

15. Staff Support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

16. Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2018 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Abuse: a form of maltreatment 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All staff is aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

16.1. Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be 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.

16.2. Emotional Abuse

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

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.

16.3. 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. The sexual abuse of children by other children is a specific safeguarding issue in education and peer on peer abuse.

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

- 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.

16.4. Neglect

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

16.5. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime (see KCSIE 2020 for more information). If a staff member has a concern regarding serious violence, they must raise it immediately with their DSL and follow their school's process for reporting and recording concerns.

16.6. Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological, Physical, Sexual, Financial and Emotional

Exposure to domestic abuse can have serious long lasting effects on children (emotional and psychological). It can occur within personal relationships as well as in home context.

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Operation encompass is where the police and the local authority will inform schools when they are called to an incident of domestic abuse. The national domestic abuse helpline which can be called free of charge and in confidence 24 hours a day on 0808 2000247.

16.7. Specific Safeguarding Issues

You should also be aware of any specific safeguarding issues outlined in KCSIE Annex A, including:

children missing from education | missing children and adults | fabricated or induced illness | children missing from home or care | bullying / cyberbullying | relationship abuse | private fostering | forced marriage | drugs | trafficking | faith abuse | hate | domestic violence | sexting | mental health issues | child sexual exploitation | preventing radicalisation | female genital mutilation | gender based violence | gangs / youth violence

16.7.1. Peer on Peer Abuse

All staff is aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staffs are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the anti-bullying, schools behaviour policy and broader child protection procedures.

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 ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. Despite the safeguarding concern, the child's wishes will be taken into account when deciding what action is to be taken and services provided. Schools will operate with best interests of the child at heart.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- Physical injuries;
- Experiencing difficulties with mental health and/or emotional wellbeing;
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- Broader changes in behaviour including alcohol or substance misuse;
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- Abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

Ensure that school actively promotes gender equality, positive values and healthy relationships, and incorporates work on peer-on-peer abuse into its curriculum. School staff is made aware and are vigilant to unacceptable comments, actions or perceived 'banter'.

Peer on Peer abuse will not be tolerated by WAT or minimised in any way and always taken seriously.

All allegations of Peer on Peer abuse will be recorded as per school system, investigated and dealt with.

Victims, perpetrators and other children affected by Peer on Peer abuse will be supported through school and multi-agency support mechanisms.

It is more likely that girls will be victims and boys are the perpetrators.

Different types of Peer on Peer abuse:

- Sexual violence and sexual harassment
- Physical (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Sexting
- Up skirting (taking a picture under a person's clothing without them knowing)*
- Initiation type violence and rituals

*Up skirting is now a criminal offence (see KCSIE 2020 for further details)

Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

16.7.2. Child on Child Sexual Violence and Sexual Harassment

Sexual violence and harassment is not acceptable and will not be tolerated. It should not be passed off as 'banter' or 'having a laugh' for example. This guidance follows part 5 KCSIE September 2020 where more detailed advice is available.

Staff will be supported to deal with incidents of child sexual violence/sexual harassment with appropriate training.

Actions taken will depend on each case and need details consideration by DSL and other agencies, such as Police and children's social care.

All victims should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will not be made to feel ashamed, or given the impression they are creating a problem by making the report.

Victims should understand what the next steps will be following a report.

Staff will always be supportive, listen, be non-judgmental, not ask leading questions, make notes when child is speaking and complete a report immediately afterwards paying full attention to the child. Where possible 2 staff should be present, one being DSL (*if not inform DSL immediately*).

A risk and needs assessment should be completed by DSL where there has been a report of sexual violence.

For sexual harassment a risk and needs assessment should be considered on a case by case basis.

Risk Assessments are recorded and kept under review, consider the risks posed to all pupils, and consider measures to keep everyone safe.

DSL must engage with children's social care and specialist services.

Actions following a report of sexual violence and/or sexual harassment.

DSL will advise considering the best interests of the child and

- Complete safeguarding picture.
- Wishes of victims
- Nature of alleged incident(s)
- Ages of pupils and developmental stages of pupils.
- Any power imbalance, disability, learning difficulty.
- Is the alleged incident one off or a sustained pattern of abuse?
- Ongoing risks to the victim, other children, adults, and staff.
- Other related issues and the wider context (see contextual safeguarding).
- Follow general safeguarding principles.
- Consider immediately how to support and protect the victim and alleged perpetrator (and any other children involved/impacted).

