CHELSEA ACADEMY

Anchored in Christ

Safeguarding and Child Protection Policy

Date to be reviewed:
September 2023

Responsibility of:
Bernie Whittle, Senior Vice Principal and Designated Safeguarding Lead

Date ratified by Governing Board:
Tuesday 18th October 2022

Safeguarding and Child Protection Policy
Reviewed: September 2022

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Members of staff with DSL Level Safeguarding training as of September 2022:
Bernie Whittle, David Whitley, Richard Daverat, Clare Sanders, Jake Fisher, Chrissy Borg Cunen,Jen Hogg and Charlotte Hetherington

Safeguarding Governor:
Laura Malkin

For the purposes of this policy, Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing the 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; and taking action to enable all children to have the best outcomes. *From Keeping Children Safe in Education, September 2022*

1. Introduction

Chelsea Academy is a Christian community and, as such, recognises that all members of its community are of equal value and invaluable worth. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The values and ethos of the Academy are central to our Safeguarding and Child Protection Policy.

The Governing Board and staff of Chelsea Academy are committed to, take very seriously and fully recognise, the responsibilities we have to safeguard children entrusted to our care. We implement a whole-Academy, child-centred preventative approach to managing safeguarding concerns, ensuring that the wellbeing of our students is at the forefront of all action taken. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm and promoting their welfare, both inside and outside the Academy. We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff and Governors believe that our Academy should be an environment which provides a secure, caring, positive, safe and stimulating environment where students feel valued, respected and listened to and which promotes the social, physical and moral development of the individual child. Our procedures will be followed by all adults, including volunteers, working with or on behalf of the Academy. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

The prolific use of new technology has meant that students are at risk from a number of new angles. These include social media, email, text messaging and apps such as snapchat and twitter. The increase in exploitation of young people to take part in criminal and sexual activity through gang membership, peer pressure and the threat of radicalisation means that Academy staff are at the front line of keeping children and young people safe from harm. This policy goes into detail about these new threats and provides staff with relevant information about them in the 'Specific Safeguarding Issues' section of this policy..

2. Statement of Intent

Our aim is to ensure that we do all that we can to safeguard and protect the wellbeing of our students. This policy sets out a clear and consistent framework for delivering this aim, in line with Safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Governing Board, the Principal and staff understand their responsibilities under Safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL
- Teaching students how to keep safe and recognise behaviour that is unacceptable
- Identifying and making provision for any student that has been subject to, or is at risk of, abuse, neglect, or exploitation
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Ensuring that the Principal and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed

Children and young people have a fundamental right to be protected from harm. Our students have the right to expect us to provide them with a secure and safe environment. ***Chelsea Academy has a zero-tolerance approach to all forms of abuse***. We acknowledge that staff at Chelsea Academy are in a unique position to identify and support vulnerable children and young people. We also recognise that the protection of our students is a shared responsibility. ***Safeguarding is everyone's responsibility***

Chelsea Academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote our students' welfare
- All staff are aware of their statutory responsibilities in relation to Safeguarding
- We establish a safe environment in which our students can learn and thrive
- We raise the awareness of all staff of the need to safeguard students and themselves, and of their responsibilities in recognising, identifying and reporting Safeguarding issues
- There are clear procedures in place, to be followed by all staff, for identifying and reporting cases or suspected cases of abuse, and staff are trained to use these procedures effectively
- We support vulnerable students and those in difficult circumstances, as well as supporting students who have been abused, in accordance with their agreed protection plans
- We develop and promote effective working relationships with other agencies, especially the police and Children's Social Care
- We raise student awareness of Child Protection issues and equip students with the skills they need to keep themselves safe
- We include opportunities in the curriculum for students to develop the understanding and skills they need to keep themselves safe
- Our students know there are adults in the Academy whom they can approach if they are worried or in difficulties, or if they are concerned about one of their peers
- We practise Safer Recruitment, checking the suitability of staff and volunteers to work with our students
- Our staff adopt a proactive approach to identifying and responding to Safeguarding issues, and always adopt an attitude of ***'it could happen here'***
- We will consider, at all times, ***what is in the best interests of the child***

3. Acronyms

This policy contains a number of acronyms used in the education sector. These acronyms are listed below alongside their descriptions

Acronym	Long form	Description
CCE	Child Criminal Exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence
CSCS	Children's Social Care services	The branch of the Local Authority that deals with Children's Social Care
CSE	Child Sexual Exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act
DSL	Designated Safeguarding Lead	A member of the Leadership Team who has lead responsibility for Safeguarding and Child Protection throughout the Academy
EHCP	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for students who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the student
FGM	Female Genital Mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent
HBA	'Honour-Based' Abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and / or community
KCSIE	Keeping Children Safe in Education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children
LA	Local Authority	A local government agency responsible for the provision of a range of services in a specified local area, including education
LAC	Looked-After Children	Children who have been placed in Local Authority care or where children's services have looked after children for more than a period of 24 hours

LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities
PLAC	Previously Looked-After Children	Children who were previously in Local Authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers
RSHE	Relationships, Sex and Health Education	A compulsory subject from Year 7 for all students. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships
SCR	Single Central Record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the Academy in a non-visitor capacity
SENCo	Special Educational Needs Co-Ordinator	A statutory role within all schools maintaining oversight and co-ordinating the implementation of the Academy's Special Educational Needs policy and provision of education to students with Special Educational Needs
LT	Leadership Team	Staff members who have been delegated leadership responsibilities in the Academy
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession
VSH	Virtual School Head	Virtual School Heads are in charge of promoting the educational achievement of all the children Looked After by the Local Authority they work for, and all children who currently have, or previously had, a social worker

4. Legal Framework

This policy was reviewed in September 2022 to take account of updated guidance from Keeping Children Safe in Education (September 2022).

Our Safeguarding and Child Protection policy is written with due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

<u>Legislation</u>

- Section 175 of the Education Act 2002, which places a duty on schools and Local Authorities to safeguard and promote the welfare of pupils
- Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The School Staffing (England) Regulations 2009 which set out what must be recorded on the Single Central Record and the requirement for at least one person on a school interview panel to be trained in Safer Recruitment techniques
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

- Sexual Offences Act 2003
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory Guidance on FGM, which sets out responsibilities with regards to Safeguarding and supporting girls affected by FGM
- Human Rights Act 1998 which sets out the fundamental rights and freedoms that everyone in the UK is entitled to (the Convention) and states that it is unlawful for schools to act in a way that is incompatible with the Convention
- Equality Act 2010 which states that schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory Guidance
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) Statutory Guidance on the Prevent Duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-Statutory Guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

We comply with this legislation and guidance, and the procedures set out by our three Local Safeguarding Partners

5. Procedures

Chelsea Academy will ensure that:
- We have a designated senior member of staff, from the Academy Leadership team, who undertakes the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for Safeguarding and Child Protection. This will be made explicit in the role-holder's job description
- We have a Deputy DSL to whom the activities of the DSL can be delegated in the absence of the DSL
- The DSL and Deputy DSL undertake training to provide them with the knowledge and skills required to carry out the role. This training will be updated every two years. In addition, their knowledge and skills

will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role (via e-bulletins, meeting other DSLs, reading up about Safeguarding developments)

- All staff receive information about the Academy's Safeguarding arrangements, the Academy's Safeguarding and Child Protection Policy, Staff Behaviour Policy (Code of Conduct), Academy Behaviour Policy and the role and names of the Designated Safeguarding Lead (DSL) and the Deputy DSL. All staff must confirm that they have read this documentation
- All staff will be given an electronic copy of Part 1 and Annex B of Keeping Children Safe in Education 2022 and must confirm that they have read them. This applies to the Governing Board in relation to Part 2 of the same guidance. The Academy will have mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education 2022
- All staff receive Safeguarding and Child Protection training at induction. This training will be updated at least annually. This will ensure that all staff know how to keep children safe, are clear about their own role and that of others in providing a caring and safe environment for all students, know how they should respond to any concerns about an individual child that may arise, and know how to respond to a student who discloses abuse. In addition, all staff will receive Safeguarding and Child Protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively
- Academy staff are given updated training on preventing radicalisation and extremism at least every two years
- The DSL is clear about the role of Channel and will work closely with the Local Authority and Channel when the need arises
- The Safeguarding and Child Protection policy is made available via the Academy website and that parents / carers are made aware of this policy. All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures through the publication of the Safeguarding and Child Protection Policy
- The Academy provides a co-ordinated offer of Early Help when additional needs of children are identified, and contributes to Early Help arrangements and inter-agency working and plans
- The name of the Designated Safeguarding Lead and Deputy DSL are clearly advertised in the Academy so that any visitors to the Academy know who they are. Daily supply staff are asked to pass any Child Protection or Safeguarding concerns onto the member of the Leadership Team responsible for cover, who will then pass these concerns to the DSL
- The DSL gives regular feedback to Governors on Safeguarding issues. This is done as part of the Annual Safeguarding Report to Governors
- Chelsea Academy always follows Safer Recruitment procedures so that we can be confident that all adults working in our Academy are safe to do so. All interview panels have staff who are trained in Safer Recruitment and all HR staff have also undertaken this training
- Our Staff Code of Conduct outlines clear steps that a member of staff should take if they have concerns about another adult in the Academy. For ease of reference any concerns about an adult in the Academy should be referred to the Principal. Any concerns about the Principal should be referred to the Chair of the Governing Board
- A clear Whistleblowing policy is in place if there are concerns about any aspect of the Academy's policies or practice
- Our procedures are regularly reviewed and updated

6. Definitions

For the purposes of this policy, ***safeguarding and promoting the welfare of children*** is defined as:

- Protecting children from maltreatment;
- Preventing the 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.

The terms ***children*** and ***child*** refer to anyone includes everyone under the age of 18

Child Protection is part of this definition and refers to activities undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

For the purposes of this policy, ***consent*** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, ***sexual violence*** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

For the purposes of this policy, ***sexual harassment*** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of the Academy. Sexual harassment is likely to violate a student's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- Sexual "jokes" and taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and / or sexual violence. This includes:
    - The consensual and non-consensual sharing of nude and semi-nude images and/or videos
    - Sharing unwanted explicit content
    - Upskirting

- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion, and threats

For the purposes of this policy, ***upskirting*** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including students and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the ***consensual and non-consensual sharing of nude and semi-nude images and / or videos***, colloquially known as ***sexting*** (also known as ***Youth Produced Sexual Imagery***), is defined as the sharing between students of sexually explicit content, including indecent imagery. For the purposes of this policy, ***indecent imagery*** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

The following three Safeguarding Partners are identified in Keeping Children Safe in Education 2022 (and defined in the Children Act 2004, as amended by Chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority
- A clinical commissioning group for an area within the Local Authority
- The Chief Officer of Police for a police area in the Local Authority area

7. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We recognise children's diverse circumstances, are committed to anti-discriminatory practice and fully understand the importance of not unlawfully discriminating against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have Special Educational Needs or Disabilities (SEND)
- are Young Carers
- may experience discrimination due to protected characteristics, particularly in relation to disability, sex, sexual orientation, gender reassignment and race
- have English as an Additional Language
- are known to be living in difficult situations, for example temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's Mental Health needs
- are Looked After or Previously Looked After (see page 18)

8. Roles and Responsibilities

Safeguarding and Child Protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three Safeguarding Partners. Our policy and procedures also apply to extended school and off-site activities.

All staff:

All staff will read and understand the Academy Safeguarding and Child Protection Policy, and review this guidance at least annually.

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory Safeguarding guidance Keeping Children Safe in Education 2022 (or Annex A, if appropriate) , and review this guidance at least annually.

All staff will undertake Safeguarding and Child Protection training on induction. This training will be regularly updated (at least annually) and will be in line with advice from the three Safeguarding Partners. As part of this ongoing training, all staff receive and understand Child Protection and Safeguarding (including online safety) updates as required, and at least annually.

