Maltby Lilly Hall Academy Child Protection and Safeguarding Policy

Date Last Reviewed: February 2021
Reviewed by: Executive Principal
Approved by: MLT Board

Maltby Learning Trust

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Document Title	Maltby Lilly Hall Academy Child Protection and Safeguarding Policy
Date of Last Review	February 2021
Document History	
Version	Note of Major Revisions
February 2021	Reference to Supply Staff (throughout) Child Criminal Exploitation and County Lines (p4) Child Sexual Exploitation (p6) Peer on Peer Abuse (p7) Sexual Violence and Sexual Harassment (p8) Domestic Abuse (p14) The Harm Test (p18 and p23) Appendix 8 – NSPCC When to Call the Police link (p38) Appendix 9 – Safeguarding during the Coronavirus (Covid-19) pandemic (p39)

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INTRODUCTION

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children, young people and families has a role to play. In line with the law, this policy defines a child as anyone under the age of 18 years.

Our students' welfare is our paramount concern. The Trust Board and Local Governance Committees will ensure that MLT Academies safeguard and promote the welfare of students and work together with other agencies to ensure we have adequate arrangements to identify, assess and support those children and young people who are suffering or likely to suffer harm.

The MLT Academies are a community and all those directly connected, including staff members, governors, parents, families and students, have an essential role to play in making it safe and secure. This policy applies to all members of staff in MLT, including all permanent, temporary and support staff, governors, volunteers, supply teachers, contractors and external service or activity providers.

The policy is provided to all staff (including temporary staff, governors and volunteers) at induction alongside the Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '*Keeping Children Safe in Education'*, DfE (effective 2nd September 2020).

The policy is available on The Maltby Learning Trust (MLT) website and each Academy website. We also inform parents and carers about this policy when their children join an MLT Academy and through home-school communication.

This policy will be reviewed in full by the Trust Board on an annual basis.

PURPOSE AND AIMS

The purpose of the Academy's safeguarding policy is to ensure every child or young person who is a registered student at the Academy is safe and protected from harm and we expect everyone who works at the Academy to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the student to:

- Protect children and young people at the Academy from maltreatment;
- Prevent impairment of our children's and young people's mental or physical health or development;
- Ensure that children and young people at the Academy grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role to enable children and young people at the Academy to have the best outcomes.

This policy will give clear direction to staff, volunteers, governors, supply teachers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at the Academy.

The Academy fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered students at the Academy. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community, known as 'contextual safeguarding' when considering the wellbeing and safety of our pupils. All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. The elements of our policy are prevention, protection and support.

This policy applies to all students, staff, supply teachers, parents, governors, volunteers and visitors.

OUR ETHOS

The child's welfare is of paramount importance. The Academy will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children and young people at the Academy will be able to talk freely to any member of staff if they are worried or concerned about something.

'Everyone' who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating.   All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child or young person and how to record and report this information. We will not make promises to any child or young person and we will not keep secrets. Every child or young person will know what the adult will have to do with any information they have chosen to disclose.

The curriculum provides activities and opportunities for children and young people to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage children and young people to develop essential life skills. The broad and balanced curriculum offered by all our schools covers a wide range of elements of staying safe and links are made through different areas to how to stay safe in different situations – this is explicitly covered

within the PHSE/Lifeskills curriculum. In addition, the Academy utilises outside experts to increase the children and young people's understanding of the types of abuse (eg Barnardo's, South Yorkshire Police). In addition, all teachers and other staff members are alert to using opportunities to challenge children and young people's preconceptions and assumptions about what is and isn't safe whenever they arise in order to reinforce their understanding and raise awareness. Pastoral support is always available to support and guide children and young people in their choices. More information is contained in the Academy's Relationships, Health and Sex Education Policy (RHSE) which can be found on the Academy website

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

Link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

WHAT IS ABUSE

Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Appendix 7 defines each category of abuse in more detail and additional guidance on the following specific safeguarding issues can be found in the separate Supplementary Safeguarding Guidance (available on the MLT website and Academy websites) and/or in Keeping Children Safe in Education (September 2020) Part one.

SPECIFIC SAFEGUARDING ISSUES

CONTEXTUAL SAFEGUARDING

Safeguarding incidents can occur outside of school and outside of family homes and can be associated with extra-familial factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding. Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare; this might include (but not be limited to) child sexual exploitation, child criminal exploitation and serious youth violence. The school will provide as much contextual information as possible when making referrals to MASH.

Each MLT Academy is required to outline where they are situated in terms of public spaces, main and minor roads, whether these roads pose potential safety issues and whether students therefore need to have a good understanding of the green cross code and stranger danger awareness. This applies similarly to any MLT Academy which may be situated near a river, canal or area of water where understanding of water safety is needed. Each MLT Academy will document how staff communicate this awareness and understanding to students and parents. See appendix 10 for Maltby Lilly Hall Academy's local risk assessment.