See further guidance KCSIE: managing the report, referrals, police reporting, criminal process, ongoing response, safeguarding and supporting the victim and the perpetrator.

16.7.3. Child Sexual Exploitation

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce,

manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator 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.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Please refer to LOCAL Safeguarding Children Board procedures to consider completion of the screening tool and/or NWG risk assessment.

16.7.4. Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

16.7.5. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Mandatory reporting commenced in October 2015; where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you

may become aware of:

- A long holiday abroad or going 'home' to visit family
- Relative or cutter visiting from abroad
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

She may have difficulty walking, standing or sitting

- Spend longer in the bathroom or toilet
- Appear withdrawn, anxious or depressed
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

16.7.6. Breast Ironing

What is breast ironing?

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

Why does breast ironing happen?

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Breast ironing is physical abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2018) mentions breast ironing on page 80, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

16.7.7. Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Honour based violence can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour/Izzat code. Staffs has been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the Designated Safeguarding Lead immediately

16.8. Extended School and Off Site Arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site the school will undertake checks to ensure that they provide adequate safeguarding arrangements. When pupils attend off-site activities, including day and residential visits and work related activities, the school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

16.9. Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that 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 their going missing in future.

The academy has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

The academy will inform the local authority of any pupil who is going to be deleted from the admission register where they:

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

All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The academy will inform the local authority of any pupil who fails to attend the academy regularly, or has been absent without the academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The academy puts significant emphasis on attendance and closely monitors all pupils' attendance, contacting home when a student is absent.

The Academy will hold at least two emergency contacts for each student.

Child Protection and Safeguarding Policy WAT July 2020

16.10. Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staffs in our academy recognise that additional barriers can exist when recognising abuse and neglect in this group of children. 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 with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

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.

16.11. Contextual safeguarding

Consider whether wider environmental factors are present in a child's /children's life that may be a threat to their safety or welfare. Contextual factors: safeguarding incidents and/or behaviours can be associated with factors outside the academy /or can occur between children outside of the academy.

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors 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 schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

16.12. Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers Ministry of Justice

Children with family members in prison:

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

16.13. Prevent Strategy (Radicalisation and Extremism)

Goldsmith Primary Academy is actively involved in the Prevent strategy. The academy has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the academy and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our academy strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable students to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure student safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for students who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that students and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Goldsmith Primary Academy values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both pupils/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.

Our academy, 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 the Designated Safeguarding Lead.

The SPOC for Goldsmith Primary Academy is Sharon Middleton. The responsibilities of the SPOC are described on page 28.

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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

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.

Students 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 academy staffs 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’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

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.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is 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 from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism

- Raising awareness about the role and responsibilities of the school in relation to protecting students from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the academy'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 into the Channel** 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.

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism.

Schools leaders (including governors) must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Duties on schools include:

- Effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremist.

** 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
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

16.14. Private Fostering Arrangements

A private fostering arrangement is essentially 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 close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt.

However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and

promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

There is a mandatory duty to inform local authority of children in private fostering arrangements.

All staff in our school will inform the Designated Safeguarding Lead of any children that fall into the category of private fostering.

16.15. Looked after children and previously looked after children

In cases of looked after or previously looked after pupils, the DSL should have details of child's social worker and name of Virtual Head of School in Local Authority.

The DSL should have information regarding the child's looked after legal status (whether looked after via a voluntary arrangement of interim or full care order).

- Information regarding care arrangements and levels of authority delegated to the carer.
- Information regarding contact arrangements with birth parents or those with parental responsibility.

A previously looked after child remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. It is important that all agencies work together and prompt action is taken when necessary to safeguard this particularly vulnerable group of pupils.

Looked after pupils must have a designated leader who will promote the educational achievements of looked after pupils (Section 20 Children and Young Persons Act 2008).

The designated teacher must have appropriate training, qualifications and experience.