Training will ensure that all staff understand that they have a responsibility to:

- Consider, at all times, what is in the best interests of the student
- Maintain an attitude of '***it could happen here***' where Safeguarding is concerned
- Provide a safe environment in which students can learn
- Be aware of our systems, policies and procedures which support Safeguarding, including the Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL), the Academy Behaviour Policy, and the Safeguarding response to children who go missing from education
- Be aware of the local Early Help process and understand their role in it, including identifying students with emerging problems who may benefit from Early Help, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- Be aware of the process for making referrals to Local Authority Children's Social Care and / or the police immediately, if at any point there is a risk of immediate serious harm to a child, and of statutory assessments that may follow a referral, including the role they might be expected to play
- Be aware of and understand the procedures to follow if they identify a Safeguarding issue or in the event that a child confides they are being abused, exploited or neglected(including specific issues such as FGM) and how to maintain an appropriate level of confidentiality while dealing with individual cases and liaising with relevant professionals
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe. They will ensure that a victim is never given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor will they make a victim feel ashamed for making a report
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child
- Determine how best to build trusted relationships with students which facilitate communication
- Speak to the DSL if they are unsure about how to handle Safeguarding matters
- Through annual Safeguarding training, know about contextual Safeguarding and the signs of different types of abuse and neglect
- Through regular training and updates, be aware of specific Safeguarding issues that can put students at risk of harm. These includeissues surrounding sexual violence and sexual harassment, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), serious violence, Child-on-Child abuse, FGM,Radicalisation, online safety and how to keep LAC / PLAC safe
- Through regular training and updates, be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that students may be at risk of harm

All teachers, including the Principal, have a responsibility to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'

The Governing Board has a duty to:

- Ensure that all members of the Governing Board have read Keeping Children Safe in Education 2022
- Ensure that all members of the Governing Board have be subject to an enhanced DBS check without barred list information
- Ensure that all members of the Governing Board have had a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor)
- Ensure that all members of the Governing Board receive appropriate Safeguarding and Child Protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the Safeguarding policies and procedures in place in the Academy are effective and support the delivery of a robust whole-Academy approach to Safeguarding
- Ensure that all members of the Governing Board receive training about Safeguarding to ensure that they have the knowledge and information needed to perform their functions and understand their responsibilities. This training will be updated regularly
- Take strategic leadership responsibility for the Academy's Safeguarding arrangements

- Facilitate a whole-Academy approach to Safeguarding, which includes ensuring that Safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development
- Where there is a Safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and that they can safely express their views and give feedback. These systems will be well-promoted, easily understood, and easily accessible
- Guarantee that there are procedures in place to handle students' allegations against other students
- Ensure that the Academy complies with its duties under the above Child Protection and Safeguarding legislation
- Ensure that a senior Governing Board level lead takes leadership responsibility for Safeguarding arrangements and acts as Link Governor to monitor the effectiveness of this policy in conjunction with the full Governing Board. The Academy's Link Governor is Laura Malkin
- Appoint a member of staff from the LT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description
- Guarantee that there are effective and appropriate policies, procedures and training opportunities in place at the Academy which comply with the law at all times
- Approve this Safeguarding and Child Protection policy at each review, ensure that it is reviewed annually, and hold the Principal to account for its implementation
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
- Guarantee that the Academy contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- Confirm that the Academy's Safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency Safeguarding procedures
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the Academy's policies and procedures
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- Ensure all relevant persons are aware of the Academy's local safeguarding arrangements, including the Governing Board itself, the LT and DSL
- Ensure that staff working directly with children read at least Part One and Annex B of KCSIE
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children
- Ensure that all staff receive Safeguarding and Child Protection training updates, as required, but at least annually
- Ensure the Academy has clear systems and processes in place for identifying possible mental health problems in students, including clear routes to escalate concerns, and clear referral and accountability systems
- Ensure that staff are appropriately trained to support students to be themselves at the Academy, e.g. if they are LGBTQ+
- Are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty 23) and their local multi-agency safeguarding arrangements.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse
- Establish an Early Help procedure and ensure all staff understand the procedure and their role in it

- Appoint a Designated Teacher for LAC and PLAC, and ensure that this person has undergone appropriate training. The Designated Teacher has responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- Ensure that the designated teacher works with the Virtual School Head (VSH) to discuss how the pupil premium funding can best be used to support LAC
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the student's legal status, contact details and care arrangements
- Put in place appropriate Safeguarding responses for students who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future
- Create a culture where staff are confident to challenge senior leaders over any Safeguarding concerns
- Make sure that students are taught about Safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Guarantee that there are systems in place for students to express their views and give feedback
- Ensure that the Academy is using Safer Recruitment procedures and adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Make sure that at least one person on any appointment panel has undertaken Safer Recruitment training
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors. These procedures are set out in the Academy's Allegations of Abuse Against Staff policy
- Have a policy and processes in place to deal with any concerns (including allegations) which do not meet the *harm threshold*, referred to as 'low-level' concerns. These will include how to manage and record any such concerns and take appropriate action to safeguard children. These processes are set out in the Academy's Allegations of Abuse Against Staff policy
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to Safeguarding concerns or would have been had they not resigned
- Guarantee that volunteers are appropriately supervised
- Ensure that staff have due regard to relevant Data Protection principles that allow them to share and withhold personal information
- Ensure that a member of the Governing Board is nominated to liaise with the LA and / or partner agencies on issues of Child Protection and in the event of allegations of abuse made against the Principal or another governor. The nominated person is the Chair of the Governing Board (see Appendix 3)

The Principal:

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

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Ensuring that the policies and procedures adopted by the Governing Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff
- Communicating this policy to parents when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate Safeguarding and Child Protection training and update this regularly
- When appropriate, acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer (see Appendix 3)

The Designated Safeguarding Lead

Our Designated Safeguarding Lead is a member of the Leadership Team.
Our Designated Safeguarding Lead is Bernie Whittle, Senior Vice Principal (Inclusion).
The DSL takes lead responsibility for Child Protection and wider Safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any Safeguarding concerns. Out of Academy hours the DSL can be contacted via her Academy email address (bernie.whittle@chelsea-academy.org).

The DSL, alongside the Academy, will arrange adequate and appropriate cover for any activities outside of Academy hours or terms.

When the DSL is absent, the DDSL - David Whitley, Assistant Principal (Inclusion) - will act as cover.

If both the DSL and DDSL are not available, Mrs Ardron (Principal) will act as cover.

The Designated Safeguarding Lead will:

Take lead responsibility for Safeguarding and Child Protection, including online safety.

- have the knowledge and skills required to carry out the role (this also applies to the DDSL)
- is appropriately trained with updates every two years and will refresh their knowledge and skills (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest Safeguarding developments) at regular intervals but at least annually obtains access to resources and attends any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand the lasting impact that adversity and trauma can have, the Prevent duty, and the risks associated with online safety, including the additional risks faced online by pupils with SEND
- understands the importance of internal and external information sharing, and the importance of providing information and support to CSCS
- understands the locally agreed assessment processes for providing Early Help and statutory intervention and will support members of staff to access Early Help intervention when appropriate
- has a working knowledge of how the Local Authority conducts an Initial Child Protection Conference and a Review Child Protection Conference, and is able to attend and contribute to these effectively when required to do so
- is alert to the specific needs of Children in Need, those with Special Educational Needs and / or relevant health conditions, and Young Carers

Manage referrals

- adheres to the three Safeguarding Partners and Academy procedures with regard to referring a child if there are concerns about possible abuse
- refers as required cases of suspected abuse and neglect to the Local Authority Children's Social Care

- supports staff who make referrals to Local Authority Children's Social Care
- refers as required cases to the Channel programme where there is a radicalisation concern
- supports staff who make referrals to the Channel programme
- refers as required cases to the Disclosure and Barring Service where a person is dismissed from or has left the Academy due to harm, or risk of harm, to a child
- refers as required cases to the police where a crime may have been committed
- ensures that any student currently subject to a Child Protection Plan who is absent from the Academy without explanation is referred to their Social Worker

Work with others

- liaises with the Principal to inform him or her of issues, especially regarding ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- ensures that the requirement for the student to have an ***Appropriate Adult*** present (usually a parent, guardian or social worker) while being questioned or detained by the police is met. The Appropriate Adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect [the student's] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not" (PACE Code C 2019)
- liaises with the deputy DSL to ensure effective Safeguarding outcomes
- as required, liaises with the 'case manager' and the LA Designated Officer(s) (LADO) for Child Protection concerns (in all cases which concern a staff member)
- liaises with staff on matters of safety, Safeguarding and welfare, including online and digital safety
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- liaises with the Academy's Mental Health Lead and, where available, other Mental Health support agencies, where Safeguarding concerns are linked to Mental Health
- ensures that either they, or another staff member, take part in strategy discussions and inter-agency meetings, attend Case Conferences, Core Group meetings and other multi-agency planning meetings, contribute to assessments, and provide reports when required
- acts as a point of contact with the Safeguarding partners
- promotes supportive engagement with parents in Safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

Training

- organises Child Protection and Safeguarding induction, at least annual training and a minimum of annual updates (including online safety) for all Academy staff
- keeps a record of attendance at this training and addresses any absences
- ensures all staff are provided with copies of Part 1 and Annex B of Keeping Children Safe in Education 20201 the Academy Child Protection and Safeguarding Policy, the Staff Code of Conduct and the Academy Behaviour Policy, and ensures they sign to say they have read and understood them
- Links with Safeguarding Partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on Safeguarding
- ensures each member of staff understands the Academy's Child Protection procedures
- understands and supports the Academy with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation

Raise Awareness

- encourages a culture of listening to children and young people, and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them. This includes understanding the difficulties students may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication

- acts as a source of support, advice and expertise for Academy staff on child welfare, Safeguarding and Child Protection matters
- supports and advises staff to help them feel confident on welfare, Safeguarding and Child Protection matters. Specifically, to ensure that staff are supported during the referrals processes. Also to support staff to consider how Safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- works with the principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, Safeguarding and Child Protection issues that Children in Need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - ensuring that the Academy knows which students have or had a social worker
    - understanding the academic progress and attainment of these students
    - maintaining a culture of high aspirations for these students
    - supporting teachers to provide additional academic support or reasonable adjustments to help these students reach their potential
    - helping to promote educational outcomes by sharing the information about the welfare, Safeguarding and Child Protection issues these students are experiencing with teachers and the LT
- ensures the Academy's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- ensures that the names of the DSL and Deputy DSL are clearly advertised in the Academy
- ensures the Academy's Safeguarding and Child Protection 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

Record Keeping

- keeps detailed, accurate and secure records, either written or on CPOMS, of all concerns and referrals about a child (even if there is no need to make an immediate referral) and understands the purpose of this record keeping
- ensures that all such records are kept up-to-date and only accessed by those who need to do so
- ensures that all such records are kept confidentially, stored securely and are separate from student records, until the child's 25th birthday
- ensures that when a student leaves the Academy, their Child Protection file is transferred to the new school or college (separately from the main student file and ensuring secure transit) as soon as possible and that confirmation of receipt is obtained. This will be within five days for an in-year transfer or within the first five days of the start of a new term to allow the new school or college to have support in place for when the child arrives In addition, if the concerns are significant or complex, and / or Childrens' Social Care Services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child
- ensures that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, and ensures the copy is then shredded
- ensures that an indication of further record-keeping is marked on the student records
- understands the importance of information sharing, including within the Academy, with other schools, and with the Safeguarding Partners, other agencies, organisations and practitioners
- maintains an accurate record of any reported low-level concern. The record will include details of the concern, the context in which the concern arose, the name of the individual sharing their concerns and the actions taken. The DSL will inform the Principal of all low-level concerns in a timely fashion
- understands relevant Data Protection legislation and regulations, especially the Data Protection Act 2018

9. Confidentiality and Information Sharing

- We recognise that all matters relating to Safeguarding and Child Protection are confidential but that proactive and timely information sharing between professionals and local agencies is essential to effectively safeguard our students, meet their needs and identify any need for Early Help
- Information will only be shared on a need-to-know basis
- Wherever possible, the Academy will share any Safeguarding concerns, or intent to refer to Children's Social Care, with parents / carers. However, the Academy will not do so when it is felt that to do so could place the child at a greater risk of harm or impede a criminal investigation
- It is made clear to all staff that they should never promise a child that they will not tell anyone about an allegation / will keep something secret, as this may not be in the child's best interest
- The Academy recognises that the Data Protection Act 2018 and GDPR place a duty on schools to process personal information fairly and lawfully, but also allow for information to be stored and shared for Safeguarding purposes. These Data Protection regulations do not act as a barrier to sharing information where failure to do so would result in the student being placed at risk of harm. As such, these regulations do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of our responsibility to promote the welfare and protect the safety of children
- If staff need to share 'special category personal data', the DPA 2018 contains 'Safeguarding of children and individuals at risk' as a processing condition that allows 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 government's information sharing advice for Safeguarding practitioners includes seven 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or DDSL)

All Child Protection and Safeguarding concerns will be treated in the strictest of confidence in accordance with Academy data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the Academy will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the Academy will do all it can to protect the anonymity of the students involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a student, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects students from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the students involved. Discussions with parents will not take place where they could potentially put a student at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will

impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the Academy will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

When a student is leaving the Academy, the DSL will consider whether it is appropriate to share any information with the student's new provider, in addition to the Child Protection file, that will allow the new provider to support the student and arrange appropriate support for their arrival.