CRIMINAL EXPLOITATION OF CHILDREN (COUNTY LINES)

Keeping Children Safe in Education (2020) defines CCE and CSE as follows:

'Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.'

"County lines" refers to organised criminal networks or gangs involved in moving drugs and money into one or more areas (within the UK). Children can be targeted and recruited into county lines in a number of locations including educational establishments often through coercion, intimidation, violence (including sexual violence) and weapons. They might then be trapped into county lines activity by the creation of drug debts and threats of serious violence towards them and their families to ensure compliance. Children may be required to store drugs and money for the purpose of criminal activity but also recruited to move drugs and money between locations which might mean they are exposed to techniques such as 'plugging' where drugs are concealed internally in the body.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. If a staff member suspects a student may be vulnerable to, or involved in, county lines activity they will immediately report all concerns to the DSL who will then discuss with MASH.

Indicators that a pupil may be involved in county lines activity include the following:

- Persistently going missing from home, care and/or education or being found out of their usual area.
- Unexplained acquisition of money, clothes or mobile phones.
- Excessive receipt of texts or phone calls.
- Relationships with controlling or older individuals or groups.
- Leaving home without explanation.
- Evidence of physical injury or assault that cannot be explained.
- Carrying weapons.
- Sudden decline in school results.
- Becoming isolated from peers or social networks.
- Self-harm or significant changes in mental state.
- Parental reports of concern.

Further information on County Lines and Child Criminal Exploitation are contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.1.11 of the RSCP child protection online procedures.

SERIOUS VIOLENCE

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school.
- A change in friendships.
- New relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

The most significant risk factors that could increase a student's vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour. If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime they will report it immediately to the DSL.

More information on the criminal exploitation of children and serious crime can be found in the MLT Supplementary Safeguarding Guidance, Annex A of Keeping Children Safe in Education (2020) and also in Chapter 2.1.11 of the RSCP procedures online:
http://rotherhamscb.proceduresonline.com/index.htm

CHILD SEXUAL EXPLOITATION (CSE)

Keeping Children Safe in Education (2020) defines CCE and CSE as follows:

'Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.'

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys under the age of 18. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in the Academy are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in the MLT Supplementary Safeguarding Guidance, Annex A of Keeping Children Safe in Education (2020), Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the RSCP child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.

- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Association with other young people involved in exploitation.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours, and
- Self-harm or significant changes in emotional well-being.

PEER ON PEER ABUSE

The Academy recognises that children can abuse other children. This is otherwise known as peer on peer abuse and occurs where everyone directly involved is under the age of 18. Peer on peer abuse therefore occurs when a young person is exploited, bullied and / or harmed by a peer, or a group of their peers who are the same or similar age; 'peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

At the Academy, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

All staff in the Academy are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include one or more of the following elements:

- Bullying, including online/cyber bullying and prejudice-based bullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; – the Academy will follow guidance in Part 5 of Keeping Children Safe in Education (2020) on how to manage reports of child on child sexual violence and sexual harassment (see below).
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as 'youth produced sexual imagery') – Further guidance is provided by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.
- Initiation (sometimes referred to as 'hazing') type violence and rituals/gang activity.
- Abuse within intimate partner relationships.

All staff in the Academy are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Academy Anti-Bullying and Behaviour for Learning Policies, alongside Safeguarding procedures. The Academy undertakes to provide support for victims of peer on peer abuse and apply sanctions as appropriate in respect of perpetrators, which may include statutory agencies such as the police and/or social care, but will also seek to understand reasons for the perpetrator's behaviour and consider supportive interventions.

Sexual violence and sexual harassment can occur between two children of any age and sex, or through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can take place online and offline, be both physical and verbal, and are likely to take place on a continuum; they may co-exist and overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing and the experience is likely to adversely affect their mental health and educational attainment. Sexual violence and sexual harassment are never acceptable. The Academy takes all incidents of peer on peer abuse including sexual violence and sexual harassment seriously and ensures victims are taken seriously and offered appropriate support. The Academy ensures staff are aware of the gendered nature of peer on peer abuse, particularly in respect of sexual violence and sexual harassment, and that girls are more likely to be victims while recognising that other groups of vulnerable children are also potentially more at risk, including children with SEND and those identifying as, or perceived as being LGBT.

The Academy is clear on the following points:

- Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Sexual violence or sexual harassment can never be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts will always be challenged and potentially treated as a criminal matter.
- Dismissing or tolerating any of the above behaviours risks normalising them and could make an individual complicit in a crime.

Sexual Violence

Sexual violence refers to offences under the Sexual Offences Act 2003 as described below:

Rape:

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

Assault by Penetration:

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

Sexual Assault:

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

What is consent?