The designated teacher will also promote educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or adopted from state care outside England and Wales.

16.16. Use of Reasonable Force

Use of reasonable force is a professional judgement of staff and will always depend on the individual circumstances. "Reasonable force" means "using no more force than is needed" KCSIE Paragraph 108. This may involve passive physical contact (standing between pupils or blocking a child's path) or active contact (removing a pupil from a situation). When responding to pupils with SEN or disabilities the risk should be carefully assessed recognising the vulnerability of this group. Individual behaviour plans for pupils of vulnerable groups – agreed with parents should be drawn up to reduce the occurrence of challenging behaviour and the need to use "reasonable force".

16.17 Childhood Mental Health

Mental health and suicidal thoughts can affect anyone, of any age, of any background, at any time. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse, neglect, or potentially traumatic adverse childhood experiences, it is key that staff are aware of how this can impact on their mental health, behaviour and education.

It can be difficult to know if a child is suffering as they often keep it to themselves.

Some characteristics for childhood mental health may be:-

Becoming withdrawn from family and friends
Persistent low moods and unhappiness
Tearfulness and irritability
Worries that stop them carrying out day to day tasks
Sudden outbursts of anger directed toward others or themselves
Loss of interest in activities that they used to enjoy
Problems eating and sleeping

Any member of staff or volunteer who suspects a child or young person is suffering mental health and it is a safeguarding concern, they should record, consult and share their concerns with the DSL immediately

Further advice can be found via:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

16.18 Teaching Safeguarding (Including Online Safety)

The use of technology has become a significant component of many safeguarding issues. CSE; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Risks can be categorised in three areas:

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

A whole school approach is taken to on line safety. We endeavour to ensure appropriate filters and appropriate monitoring systems are in place. Our Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and Relationships and Sex Education (RSE) and Health Education. All trust schools will implement the Government's new mandatory guidelines for Relationships and Sex Education in September 2020.

Whilst we ensure that appropriate filters and monitoring systems are in place, we are mindful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. Child acceptable user policies are in place drawn up with pupils to ensure safe access to the internet at all times (when children use 3G/4G data on phones for example).

Mobile phones and cameras

For further information on the use of mobile phones, cameras and sharing of images please see our e-safety policy and our Acceptable Use policy.

We recognise that personal mobile phones have the potential to be used inappropriately and therefore the academy has developed a policy to outline the required protocol for all employees, pupils, volunteers, governors and parents/ carers. Staff, volunteers, parents must not use personal phones or devices to take pictures of pupils at any time, even when on educational visits.

All academies have appropriate internet filtering and monitor all activity accordingly.
Please see our e-safety policy for further information

16.19 County Lines, Exploitation and Drug Supply

A specific method of drug supply commonly referred to as county lines. County lines typically relates to the supply of class A drugs from an urban hub into rural towns or county locations.

The exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, or to secure the use of dwellings held by vulnerable people in the rural marketplace.

Should we have reason to believe a pupil has become involved we will make referrals to both the Police and Social Care.

16.20 Lesbian, Gay, Bisexual and Transgender (LGBT)

As a Trust, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. We will always challenge inappropriate language or behaviour and never ignore 'banter'.

It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued within WAT

16.21 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property

16.22 Children in Need

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

16.23 Young Carers

It is the responsibility of the designated lead (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. The academy will offer a support package to these pupils appropriate to their individual situation.

16.24 Multi-agency working

WAT schools have a pivotal role to play in multi-agency safeguarding arrangements and will engage fully with their safeguarding partners. New safeguarding partners and child death partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children. WAT schools will make themselves aware of and follow their new local arrangements. See KCSIE 2020 for further details. ['NPCC - When to call the police'](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

16.25 Early Years Foundation Stage (EYFS) *(Only include where applicable)*

In relation to the EYFS, WAT schools follow the relevant guidance set out in this policy and the specific safeguarding requirements set out in the statutory framework for the EYFS.