NB: In this and subsequent sections, any reference to DSL should be taken to mean DSL (or DDSL)

10. Student Information

We recognise the importance of keeping up-to-date and accurate information about students. We regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- where reasonably possible, two emergency contact numbers
- details of any persons authorised to collect the child from the Academy (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions)
- name and contact details of G.P
- any other factors which may impact on the safety and welfare of their child

11. Providing a Safe Environment

All parents / carers of students attending Chelsea Academy must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at the Academy. We will do this by:

- Promoting a caring, safe and positive environment within the Academy
- Ensuring that our staff are appropriately trained in Safeguarding and Child Protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the children themselves become aware of danger and risk, and what is acceptable behaviour and what is not
- Working in partnership with all other services and agencies involved in the Safeguarding of children
- Displaying appropriate posters that detail contact numbers for Child Protection helplines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our Academy
- Welcoming visitors in a safe and secure manner and ensuring they understand our Safeguarding and Child Protection procedures
- Undertaking risk assessments when planning out-of-Academy activities or trips / visitsEnsuring that any community groups which use our premises for the provision of services to children have Child Protection knowledge and understanding evidenced by a policy, or are prepared to adopt our own policy

The Academy recognises that it plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. The Academy community will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to
- ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty, usually their Learning Coach

- include in the curriculum opportunities for Personal Development (PSHE and Citizenship) which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

Preventative education is vital to creating and providing a safe environment and the Academy recognises that it has a crucial role to play in this. The Academy recognises that preventative education is most effective in the context of a whole-Academy approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobic and sexual violence / harassment. The Academy has a clear set of values and standards, upheld and demonstrated throughout all aspects of Academy life. These are underpinned by the Chelsea Academy Behaviour policy and its pastoral support system. These are further supported by the taught RSHE, PD and Pastoral Curriculum programmes and reinforced throughout the whole curriculum. These programmes tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

12. The Context of Safeguarding Issues

Safeguarding incidents can occur outside of the Academy and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of Safeguarding incidents. Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and / or welfare. The Academy will provide as much contextual information as possible when making referrals to CSCS.

13. Multi-Agency Working

The Academy contributes to multi-agency working as part of its statutory duty. The Academy is aware of and will follow the local safeguarding arrangements.

The Academy will be fully engaged, involved, and included in local safeguarding arrangements. Once the Academy is named as a relevant agency by Local Safeguarding Partners, it will follow its statutory duty to co-operate with the published arrangements in the same way as other relevant agencies. The Academy will act in accordance with the safeguarding arrangements.

The Academy will work with CSCS, the police, health services and other services to protect the welfare of its students, through the Early Help process and by contributing to multi-agency plans to provide additional support.
Where a need for Early Help is identified, the Academy will allow access for CSCS to conduct (or consider whether to conduct) a Section 17 or Section 47 assessment.

The Academy also recognises the particular importance of inter-agency working in identifying and preventing CSE.

14. Early Help

Early Help means providing support as soon as a problem emerges, at any point in a child's life. Any student may benefit from Early Help, but in particular, staff will be alert to the potential need for Early Help for students who:

- Are disabled, have certain health conditions, or have specific additional needs

- Have SEND, regardless of whether they have a statutory EHCP
- Have Mental Health needs
- Are Young Carers
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or County Lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised or exploited
- Have family members in prison, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult Mental Health problems, or domestic abuse
- Misuse drugs or alcohol
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage
- Are privately fostered
- Are persistently absent from education, including persistent absences for part of the Academy day
- Show early signs of abuse and / or neglect in other ways

The DSL will take the lead where Early Help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local Early Help process will be followed as required

Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the student's situation is not improving or is worsening

15. Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific Safeguarding issues. Broad government guidance on the issues listed below is available from the GOV.UK website

A) *Abuse and Neglect*

Categories and What to Look Out For

All staff will be clear about:

- what constitutes abuse
- how to recognise it
- who to refer your concerns to

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age-appropriate

Individual cases must always be treated on their own merits, however in general terms the following definition should provide the basis for action under these guidelines: 'A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission'.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a Child Protection Plan. The following are used for the plan. They are intended to provide definitions as a guide. In some instances more than one category of registration may be appropriate.

Definition of Child Abuse
For the purposes of dealing with Child Abuse, a child is defined as **any child or young person under 18 years of age** at the time when care proceedings may be initiated.

Abuse
For the purposes of this policy, ***abuse*** is defined as a form of maltreatment of a child. Somebody may abuse a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can also take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or by another child or children.

All staff will be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that Safeguarding issues can manifest themselves via Child-on-Child abuse

All staff will also recognise that abuse, neglect and Safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap one another.

Any child in any family in any school could become a victim of abuse. Staff will always maintain an attitude of '***it could happen here***'.

There are four areas of definition:

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

b) Emotional Abuse
For the purposes of this policy, ***emotional abuse*** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. All forms of abuse involve some emotional ill treatment.

c) Sexual Abuse

For the purposes of this policy, ***sexual abuse*** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.The persistent failure to meet a child's basic physical and / or psychological needs, or the failure to protect a child from exposure to any kind of danger, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive

d) Neglect

For the purposes of this policy, ***neglect*** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The physical injury to a child, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. This includes deliberate hitting, shaking, throwing, poisoning, burning, attempted drowning or smothering

Recognition of Abuse

All staff will be aware of the indicators of abuse and neglect.

All staff will be aware that abuse, neglect and other Safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSL, will be aware that Safeguarding incidents and / or behaviours can be associated with factors outside the Academy and / or can occur between children outside of these environments; this includes being aware that students can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

All staff will be aware of the appropriate action to take following a student being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

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

Physical Abuse (Non-Accidental Injury)

Physical Abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or 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 (Fabricated or Induced Illness).

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE staff are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:
- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury
- have injuries which have not received medical attention
- have injuries in places not usually exposed to falls, rough games etc
- display symptoms of neglect such as under-nourishment, failure to grow, constant hunger

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising
- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites
- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds
- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally

- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors
- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident and Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken
If a member of staff has concerns that a student may be suffering from physical abuse, the DSL should be informed, and detailed records kept (including dates and injuries noted). The DSL will decide if concerns should be shared with parents / carers, and when appropriate, Children's Social Care staff and a designated doctor should be informed.

Emotional Abuse
Emotional Abuse is 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs to look out for:
- a child may be inducted into a parental caretaking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's / carer's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent / carer
- a child may be terrorised by a parent / carer or others so that she / he is overly fearful and watchful
- a parent / carer who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's / carer's delusionary state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent / carer who provides only conditional love with threats of withdrawal of love
- changes or regression in mood or behaviour
- nervousness, watchfulness
- obsessions or phobias
- sudden under achievement or lack of concentration
- attention-seeking behaviour

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors
Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent / carer who is socially isolated, unsupported or depressed, or conversely, a parent / carer who has a very active social life with very little time or energy to give to child care
- a parent / carer who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent / carer who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents / carers who emotionally abuse their children are unaware that what they are doing is harmful. As a result of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken
If a member of staff is concerned that a student is being emotionally maltreated, it should be reported to the DSL, detailed records should be kept, and when appropriate, Children's Social Care staff informed by the DSL or HoY.

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 traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is (e.g. involving penetrative abuse), the greater the number of developmental stages that abuse continues through, and the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Both boys and girls can suffer from sexual abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, childcare workers, clergymen or strangers. Warning children about 'Stranger Danger' should happen on a regular basis.

Signs to look out for:

- any allegations made by the child
- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance
- eating disorders e.g. Anorexia, Bulimia

Action to be taken

If a member of staff has concerns that a child may be suffering from sexual abuse in any form, they must discuss this with the DSL, who should then discuss it with Children's Social Care staff. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair, underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors
- child may seem listless, apathetic, unresponsive with no apparent medical cause
- frequently absent from the Academy
- physically uncared for
- left alone for excessive periods

- left with parents who are intoxicated or violent

Associated factors
Neglected children frequently come from homes where there is:
- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

Action to be taken
If a member of staff has concerns that a child may be suffering from neglect in any form, a discussion should take place with the Designated Safeguarding Lead (DSL), records should be kept, and when appropriate Children's Social Care staff should be informed by the DSL or HoY.

B) ***Child Abduction and Community Safety Issues***
For the purposes of this policy, ***child abduction*** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the Academy that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with students. Students will be provided with practical advice and lessons to ensure they can keep themselves safe outside.

C) ***Cyber-Crime***
For the purposes of this policy, ***cyber-crime*** is defined as criminal activity committed using computers and / or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:
- Unauthorised access to computers, known as 'hacking'
- Denial of Service attacks, known as 'booting'
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence

All staff will be aware of the signs of cyber-crime and follow the appropriate Safeguarding procedures where concerns arise. This may include the DSL referring students to the National Crime Agency's Cyber Choices programme.

D) ***Child Criminal Exploitation (CCE)***
For the purposes of this policy, ***Child Criminal Exploitation*** (CCE) is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial or other advantage of the perpetrator or facilitator
- through violence or the threat of violence

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through County Lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime

- Committing, or threatening to commit, serious violence to others

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The Academy recognises that students involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The Academy also recognises that students of any gender are at risk of CCE.

Academy staff will be aware of the indicators that a student is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social Care team and the police, if appropriate.

E) ***Child-on-Child Abuse***

In most instances, the conduct of students towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise Safeguarding concerns. For the purposes of this policy, ***child-on-child abuse*** is defined as abuse between children. ***Chelsea Academy has a zero-tolerance approach to all forms of abuse***, including child-on-child abuse, as confirmed in Child Protection and Safeguarding Policy's ***Statement of Intent***.

The Academy's Child-on-Child Abuse policy details all of the processes, procedures and information which Academy staff need to be aware of in relation to Child-on-Child abuse.