All staff working with children must read and adhere to the information contained in KCSIE 2020 Annex A covering:

- Children and the court system
- Children missing from education
- Children with family in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- Honour based violence
- FGM
- Forced Marriage
- Preventing radicalisation
- Channel
- Peer on Peer abuse
- Sexual violence and sexual harassment between children
- Up skirting
- The response to a report of sexual violence or harassment
- Additional advice and support

2 Useful Numbers

(Relevant contact details are displayed on posters around the school)

Walsall Single Point of Access/MASH: 0300 555 2866

Emergency Duty Team: 0300 555 2922 or 0300 555 2836

Local Authority Designated Officer: Tina Cooper - 07432422205 lado@walsall.gov.uk

Police: 101 – request West Midlands police, emergency 999

Child Abuse Investigation Unit: 101 78896476

Local Authority Prevent Officer : David Chadwick - Tel. 01922 652726 (only when logged in).
Mobile – 07584381613 email - David.chadwick@walsall.gov.uk

2 Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the full LAB meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the LAB.

Appendix 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 tried 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 who you are going to tell and why that person or those people need to know.
- 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 add any opinions or interpretations. (See *your electronic recording system, e.g. CPOMS or Appendix 3 Reporting form*)
- Academies using CPOMS electronic system must see DSL in person as a matter of urgency.

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.

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Head teacher.

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 Lead or Head teacher.

Appendix 2

What to do if you are concerned:

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the Designated Safeguarding Lead, who should contact Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would 'increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Multi Agency Safeguarding Hub

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Goldsmith Primary Academy in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities (this includes allegations made against all staff, including supply staff and volunteers).

Goldsmith Primary Academy will ensure all staff (including supply staff) and volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)

- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing. Etc.)
- Possession of sexual images of children/pseudo-photographs of children

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone, who works at Goldsmith Primary Academy including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Head teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head teacher/ CEO (if the DSL is the Head teacher) who will decide on whether disciplinary action should be taken and the next steps to take.

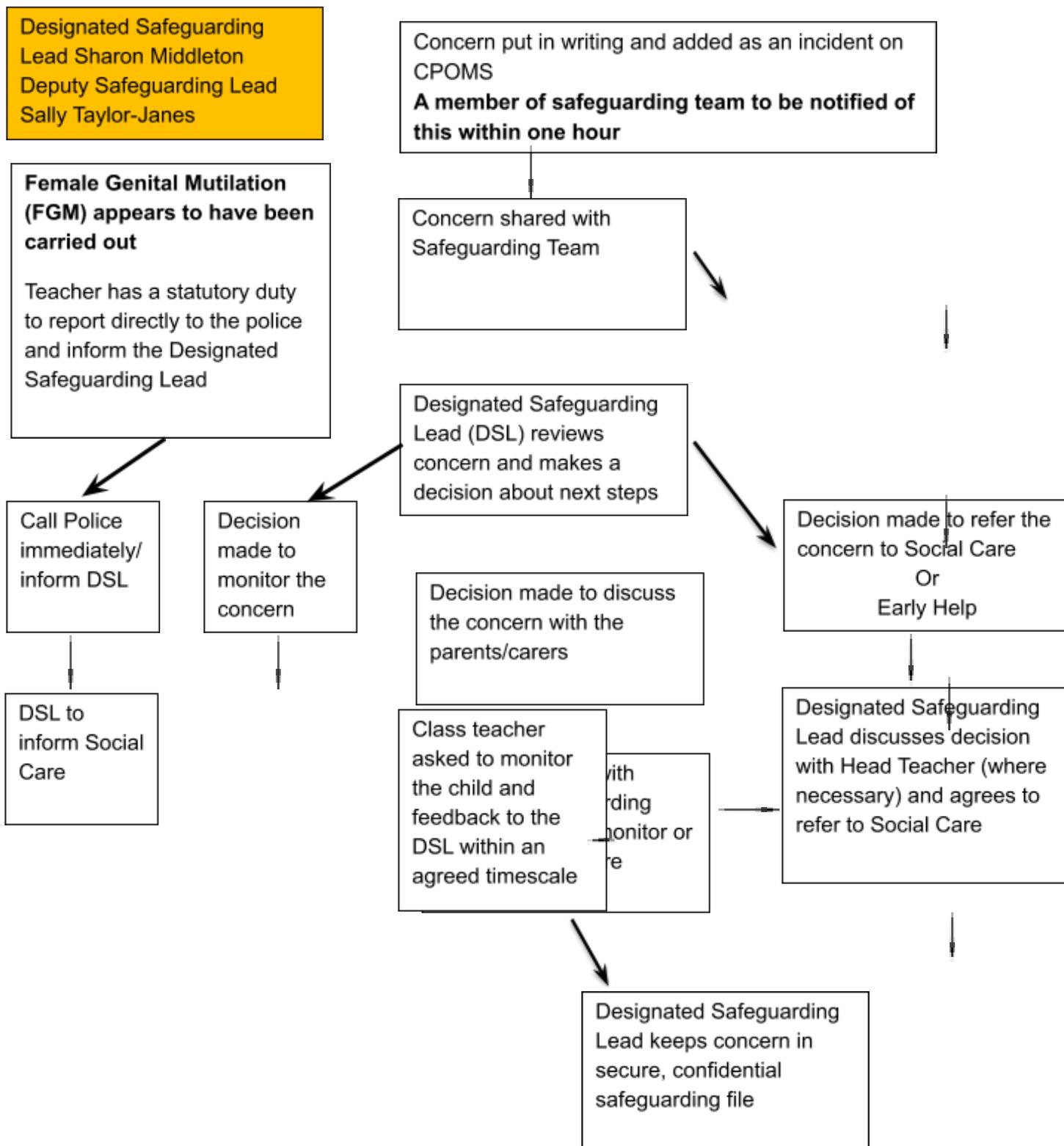
Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Head teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head teacher. If the Head teacher is the subject of the concern/ allegation, the concern must be shared with the CEO. The CEO will inform the Chair of the LAB and will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Head teacher will liaise with the Chair of the LAB and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Head of Human Resources and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the (Executive) Head teacher/Chair of LAB will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of LAB and Head teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Raising Concerns at: Goldsmith Primary Academy