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

The forms of child-on-child abuse are outlined below:

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and / or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18
- Harmful Sexual Behaviour – children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others
- Serious Youth Violence – any offence of most serious violence or weapon-enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences

- Upskirting - typically when a photo is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm

The term Child-on-Child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences

There are also different gender issues that can be prevalent when dealing with Child-on-Child abuse (i.e. girls being sexually touched / assaulted or boys being subjected to initiation / hazing type violence)

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant Head of Year or a member of the Safeguarding team. Staff will understand that child-on-child abuse can be manifested in many different ways, including:

- physical abuse which may include an online element which facilitates, threatens and / or encourages physical abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- blackmail or extortion
- threats and intimidation
- emotional abuse
- abuse in intimate personal relationships between peers
- sexual abuse
- the consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- sexualised touching
- causing someone to engage in sexual activity without consent
- sexual violence which may include an online element which facilitates, threatens and / or encourages sexual violence
- sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- indecent exposure, indecent touching or serious sexual assaults
- sexting
- forcing others to watch pornography or take part in sexting
- encouraging other children to engage in inappropriate sexual acts
- photographing or videoing other children performing indecent acts
- bullying, including cyberbullying and prejudice-based or discriminatory bullying
- gender related issues
- gang initiation- / hazing-type violence and which is the practice of using rituals and other activities as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities. It can include activities involving harassment, abuse or humiliation, and may also include an online element

All staff will be clear of the Academy's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of students with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, aAll staff will be made aware of the heightened vulnerability of LGBTQ+ students, who evidence suggests are also more likely to be targeted by their peers. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. In some cases, students who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ students. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. All Academy staff will therefore endeavor to reduce the additional barriers faced by LGBTQ+ students (and those who may be perceived by other students to be LBGTQ+) and provide a safe space for students to speak out or share their concerns. The Academy's response to sexual violence and sexual harassment between students of the same sex will be equally as robust as it is for incidents between students of the opposite sex.
The Academy holds a zero-tolerance policy towards students using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member is individually responsible for challenging such behaviour and making clear to all students that any abuse towards students who are LGBTQ+, or who are perceived to be, is unacceptable.

All staff will have ***a zero-tolerance approach to all forms of abuse***. All staff will understand the importance of challenging inappropriate behaviour between peers. ***Staff will always challenge abuse*** and ***will not tolerate abuse, or pass it off as being 'banter', 'having a laugh' or 'part of growing up'***.

Students will be taught how to recognise, keep themselves safe and report Child-on-Child abuse, sexual violence and harassment. Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. It will be explained to students, in such a way that avoids alarming or distressing them, that the law is in place to protect children and young people rather than criminalising them.

Research indicates that young people rarely disclose Child-on-Child abuse and that if they do, it is likely to be to their friends. Therefore, Chelsea Academy will also educate students about how to support their friends if they are concerned about them, that they should talk to a trusted adult in the Academy and what services they can contact for further advice.

Students will always be reassured that they will be taken seriously, be supported, and kept safe.

Chelsea Academy aims to reduce the likelihood of Child-on-Child abuse through:

- **the established ethos of respect, friendship, courtesy and kindness**
- **having a zero-tolerance approach to all forms of abuse**
- **challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images**
- **having high expectations of behaviour**
- **being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys**
- **having clear consequences for unacceptable behaviour**
- **providing a developmentally appropriate Pastoral Curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe**
- **having systems for any student to raise concerns with staff confidentially, knowing that they will be listened to, valued and believed**

- **ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy**
- **having robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk**

Any concerns, disclosures or allegations of Child-on-Child abuse in any form should be referred to the DSL using the Academy's Safeguarding and Child Protection procedures, as set out in this policy. The Academy's procedures for managing allegations of Child-on-Child abuse are further detailed in the Child-on-Child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy. Where a concern regarding Child-on-Child abuse has been disclosed to the DSL, advice and guidance will be sought from Children's Social Care and when it is clear a crime has been committed or there is a risk of a crime being committed, the police will be contacted.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adults, students and staff) at the Academy, especially any actions that are appropriate to protect them

Working with external agencies the Academy will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students then support will be put in place to promote the wellbeing of the students affected, and the victim and perpetrator will be provided with support

F) ***Child Sexual Exploitation (CSE)***

For the purposes of this policy, ***Child Sexual Exploitation*** (CSE) is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. It may, or may not, be accompanied by violence or threats of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It may happen without the student's immediate knowledge, e.g. through others sharing videos or images of them on social media.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. The Academy recognises that CSE can affect any student who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes students aged 16 and above who can legally consent to sexual activity. The Academy also recognises that children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a genuine, loving, consensual romantic relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Academy staff will be aware of the key indicators that a student is the victim of CSE, including:

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late and
- Children who regularly miss school or education or do not take part in education
- Children who display sexual behaviours beyond expected sexual development

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, this will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social Care team and the police, if appropriate. The LA and all other necessary authorities will then handle the matter to conclusion. The Academy will co-operate as needed.

G) ***Children Missing from Education***

A child going missing from education, particularly repeatedly, can be a potential indicator of a range of Safeguarding issues which may include abuse (such as sexual abuse) or neglect, exploitation or CCE, or issues such as Mental Health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- come from Gypsy, Roma, or Traveller families
- come from the families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- cease to attend a school or
- come from new migrant families

We are aware that a student's unexplained absence from the Academy could mean that they are at risk from harm and we will always follow the Academy procedures for dealing with unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. These include:

- reporting an unexplained absence of a child with a Child Protection Plan to the child's Social Worker on that day
- seeking to clarify the reason for a child's absence from school with the child's parent / carer as soon as is practicable on the first day

- reporting to the Local Authority a continued absence of five Academy days or more, about which we have not been notified by the parent / carer to the Early Help Team
- considering a student to be 'missing from education' if they have been absent from the Academy for a period of five days without the Academy being notified of the absence by the parent / carer and without the Academy being able to make contact with the parent / carer. Under these circumstances the Academy will contact the AAE (Admissions and Access to Education) Team on the fifth day of absence
- reporting to the Local Authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day, and if a child leaves the Academy without a new school being named
- reporting to the AAE Team the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date
- making an immediate referral to the Local Authority Children's Social Care team, and the police, if the child is in immediate danger or at risk of harm.
- training staff about the signs to look out for and the individual triggers to be aware of when considering the risks of potential Safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage

Admissions Register

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

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

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

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

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

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

Where a student moves to a new school, the Academy will use a secure internet system to securely transfer students' data.

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

- Have been taken out of the Academy by their parents, and are being educated outside the national education system, e.g. home education
- Have ceased to attend the Academy, and no longer live within a reasonable distance of the premises

- Have been certified as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the student continuing to attend school after ceasing to be of compulsory school age
- Have been in custody for a period of more than four months due to a final court order and the Academy does not reasonably believe they will be returning to the Academy at the end of that period
- Have been permanently excluded.

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

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

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

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

H) ***County Lines***

There is a specific method of drug supply commonly referred to as County Lines. For the purposes of this policy, ***County Lines*** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and / or across the UK. County Lines relates to the supply of class A drugs (primarily crack cocaine and heroin) 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, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace (commonly referred to as cuckooing).

As well as the general indicators for CCE, Academy staff will be aware of the specific indicators that a student may be involved in County Lines, including:

- Going missing and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g. knife crime
- Receiving requests for drugs via a phone line
- Moving drugs
- Handing over and collecting money for drugs
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Being found in accommodation they have no connection with or a hotel room where there is drug activity
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing

Staff will be made aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a student may be vulnerable to, or involved in, County Lines activity will immediately report all concerns to the DSL. The DSL will make referrals to both the police and Children's Social Care. The DSL will also consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of County Lines exploitation.

I) ***Domestic Abuse***

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

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

Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They can witness and be adversely affected by domestic abuse and / or violence at home where it occurs between family members. They may see, hear or experience the effects of abuse at home. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Children can also suffer from domestic abuse in their own intimate relationships (teenage relationship abuse).

Exposure to domestic abuse and / or violence can have a serious, long-lasting emotional and psychological impact on children. It can have a detrimental and long-term impact on a child's health, well-being, development, and ability to learn. The Academy will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate Safeguarding procedures where concerns arise.

As the Academy's local police force is part of Operation Encompass, if police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the DSL and DDSL before the child or children arrive at the Academy the following day. The DSL will provide support according to the child's needs and update records about their circumstances.

J) ***Female Genital Mutilation (FGM)***

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. For the purposes of this policy, ***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.

All staff will be aware of the indicators that students may be at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. All staff

will note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother / family member disclosing that FGM has been carried out
- A family / student already being known to Children's Social Care in relation to other Safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or a significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Indicators that a student may be at heightened risk of undergoing FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- Having a mother, older sibling or cousin who has undergone FGM
- FGM being known to be practised in the girl's community or country of origin
- The socio-economic position of the family and their level of integration into UK society
- Having sections missing from her 'red book' (child health record)
- A family not engaging with professionals (health, education or other) or already being known to Children's Social Care in relation to other Safeguarding issues
- Any girl withdrawn from PD lessons

Indicators that FGM may take place soon include:

- A parent or family member expressing concern that FGM may be carried out
- A girl:
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion / ceremony to "become a woman"
  - Who has a female family elder visiting from a country of origin
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Attending a travel clinic or equivalent for vaccinations / anti-malarial medication

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places ***a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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. ***Academy Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out***. If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her or a member of staff observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, ***the member of staff should personally make a report to the police force in which the girl resides by calling 101***. ***The report should be made by the close of the next working day.*** Unless the member of staff has a good reason not to, they should also refer the matter to the Academy's Designated Safeguarding Lead and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the member of staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, members of staff should follow the Academy's Safeguarding procedures.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

FGM is included in the definition of ***honour-based abuse (HBA)***, which involves crimes that have been committed to defend the honour of the family and / or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local Safeguarding procedures if concerns arise.

K) ***Forced Marriage***

For the purposes of this policy, a ***forced marriage*** is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in Safeguarding children from forced marriage. Forcing a person into a marriage is a crime in England and Wales, and a form of HBA>

All staff will be alert to the indicators that a student is at risk of, or has undergone, forced marriage, including, but not limited to, the student:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of Mental Health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

All staff will be aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff has any concerns regarding a student who may have undergone, is currently undergoing, or is at risk of forced marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.
The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local Safeguarding procedures and refer the case to the Local Authority Designated Officer
- If appropriate, seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- If appropriate, refer the student to an Academy mentor or counsellor

L) ***Homelessness***
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because 'they have to'

The DSL and DDSL will be aware of contact details and referral routes into the Local Housing Authority so they can raise / progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to Children's Social Care. For 16 and 17 year olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

M) So-called ***'Honour-Based' Abuse***
For the purposes of this policy, ***So-Called Honour-Based Abuse (HBA)*** 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 code. 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.

So-Called 'Honour-Based' Abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

All staff will be alert to the indicators of So-Called 'Honour-Based' Abuse, which include:

- withdrawal of student from school by those with parental responsibility
- student being prevented from attending Higher Education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings / cousins / extended family members
- at school, decline in behaviour, engagement, performance or punctuality, poor exam results, in particular for a previously motivated student

- decline in physical presentation or demeanour

So-Called 'Honour-Based' Abuse is a violation of human rights and may be a form of domestic and / or sexual abuse. There is, and cannot be, any honour or justification for abusing the human rights of others. All forms of So-Called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

All staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA. If a member of staff suspects HBA they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social Care team.

N) ***Mental Health***
All staff will be made aware that Mental Health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of Mental Health problems – the Academy will ensure this is done by a trained Mental Health professional. Staff will, however, be encouraged to identify students whose behaviour suggests they may be experiencing a Mental Health problem or may be at risk of developing one. Staff will also be aware of how students' experiences can impact on their Mental Health, behaviour, and education.

Staff who have a Mental Health concern about a student that is also a Safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL.

The Academy will access a range of advice to help them identify students in need of additional Mental Health support, including working with external agencies.

O) ***Modern Slavery***
For the purposes of this policy, ***modern slavery*** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a student may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

P) ***Radicalisation***
- For the purposes of this policy, ***Radicalisation*** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- For the purposes of this policy, **Extremism** refers to the vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- For the purposes of this policy, **Terrorism** refers to an action that:
    - Endangers or causes serious violence to a person/people;
    - Causes serious damage to property; or
    - Seriously interferes with or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Protecting children from the risk of radicalisation should be seen as part of the Academy's wider Safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other Safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include referral to the DSL or making a Prevent referral (referral to the Channel programme). The Academy will work with local Safeguarding arrangements as appropriate.

From 1 July 2015, specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as 'The Prevent duty'. The Prevent duty forms part of the Academy's wider Safeguarding obligations. Guidance on implementing the Prevent duty is set out in terms of four general themes - risk assessment, working in partnership, staff training, and IT policies.