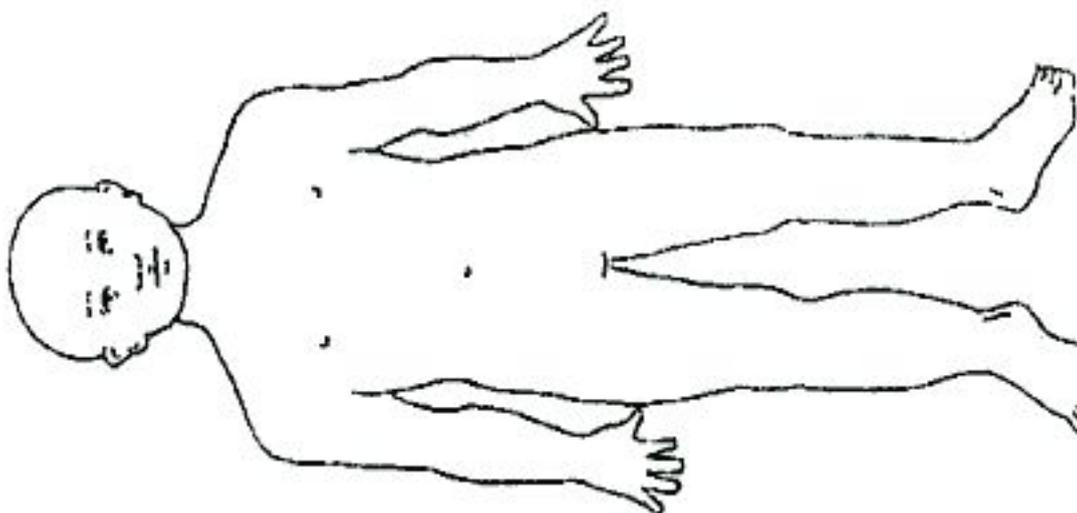
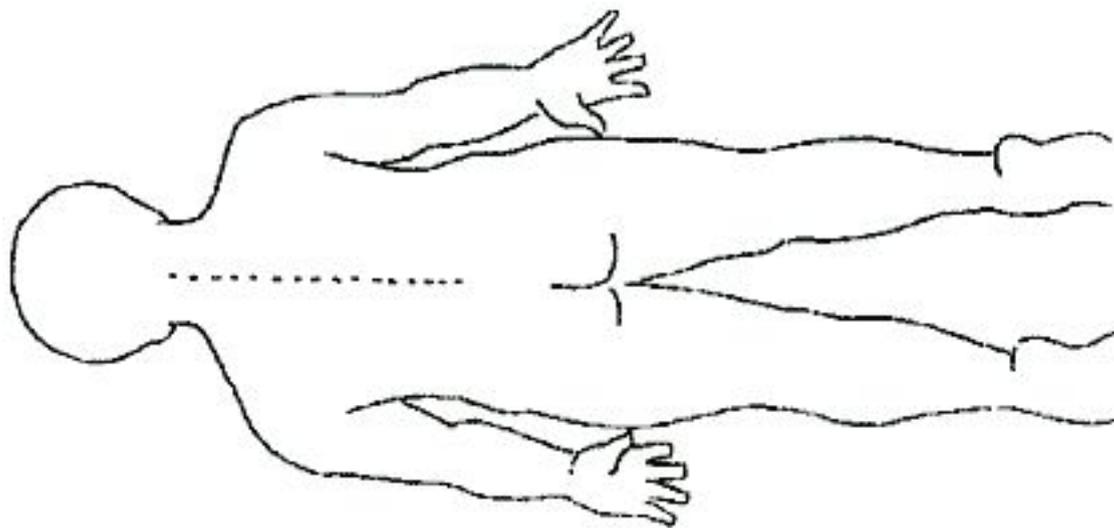