- The Academy is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Academy has clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this policy.
- The Prevent duty builds on existing local partnership arrangements. For example, the Governing Board will ensure that their Safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Partners. The Academy will ensure that they have effective engagement with parents / families as they are in a key position to spot signs of radicalisation. It will assist and advise families who raise concerns and point them to the right support mechanisms. The Academy will also discuss any concerns in relation to possible radicalisation with a child's parents in line with it's Safeguarding policies and procedures, unless there is a specific reason to believe that to do so would put the child at risk
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Academy will ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Academy staff will be given updated training on preventing radicalisation and extremism at least every two years, to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation
- The Academy will ensure that children are safe from terrorist and extremist material when accessing the internet

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- refusal to engage with, or becoming abusive to, peers who are different from themselves

- becoming susceptible to conspiracy theories and feelings of persecution
- changes in friendship groups and appearance
- rejecting activities they used to enjoy
- converting to a new religion
- isolating themselves from family and friends
- talking as if from a scripted speech
- an unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use
- expressions of sympathy for extremist ideologies and groups, or justification of their actions
- accessing extremist material online, including on Facebook or Twitter
- possessing extremist literature
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

All Academy staff should be aware of the following which can indicate that a student is engaged with an extremist group, cause or ideology:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group / cause / ideology
- communications with others that suggest identification with a group / cause / ideology

All Academy staff should be aware of the following which can indicate that a student has an intention to use violence or other illegal means:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others

All Academy staff should be aware of the following which can indicate that a student is capable of contributing directly or indirectly to an act of terrorism:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

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

If staff are concerned about a student, they will follow our procedures set out in this policy, including discussing their concerns with the DSL. The DSL will contact Prevent and / or Channel directly if appropriate, and work closely with them. Staff should **always** take action if they are worried.

The Channel Programme

Academy staff will understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on Local Authorities to ensure Channel panels are in place. The panel must be chaired by the Local Authority and include the police for the relevant Local Authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Q) ***Serious Youth Violence***

For the purposes of this policy, ***Serious Youth Violence*** is defined as any offence of most serious violence or weapon-enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. All staff will be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from the Academy
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions, which can indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

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

- being male
- having been frequently absent from the Academy
- having been permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

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

R) ***Sexting and the sharing of Indecent Images***

For the purposes of this policy, the consensual and non-consensual sharing of nude and semi-nude images and / or videos, colloquially known as ***sexting*** (also known as Youth Produced Sexual Imagery), is defined

as the sharing between students of sexually explicit content, including indecent imagery. For the purposes of this policy, indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

The Academy will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a Safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the student, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the Academy community, including understanding motivations, assessing risks posed to students depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that students are not unnecessarily criminalised.

16. Responding to Concerns about Individual Students

All children at Chelsea Academy must be able to place their trust and confidence in any adult working in the Academy. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. They must also be reassured that they will be supported and kept safe. Children should never be given the impression that they are creating a problem by reporting any form of abuse and / or neglect. Nor should they ever be made to feel ashamed for making a report.

Where there are Safeguarding concerns, the Academy will ensure that the student's wishes are always taken into account, and that there are systems available for students to provide feedback and express their views. When responding to Safeguarding concerns, staff members will act calmly and supportively, ensuring that the student feels like they are being listened to and believed.

All staff will therefore know what to do if they are concerned about a child's welfare and / or if a child chooses to talk to them about any matter which raises Child Protection concerns, and understand their responsibilities in relation to confidentiality and information sharing as outlined in this policy. If a member of staff has any concern about a student's welfare, they will act on them immediately by speaking to the DSL. Where the DSL is not available to discuss the concern with, staff members will contact the DDSL about the matter. If a referral is made about a student by anyone other than the DSL, the DSL will be informed as soon as possible.

All staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will also understand the importance of determining how best to build trusted relationships with children and young people which facilitate communication

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

If a child is in immediate danger

- Make a referral to Children's Social Care and / or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral**
- Tell the DSL as soon as possible if you make a referral directly
- If a student has committed a crime, such as sexual violence, the police will be notified without delay
- The online tool https://www.gov.uk/report-child-abuse-to-local-council directs to the relevant local Children's Social Care contact number

If a child makes a disclosure to you

- Listen to what the child is saying without interruption and believe them. Allow them to talk freely without asking leading questions
- Stay calm and do not show shock or upset
- Respect the child's right to privacy but do not promise to keep anything secret
- Reassure the child that s/he has done the right thing in telling. Do not tell them that they should have told sooner
- Explain what will happen and tell them that in order to keep him / her safe from harm the information that has been shared must be passed on
- Complete an online referral on CPOMS. This will generate an email to the DSL and HoY who will follow it up. Make sure you record what was said in the student's own words. Stick to the facts and do not put your own judgement on it
- ***In an emergency*** find the DSL as soon as possible. An emergency means the child is in immediate danger
- Alternatively, if appropriate, make a referral to Children's Social Care and / or police directly, and tell the DSL as soon as possible that you have done so
- If in doubt, find the DSL

The Designated Safeguarding Lead will:

- Assess any urgent medical needs of the child
- Consider whether the child has suffered, or is likely to suffer significant harm
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan
- Confirm whether any previous concerns have been raised by staff
- The DSL should only inform the parents / carers of the child of any concerns once the Duty Team Leader has been consulted and their advice sought
- Consider whether the matter should be discussed with the child's parents / carers or whether to do so may put the child at further risk of harm because of delay or the parent's / carer's possible actions or reactions
- Seek advice if unsure that a Child Protection referral should be made
- If the child discloses sexual abuse or sexual abuse is suspected, the child must not be questioned and the parents must not be informed until Children's Social Care and the police have been informed and advice given
- Information will be shared on a 'need-to-know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues
- The DSL will either make a referral to the child's Local Authority Children's Social Care or, if a referral is not considered appropriate at that stage, make full written / CPOMS records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the Local Authority

- The DSL / HoY must keep a written record of / record on CPOMS of all contact with other agencies
- All paperwork relating to child abuse must be kept in a locked cabinet / on CPOMS
- All students who are subject to a Child Protection Plan will have Core Group meetings and Case Conferences organised by Children's Social Care. The DSL or a member of the Pastoral Team will attend these on behalf of the Academy. Students are aware that these meetings take place and that the Academy will be presenting a report at the meetings. The DSL, Head of Year and School Nurse monitors students who are subject to a Child Protection Plan
- The DSL, Head of Year and School Nurse also monitor students who are a cause for concern

If you discover that FGM has taken place or a student is at risk of FGM

Any member of staff who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless the member of staff has a good reason not to, they should also discuss the case with the DSL and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the member of staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, members of staff must speak to the DSL and follow the Academy's Safeguarding procedures.

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to Local Authority Children's Social Care directly if appropriate. Inform the DSL as soon as practically possible after the referral. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority Children's Social Care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that Academy staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

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

- think someone is in immediate danger
- think someone may be planning to travel to join an extremist group
- see or hear something that may be terrorist-related

If you have concerns about a child (as opposed to a child being in immediate danger)

- Figure One illustrates the procedure that will be followed when there are concerns about a child's welfare and the child is not in immediate danger
- Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL and DDSL are not available, this should not delay appropriate action being taken. Speak to the Principal and / or seek advice from Local Authority Children's Social Care. You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action to take. You should share any action taken with the DSL as soon as possible

Early Help

- If Early Help is appropriate, the DSL / Head of Year will liaise with the Early Help team and set up an initial assessment as appropriate
- An inter-agency assessment will be undertaken where a child and their family could benefit from co-ordinated support from more than one agency. These assessments will identify what help the child and family require in order to prevent needs escalating to a point where intervention would be needed

- The DSL will keep the case under constant review and the Academy will consider a referral to Local Authority Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed

Referral

- If it is appropriate to refer the case to Local Authority Children's Social Care or the police, the DSL / Head of Year will make the referral. If you make a referral directly, you must inform the DSL as soon as possible
- The Local Authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the Local Authority if this information is not made available, and ensure outcomes are properly recorded
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the Local Authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves
- The Academy will not wait for the start or outcome of an investigation before protecting the victim and other students. This applies to criminal investigations as well as those made by CSCS
- Where CSCS decide that a statutory investigation is not appropriate, the Academy will consider referring the incident again if it is believed that the student is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the Academy agrees with this decision, the Academy will consider the use of other support mechanisms, such as Early Help and pastoral support
- At all stages of the reporting and referral process, the student will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the student or others at potential risk of harm. The Academy will work closely with parents to ensure that the student, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support

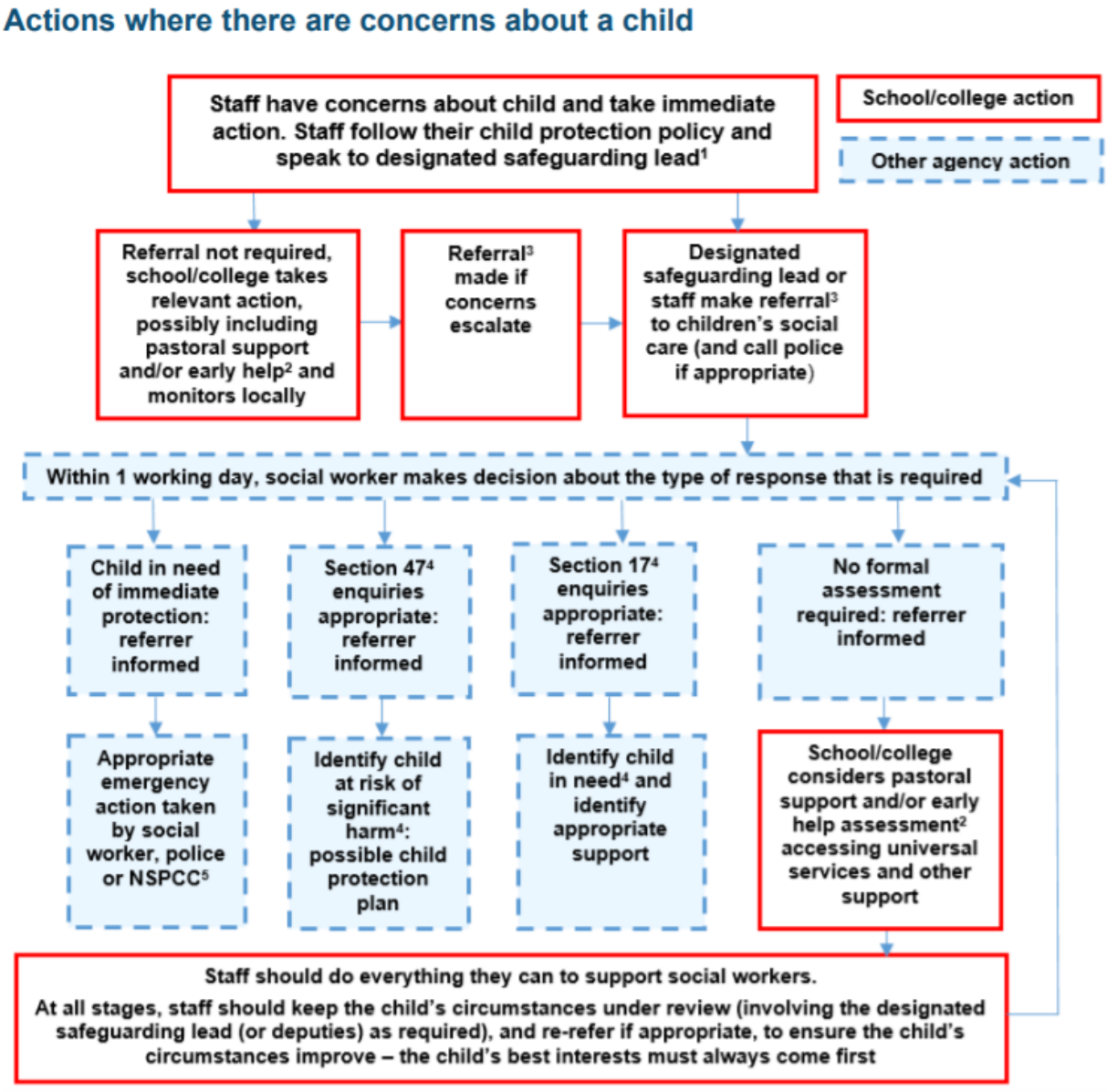
If you have a Mental Health Concern

- 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. Staff will be alert to behavioural signs that suggest a child may be experiencing a Mental Health problem or be at risk of developing one
- If you have a Mental Health concern about a child that is also a Safeguarding concern, take immediate action by speaking to the DSL. If you have a Mental Health concern that is **not** also a Safeguarding concern, speak to the DSL and the Academy's Mental Health Lead to agree a course of action
- The Academy's Mental Health Lead is Clare Sanders

Recognising and Responding to Abuse

- Owing to the nature of the day-to-day relationship children at Chelsea Academy have with staff, all adults working in the Academy are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and / or development, including that caused as a result of witnessing the ill-treatment of another person
- All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the DSL
- All adults working in the Academy will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high
- For definitions and signs / symptoms of the different types of abuse see the 'Specific Safeguarding Issues' section of this policy

Figure One

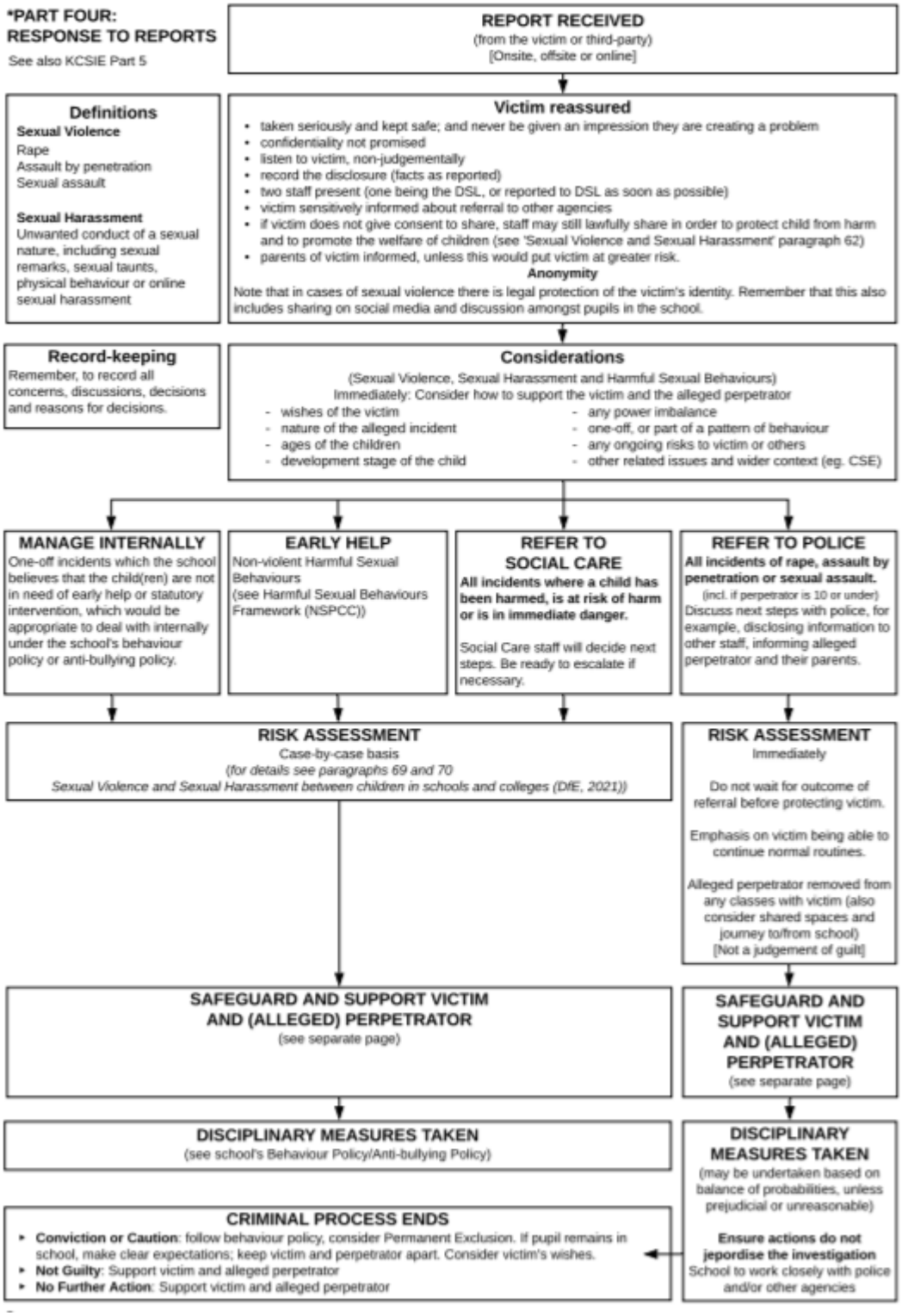


Allegations of abuse made against other students

The Academy recognises that children are capable of abusing their peers. All staff will have ***a zero-tolerance approach to all forms of abuse***. All staff will understand the importance of challenging inappropriate behaviour between peers. ***Staff will always challenge abuse*** and ***will not tolerate abuse, or pass it off as being 'banter', 'having a laugh' or 'part of growing up'***. In most instances, the conduct of students towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise Safeguarding concerns. This Safeguarding and Child Protection Policy will apply to any allegations that raise Safeguarding concerns.

- **If a student makes an allegation of abuse against another student*Students will always be reassured that they will be taken seriously, be supported, and kept safe***
- Any concerns, disclosures or allegations of Child-on-Child abuse in any form should be referred to the DSL using the Academy's Safeguarding and Child Protection procedures, as set out in this policy
- You must record the allegation but do not investigate it
- Figure Two illustrates the procedures which will be followed if the allegation is of sexual violence or sexual harassment between students
- If appropriate, the DSL will contact the Local Authority Children's Social Care team and follow its advice, as well as the police when it is clear a crime has been committed or there is a risk of a crime being committed,
- When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis
- Working with external agencies the Academy will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students then support will be put in place to promote the wellbeing of the students affected, and the victim and perpetrator will be provided with support, including a named person they can talk to if needed
- If appropriate, the DSL will contact the Child and Adolescent Mental Health Service (CAMHS)

Figure Two



Sexting

When a member of staff becomes aware of an incident of sexting that involves indecent images of a student, they will refer this to the DSL as soon as possible. Where a student confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member:

- Must not view, download, copy, print, share, store or save the imagery
- Must not ask a student to share or download it

- Must not delete the imagery or ask the student to delete it
- Must tell the DSL immediately if they accidentally view an indecent image and seek support
- Must not ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Must explain to the student that the incident will need to be reported
- Must respond positively to the student without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL and other members of staff
- Must not share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Must report the incident to the DSL

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated**: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of students, including where there is an adult involved, where there is an intent to harm the student depicted, or where the images are used recklessly
- **Experimental**: incidents involving the creation and distribution of indecent images of students where there is no adult involvement or apparent intent to cause harm or embarrassment to the student

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

- Discuss this decision with the Principal
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted
- Ensure viewing takes place on Academy premises and with another member of staff present in the room – this staff member does not need to view the imagery
- Record how and why the decision was made to view the imagery

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and / or Children's Social Care;
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and / or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and / or Children's Social Care if the incident is considered to be ***aggravated***. This would be as a result of:
    - it involving an adult
    - there being reason to believe that a young person has been coerced, blackmailed or groomed, or there being concerns about their capacity to consent (for example owing to Special Educational Needs)
    - what the DSL knows about the imagery suggesting the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- the imagery involving sexual acts and any student in the imagery being under 13
- the DSL having reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person presenting as suicidal or self-harming)

Where the incident is categorised as 'experimental', the DSL may decide to respond to the incident without involving the police or Children's Social Care. In such circumstances, the students involved will be supported to understand the implications of sharing indecent imagery and to move forward from the incident.

Where indecent imagery of a student has been shared publicly, the DSL will work with the student to report imagery to sites on which it has been shared and will reassure them of the support available.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and / or Children's Social Care, the DSL will conduct a further review. They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to Children's Social Care and / or the police immediately

Informing parents
The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through the Academy's Safer Schools Officer or by dialling 101

Recording incidents
All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting

Curriculum coverage
Students are taught about the issues surrounding sexting as part of our Pastoral Curriculum and PD and IT lessons. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Notifying parents
Where appropriate, we will discuss any concerns about a child with the child's parent(s) / carer(s). The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parent(s) / carer(s) would increase the risk to the child, we will discuss this with the Local Authority Children's Social Care team before

doing so. In the case of allegations of abuse made against other children, we will normally notify the parent(s) / carer(s) of all the children involved

17. Supporting Children who are particularly vulnerable

The Academy recognises that some groups of students face additional Safeguarding challenges and are more vulnerable to abuse and neglect, We understand that additional barriers exist when recognising abuse and neglect for these groups of students. Additional considerations for managing Safeguarding concerns and incidents amongst these groups are outlined below.

Children with Special Educational Needs

We understand that this increase in risk is due more to societal attitudes and assumptions, or to Child Protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. When managing Safeguarding in relation to students with SEND, staff will be aware of the following:

- In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, Special Educational Needs or situation without consideration of the full picture. It should never be assumed that a student's indicators relate only to their Special Educational Need or disability
- In cases such as bullying, students with SEND may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- Students with SEND are more prone to peer group isolation than other students
- Communication barriers may exist for students with SEND, as well as difficulties in overcoming these barriers. They may therefore find it harder to disclose abuse due to these communication barriers, a lack of access to a trusted adult or not being aware that what they are experiencing is abuse

To ensure that all of our students receive equal protection we will give special consideration to children who are disabled or have Special Educational Needs. When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration. When managing a Safeguarding issue relating to a student with SEND, the DSL will liaise with the Academy's SENCo, as well as the student's parents where appropriate, to ensure that the student's needs are met effectively.

Children with a Social Worker

Students may need a social worker due to Safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well to educational disadvantage by potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

As a matter of routine, the DSL will hold and use information from the LA about whether a student has a social worker in order to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform Safeguarding decisions about:

- Responding to unauthorised absence or missing education where there are known Safeguarding risks
- The provision of pastoral and / or academic support

Looked-After Children (LAC) and Previously Looked-After Children (PLAC)

The most common reason for children becoming looked-after is as a result of abuse and / or neglect. As a result of this, they can be at potentially greater risk in relation to Safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The Academy ensures that staff have the necessary skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that appropriate staff have the information they need, such as:

- Looked-After legal status i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order
- Contact arrangements with birth parents or those with parental responsibility
- Care arrangements, including the levels of authority delegated to the carer by the authority looking after the student

The Designated Teacher and the DSL have details of the child's social worker and the name and contact details of the Virtual School Head for children in care and for PLAC, Personal Advisers. The Designated Teacher works with the Virtual School Head to discuss how funding can be best used to support the progress of these students and meet the needs outlined in their Personal Education Plan.

Home-Educated Children

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

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

Where a parent has expressed their intention to remove their child(ren) from roll for EHE, the Academy, in collaboration with the LA and other key professionals, will co-ordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and / or has a social worker.

Children who have been abused or who are at risk of harm

The Academy recognises that:

- a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth
- a child in these circumstances may feel helpless and humiliated, and feel self-blame
- the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm
- research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn

The Academy will support all students by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment within the Academy
- liaising and working together with all other support services and those agencies involved in the Safeguarding of children
- maintaining a 'Cause for Concern, register – to monitor a student more closely if there is reason to do so
- notifying Children's Social Care as soon as there is a significant concern
- providing continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student's new place of education

Students with Family Members in Prison

Students with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns

Students Required to Give Evidence in Court

Students required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Students will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

18. Supporting Staff

We recognise that staff working in the Academy who have become involved with managing allegations of child abuse or working with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will ensure we support such staff by providing supervision or an opportunity to talk through their anxieties with the DSL, or helping them by seeking further support as appropriate.

19. Alternative Provision

The Academy will remain responsible for a student's welfare during their time at an Alternative Provision provider. When the Academy places a student with an Alternative Provision provider, we will obtain written confirmation from the provider that they have carried out the appropriate Safeguarding checks on individuals working there that we would otherwise perform.