Appendix 3

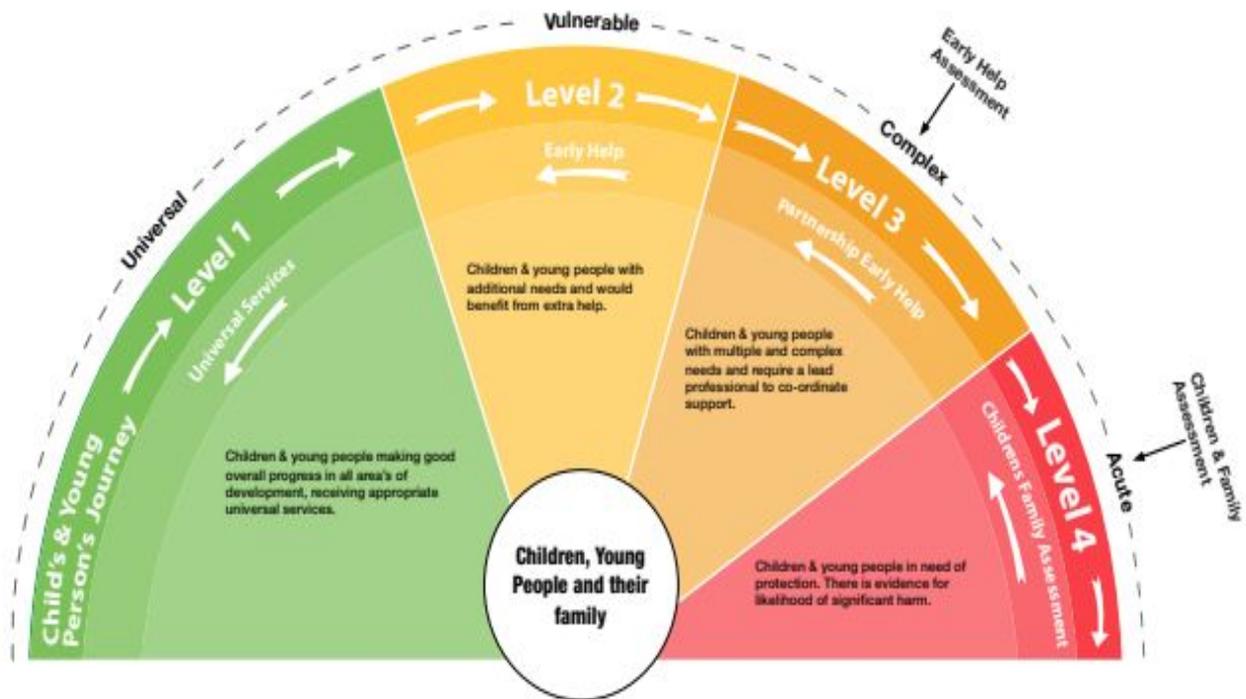
Form for recording and reporting concerns about a child (double sided with body map)