20. Bullying

The Academy's Anti-Bullying policy is a separate policy and acknowledges that to allow or condone bullying may lead to consideration under Safeguarding / Child Protection procedures. See the Academy's Anti-Bullying Policy.

21. E-Safety / Online Safety

The Academy policy on E-safety and ICT use is set out in a separate policy document. The Academy will adhere to this policy at all times. The use of the Internet is an important part of education but there are risks of harm associated with its use. Our E-Safety policy addresses how we minimise those risks and teach children how to stay safe when using the internet in their lives outside of the Academy. We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment. Any series of, or single serious incident, may lead to consideration under Safeguarding / Child Protection procedures

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as facebook, twitter, instagram and snapchat. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. Our E-Safety policy explains how we try to keep students safe in the Academy and how we respond to online safety incidents. Students are taught about online safety throughout the curriculum.

The Academy does all it reasonably can to limit children's exposure to the risks from its IT systems. Ithas suitable filtering and monitoring systems in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Data and Cyber-security Breach Prevention and Management Plan. These systems are regularly reviewed to ensure their effectiveness. The Academy will, however, ensure that the use of filtering and monitoring systems does not cause 'over blocking', which may lead to unreasonable restrictions as to what students can be taught online.

Reviewing Online Safety

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

Further information regarding the Academy's approach to online safety can be found in the E-Safety Policy.

Personal Electronic Devices

Staff are allowed to bring their personal phones to the Academy for their own use, but will limit such use to non-contact time. Staff will not take pictures or recordings of students on their personal phones or cameras. If students bring a mobile phone with them to the Academy, they must be either turned off or 'on silent' for the whole of the Academy day - students are not allowed to use mobile phones at any time during the Academy day. The use of personal electronic devices, including mobile phones and cameras, by staff and students is closely monitored by the Academy.

Staff will report any concerns about students' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Photography, Video and the use of Student Images

The taking, and use, of student images will only be undertaken with full parental and student permission (which is taken on transition as part of the Home-Academy Agreement). Every precaution will be taken to ensure that names and photographs do not appear together; storage of this data is secure and only used by those authorised to do so. Where photographs and videos will involve students who are LAC, adopted students, or students for whom there are security concerns, the DSL will liaise with the students' social workers, carers or adoptive parents to assess the needs and risks associated with the students.

Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the Academy's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

The Academy follows the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Academy.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. 'Operating equipment' includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the Academy. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

22. Health and Safety of Students while on Trips and Visits

Our Health and Safety and Trips and Visits policies, set out in separate documents, reflect the consideration we give to the protection of our children both on and off site.

Chelsea Academy does not authorise or approve Homestay exchange trips using host families to accommodate our students either in the UK or abroad.

23. Physical Intervention

Our policy on physical intervention by staff is set out in our Behaviour Policy and Staff Code of Conduct. It clearly states that staff must only ever use physical intervention as a last resort, At any time when physical restraint is required, it must always be with the use of 'reasonable' force - using no more force than is needed. Any such intervention will be recorded and parents / carers notified.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under Safeguarding / Child Protection or disciplinary procedures

See Appendix 5 for the section of the Academy's Behaviour Policy and Staff Code of Conduct that refers to physical intervention

24. Use of Academy Premises for Non-Academy Activities

Where the Governing Board hires or rents out Academy facilities or the Academy premises to organisations or individuals (e.g. for providers to run community or extracurricular activities), it will ensure that appropriate arrangements are in place to keep young people safe.

Where the Governing Board provides the activities under the direct supervision or management of Academy staff, Academy Child Protection arrangements will apply. Where activities are provided separately by another body, the Governing Board will seek assurance that the body concerned has appropriate Safeguarding and Child Protection policies and procedures in place, including inspecting these as needed. The Governing Board will also ensure that there are arrangements in place to liaise with the Academy on these matters where appropriate. The Governing Board will ensure Safeguarding requirements are included in any transfer of control agreement (i.e. a lease or hire agreement), as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extra-Curricular Activities and Clubs

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

Staff and volunteers running extra-curricular activities and clubs are aware of their Safeguarding responsibilities and promote the welfare of students. Paid and volunteer staff understand how they should respond to Child Protection concerns and how to make a referral to CSCS or the police, if necessary.

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

25. Work Experience

When a student is sent on Work Experience, the Academy will ensure that the provider has appropriate Safeguarding policies and procedures in place. Where the Academy has students conduct Work Experience at the Academy, an enhanced DBS check will be obtained if the student is over the age of 16.

26. Safeguarding Concerns and Allegations Against Staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the Academy's Allegations of Abuse Against Staff policy. The Academy will ensure all allegations against staff, including those who are not employees of the Academy, are dealt with appropriately and that the Academy liaises with the relevant parties.

When managing allegations against staff, the Academy will recognise the distinction between allegations that meet the 'harms threshold' and allegations that do not, also known as 'low-level concerns'. Allegations that meet the harms threshold include instances where it is suspected or alleged that a member of staff, including agency staff, or a volunteer has::

- behaved in a way that has harmed a child, or may have harmed a child (see reference in this policy to what is meant by 'harm'); and / or
- committed or possibly committed a criminal offence against or related to a child; and / or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and / or
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

27. Whistle-Blowing

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Principal. If the concern is with regards to the Principal, it will be referred to the Chair of Governors. A member of staff can also discuss any concerns / allegations about any staff member or volunteer with the DSL. The Principal / Chair of Governors / DSL will then follow the procedures set out in Appendix 2 of this policy, if appropriate

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Any concerns regarding the Safeguarding practices at the Academy will be raised with the LT, and the necessary Whistle-Blowing procedures will be followed, as outlined in the Academy's Whistle-Blowing Policy. If a staff member feels unable to raise an issue with the LT, they should access other whistleblowing channels such as the NSPCC Whistle-Blowing helpline. This Helpline number can be found in Appendix 3.

28. Staff Recruitment

The Academy will ensure that:

- it follows the guidance on Safer Recruitment of staff, including advertising appropriately, with a statement about our commitment to Safeguarding and that enhanced DBS checks will be carried out. Two satisfactory references will be obtained prior to confirmation of a post and all relevant checks finalised prior to appointment
- as part of the shortlisting process, it carries out an online search as part of its due diligence on the shortlisted candidates. This will be used to help identify any incidents or issues that have happened, and are publicly available online, which the Academy might explore with the applicant at interview. The online search will only be used to check the candidate's suitability for working with children and not other areas of a candidate's life
- all persons who work at the Academy have a full interview (including Safeguarding-specific questions), a DBS check prior to working at the Academy and all necessary risk assessments conducted as required
- it conducts the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK
- the appropriate DBS and suitability checks are carried out for all governors, volunteers, and contractors
- the Section 128 Prohibitions Check is carried out for all governors, the Principal, Leadership Team and Curriculum Leaders
- interview panels always contain at least one member of staff trained in Safer Recruitment practice

New staff

When appointing new staff, the Academy will:

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

Existing staff

Following appointment, consideration will be given to staff and volunteers' ongoing suitability, in order to prevent the opportunity for harm to children or placing children at risk. If the Academy has concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is

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

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency Staff

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

Contractors

The Academy will ensure that any contractor, or any employee of the contractor, who is to work at the Academy has had the appropriate level of DBS check. The Academy will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. The Academy will check the identity of all contractors and their staff on arrival at the Academy

Trainee / Student Teachers

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

Volunteers

The Academy will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. The Academy will retain a record of this risk assessment

Single Central Record (SCR)

The Academy keeps a SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the Academy

The following information is recorded on the SCR:

- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- a check of professional qualifications, where required
- a check to determine the individual's right to work in the UK
- additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the Academy will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was receive

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded

Written confirmation that supply agencies have completed all relevant checks will also be included

The Academy is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the Academy

29. Monitoring and Review of Policy and Practice

This policy is reviewed at least annually by the DSL and the Principal. This policy will be updated as needed to ensure it is up-to-date with Safeguarding issues as they emerge and evolve, including any lessons learnt. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2022.

The DSL will monitor our Safeguarding and Child Protection practices and bring to the notice of the Principal and Governors any weaknesses or deficiencies. The Governing Board has a duty to remedy any weaknesses that are identified. Each academic year the Link Governor for Safeguarding will check the procedures mentioned in this policy.

An annual report is submitted to the Governing Board which outlines the Safeguarding and Child Protection work which is being undertaken during the year. Names of children are not shared. Details of the following will be included in these reports:

- The names of members of staff with designated Child Protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children)
- The details of any incidents when physical restraint of students has been used
- The details of information and guidance that has been given to staff
- The details of Safeguarding and Child Protection issues included in the curriculum
- Confirmation that all Child Protection records are stored securely and where appropriate have been transferred to another school
- The details of Safeguarding and Child Protection information given to parents / carers
- The details of the safety of the Academy site and the access given to visitors
- Confirmation that all Academy lettings have been agreed with consideration given to the Safeguarding of children
- The number of Child Protection referrals made to Children and Family Services
- The number of children who are, or have been, subject to a Child Protection Plan

The Governors, Principal and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Links to other Policies:

A range of other Academy policies are central to many aspects of the Academy's Safeguarding and Child Protection Policy. This policy operates in conjunction with the following Academy policies:

- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy (including Children Missing Education)
- Behaviour Policy (including information on physical restraint)
- Child-on-Child Abuse Policy
- Data Protection Policy
- Designated Teacher Policy (LAC and PLAC)

- Exclusion Policy
- E-Safety Policy (including Internet Protocol)
- Health and Safety Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Whistle-Blowing Policy

This Policy was adopted in **September 2022** and is reviewed annually by the Governors of our Academy, the Principal and the DSL. It is, and will continue to be reviewed annually

This policy is available to all parents / carers of current and prospective students either in hard copy or from our website

APPENDICES

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APPENDIX 1

Advice to Staff

Below is a set of guidelines that staff should take on board when dealing with individual / small groups of students. It is important to be mindful at all times of your behaviour in relation to individual / small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the student
- Do not engage in conversations about your personal life with students
- Keep boundaries very clear between you and the student, particularly if the conversation involves relationships, emotions, and sexual content
- Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual student
- Do not accept students as 'friends' on Facebook, Myspace or other similar social media sites
- If a student wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a student about their personal life unless they approach you. Avoid giving advice to students about their relationships
- Do not teach small groups of students / individuals outside of normal lessons unless there is another member of staff in the Curriculum area at that time
- Be aware of students forming attachments to you as a member of staff and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings
- Be aware of conversations that you have with students and the need to avoid sexual innuendo at all times. Older students are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position

Please discuss with the Designated Senior Lead if at any time you are concerned about a situation and wish to seek advice

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APPENDIX 2

Useful Contact Details

NSPCC (staff)	**0808 800 500**	www.nspcc.org.uk
Childline (students)	**0800 1111**	**www.childline.org.uk**
Local Safeguarding Children Board	**07739 315388**	**https://www.rbkc.gov.uk/lscb/**
Kensington & Chelsea Children's Services Referrals	**0207 361 3013** **Out of Hours:** **020 7361 3013**	
Hammersmith & Fulham Children's Services Referrals	**020 8753 6600** **Out of Hours:** **020 8748 8588**	
Westminster Children's Services Referrals	**020 7641 4000** **Out of Hours:** **020 7641 6000**	
NSPCC Whistle-Blowing Helpline	**0800 028 0285**	help@nspcc.org.uk

APPENDIX 3

CPOMS User Instructions

This training is provided to each member of staff when they join Chelsea Academy.

CPOMS User Guide

CPOMS is an online, protected system to log and track any disclosures from students at the Academy.

All staff have the ability to record an incident on CPOMS which will automatically alert the Designated Safeguarding Lead and the appropriate Head of Year for that student

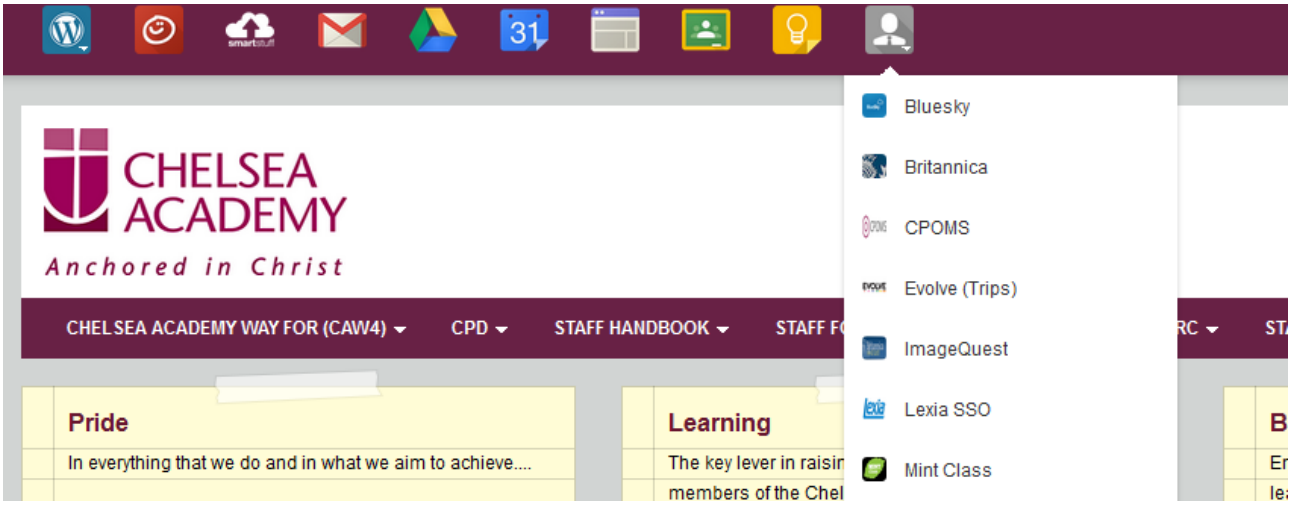
Please familiarise yourself with the process below to ensure you have access to your account.

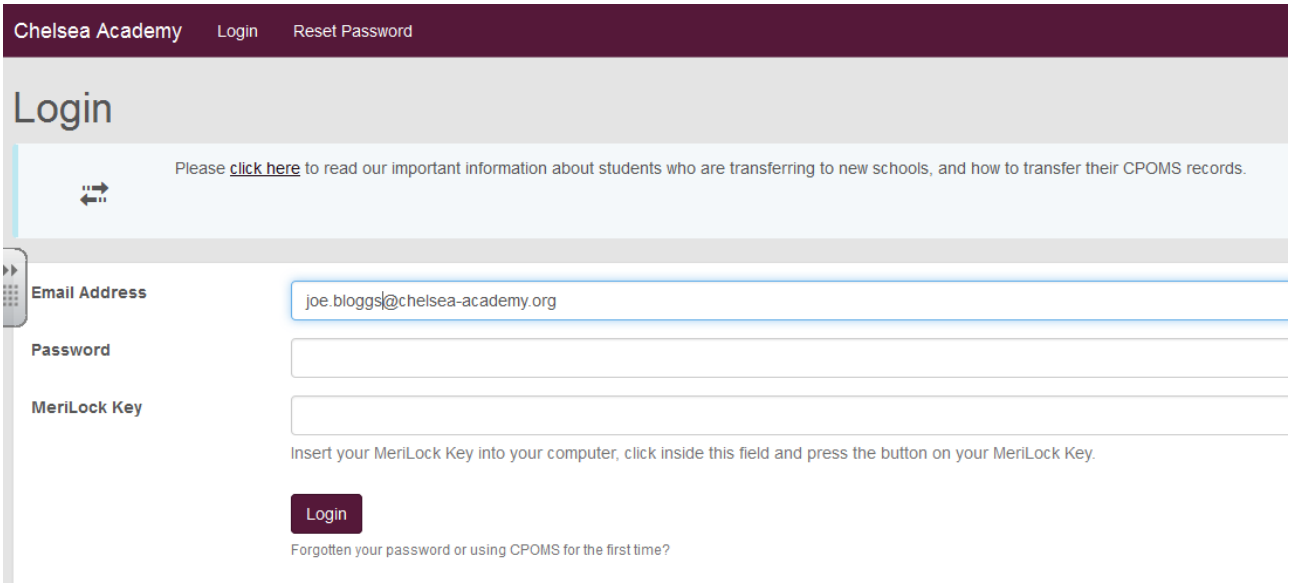
CPOMS can be found at:

https://chelseaacademy.cpoms.net

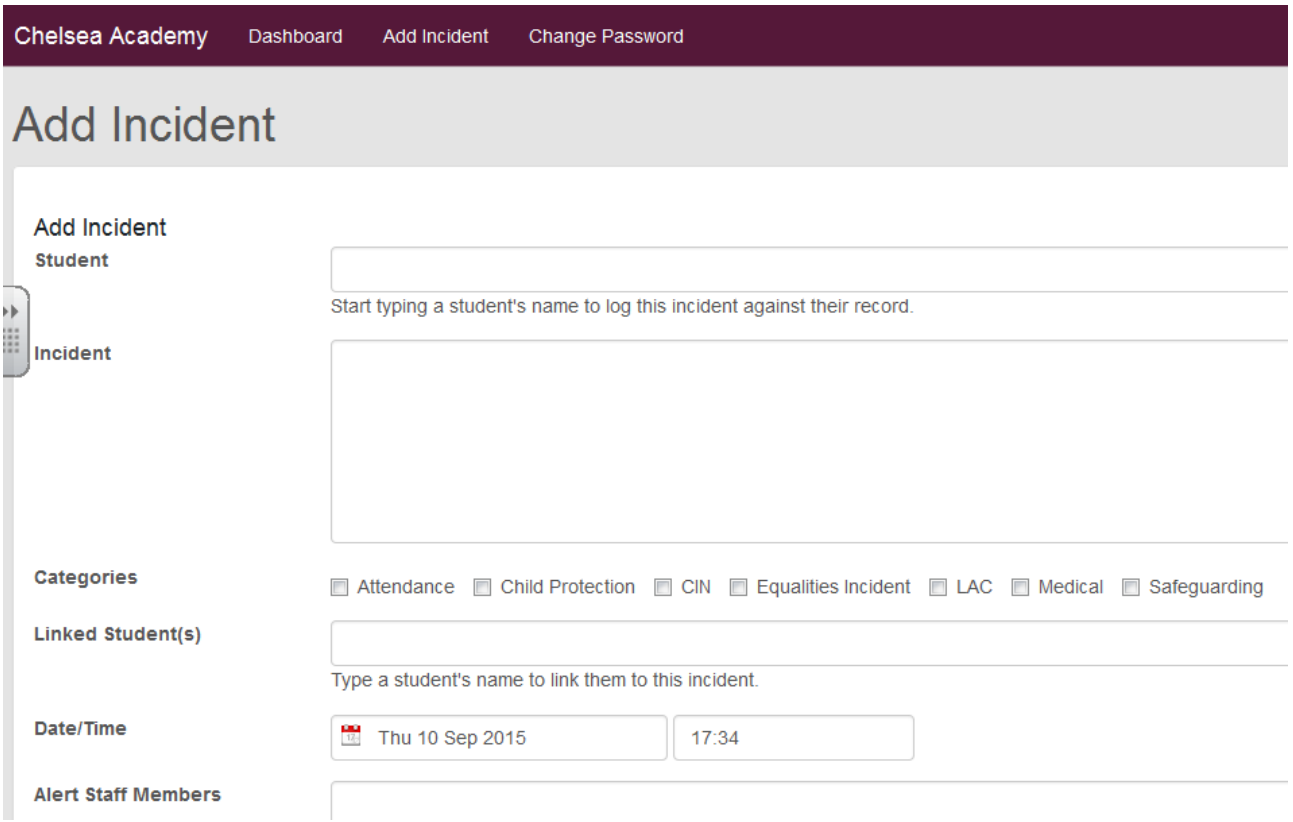
There is also a link directly from the CALC:

To log in for the first time, please enter your email address and click on 'reset password':

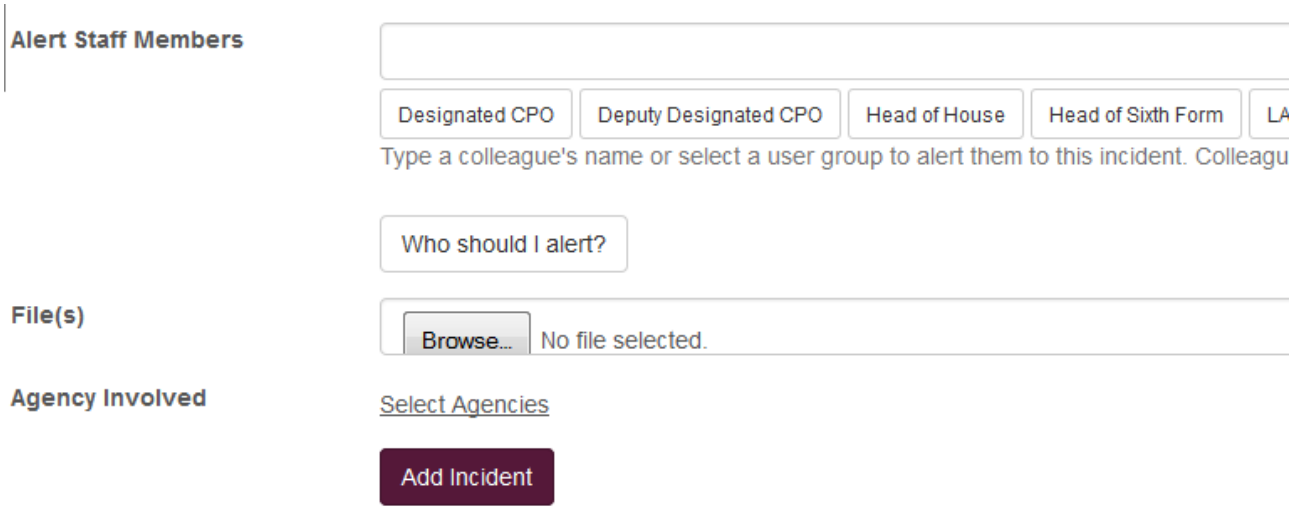




You do not need a MeriLock Key to log an incident or log in, these are only for the DSL, DDSL and HoYs
Once you are logged in to CPOMS, click on 'Add Incident'



When you begin typing the student's name, options will drop down for you to choose from. The system pulls information from SIMS. Please ensure you report the correct student surname



Click 'Add Incident' and your disclosure is logged. Where possible, DSL or HoY will feedback to you, but due to the sensitive nature of some information this will not always be the case.

APPENDIX 4

Physical Intervention Procedure as outlined in the Academy's Behaviour Policy and the Staff Code of Conduct

Sometimes, students may get extremely anxious or agitated. During these times staff should, in the first instance, try to de-escalate the situation and help students to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when an individual student needs more help to calm down to ensure their own safety, the safety of other students and staff, or that property is not seriously damaged. This can require physical interventions. Teachers and other staff have the right to use reasonable, proportionate and necessary force to restrain students if the circumstances require such action.

At all times the intervention should be a last resort and prevent harm to any student or staff.

The Academy Code of Conduct for employees states:
Physical restraint must not be used unless absolutely necessary. The types of force which are deemed by the DfE to be reasonable are:

- passive physical contact resulting from standing between two students
- active physical contact such as leading a student by the hand or arm, ushering a student away by placing a hand in the centre of his / her back, or, in more extreme circumstances, using appropriate restrictive holds

Employees should not:

- bar doorways or corridors to stop a student leaving unless there is reason to believe the student is about to commit a dangerous act such as harm another student or harm themselves
- act in temper (involve another staff member if you fear loss of control)
- involve other students in the restraint
- touch or hold the student in sexual areas
- twist or force limbs back against a joint
- bend fingers or pull hair
- hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- slap, punch, kick or trip up the student

If employees have recourse to use physical restraint they must report this immediately to the Principal or one of the Vice Principals.