Form for recording and reporting concerns about a child		
Full name of child:	Class:	Year:
Date of birth (if known):		
Your name:	Position:	
Date and time of incident/disclosure/concern:		
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on additional numbered pages if needed):		
Signed:	Time and date of reporting:	
Name of staff member reported to:	Further action taken by staff member:	
Signed:	Date:	
Any other information helpful for referral (to be completed and discussed with pastoral team/designated safeguarding lead). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:		

Body Map



6. Continuum of need



Level 1. Universal: yours, mine, every child

Children and young people making good overall progress in all areas of their development and receiving appropriate universal services such as health and education.

Level 2. Single Agency Early Help

Children, young people and their families are experiencing emerging problems, or have additional needs that require some targeted support. They are likely to require early help for a time limited period, to help them move back to Universal (level 1) and reduce the likelihood of needing level 3 more targeted support.

Level 3. Partnership Early Help

Children, young people and families with identified vulnerabilities who are experiencing multiple and complex needs and are likely to need a more targeted, multi-agency co-ordinated approach. They are likely to require longer term help.

Level 4. Statutory Support – In need of protection, likelihood of significant harm

Children, young people and their families who are experiencing very serious or complex needs that are having a major impact on their expected outcomes or there is serious concern for their safety. These acute needs may require statutory intensive support for children and young people for protection. This may be as children in need - CIN (Section 17 of the Children Act 1989) or as children in need of protection- CP (under section 47 of the Children Act 1989). Children, young people and families receiving intervention for level 4 need are helped, where possible, in reducing the seriousness and complexity of need and are then enabled to access Early Help or Universal services as appropriate.

Summary of changes made to the trust-wide safeguarding policy (from July 2019)

Changes made July 2019		
No.	Change/s	Policy page number/s
1	Details added regarding the arrangements for the new trust-wide strategy for safeguarding	3, 4
2	Trust members of staff/directors with responsibility for safeguarding named	6
3	Section added on serious violence as per changes to KCSIE 2019	21
4	Additional wording added to up skirting being a criminal offence as per changes to KCSIE 2019	22
5	Additional wording added on the use of the technology in the teaching safeguarding section. Terms content/contact/conduct also added as per changes to KCSIE 2019	32
6	Additional wording added to the teaching safeguarding section regarding the implementation of the Relationships and Sex Education guidance in September 2020 as per new wording in KCSIE 2019	32
7	Section added on multi-agency working and the safeguarding partners as per changes for KCSIE 2019	33

Changes made July 2020		
No.	Change/s	Policy page no
1	Peer review wording changed to take into account 'other DSLs' who may be involved in leading peer reviews in the future	4
2	More detailed guidance in relation to supply staff (KCSIE 2020 page 57)	5
3	Wording 'honour based violence and abuse' changed to 'honour based abuse' (KCSIE 2020)	7
4	Definition of safeguarding changed to include educational outcomes and mental health (KCSIE 2020 page 5)	8
5	The phrase 'and withhold' added to reflect changed wording in KCSIE regarding GDPR (KCSIE 2020 page 22/23)	12
6	'Including supply teachers' added for managing allegations	14
7	Name changed to 'RSE and Health Education' to reflect new statutory arrangements for 2021	16
8	Additional information added regarding domestic abuse: encompass process and helpline (KCSIE 2020 page 86)	21
9	Mental Health additional wording to meet KCSIE changes (KCSIE page 11)	31
10	Link added to the 'When to call the Police' document to support DSL decision making (KCSIE page 20)	33
11	Reporting guidance slightly adjusted to factor in use of CPOMS	36
12	Process for responding to allegations and suspicions 4 th bullet added 'behaved or may have behaved they made not be suitable' to demonstrate transferable risk (KCSIE 2020 page 56)	37
13	Supply reference added to reflect the importance of direct school involvement for supply staff allegations (Page 57 KCSIE 2020)	37