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

Sexual Harassment

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur online and offline. In the context of peer on peer abuse, this policy refers to child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include, but is not limited to:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the Academy will always consider whether this crosses a line into sexual violence by talking to and carefully considering the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence which may include non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats; and upskirting.

Upskirting

Anyone of any gender can be a victim of 'upskirting'. The Voyeurism (Offences) Act (commonly known as the Upskirting Act) came into force on 12 April 2019 and made 'upskirting' a criminal offence. 'Upskirting' is where someone operates equipment to record an image or take a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (whether exposed or covered with underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is not tolerated by the Academy and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

RESPONSE TO REPORTS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT

In the first instance, staff receiving a report from a child will follow disclosure principles as outlined in Appendix 3. This includes reassuring the child that they have done the right thing and will be taken seriously, being supportive and respectful, listening carefully in a non-judgemental manner and asking open questions but not promising confidentiality. Notes should be made in an appropriate, factual fashion but in a way which does not interfere with the child's narrative. Where the concern includes an online element, due regard should be made to the searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). This is important in ensuring that unless it is unavoidable (in which case guidance in these documents should be followed), staff must not view or forward illegal images of a child. Ideally, two members of staff should be present while the report is being made including the DSL. If this is not possible, the DSL must be informed as soon as practically possible.

The DSL will then formulate a risk assessment in response to a report of sexual violence, and on a case-by-case basis for sexual harassment to ensure adequate measures are in place to keep all children safe at the Academy, taking into account:

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

The DSL will at all times follow guidance outlined in Part 5 of Keeping Children Safe in Education (2020) by considering the wishes of the victim, the nature of the alleged incident, including whether

it constitutes a crime, is a one-off incident or a sustained pattern of abuse and the development stage, ages of and any power imbalances between the children, taking into account any vulnerabilities such as disability or learning need. The DSL will then consider further actions, which might include one of the following scenarios:

- Internally managed
- Early Help
- Referral to social care
- Reporting to the police (alongside referral to social care)

Throughout the process, the Academy will liaise with all parties involved to adequately support both the victim and perpetrator, including assessing the proportionality of the response.

A PREVENTATIVE APPROACH

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the Academy will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and Lifeskills/PSHE lessons.

The Academy will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Lifeskills/PSHE lessons, RHSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships.
- Respectful behaviour.
- Gender roles, stereotyping and equality.
- Body confidence and self-esteem.
- Prejudiced behaviour.
- That sexual violence and sexual harassment is always wrong.
- Addressing cultures of sexual harassment.

Students will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

More information on peer on peer abuse/sexual violence is contained in The Supplementary Safeguarding Guidance, Part 5 and Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.2 of the RSCP child protection online procedures - http://rotherhamscb.proceduresonline.com/index.htm

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

The Academy is aware of the common risk factors for FGM which include:

- Low level of integration into UK society.
- Mother or a sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- Visiting female elder from the country of origin.
- Being taken on a long holiday to the country of origin.
- Talk about a 'special' procedure to become a woman.

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around 'Honour Based Abuse which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The Academy has due regard to the mandatory reporting duty, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in this Academy will be vigilant and will report promptly any FGM or other Honour Based Violence concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2020) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham Safeguarding Children Partnership (RSCP) Child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm

PREVENTING RADICALISATION AND EXTREMISM (PREVENT DUTY)

The Academy has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In the Academy we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes.
- glorifying violence, especially to other faiths or cultures.
- making remarks or comments about being at extremist events or rallies outside school.
- evidence of possessing illegal or extremist literature.
- advocating messages similar to illegal organisations or other extremist groups.
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour.
- online searches or sharing extremist messages or social profiles.
- intolerance of difference, including faith, culture, gender, race or sexuality.
- graffiti, artwork or writing that displays extremist themes.
- attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- advocating violence towards others.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the Channel Programme. We will provide a link, via our school website, to the Rotherham Safeguarding Children Partnership (RSCP)

website which provides information on radicalisation for children and young people, their parents/carers and professionals: www.rscp.org.uk

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 making 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. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in the MLT Preventing Radicalisation Policy, Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.6 of the Rotherham LSCP child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.ht

ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. The Academy is aware that the predominant issues associated with online safety are:

Content – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views.

Contact – harmful online interaction with others; for example, commercial advertising as well as adults posing as children or young people.

Conduct – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (the production and sharing of sexual images of under 18s is illegal), or online bullying. The Academy/Trust recognises that today's students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The Academy/Trust e-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019). This helps teach our students how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

At our Academies, we understand the responsibility to educate our students about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy which can be found on our Academy website.

The Academy will provide information for parents and carers on online safety plus links to useful websites.   A selection of useful links can also be found in Annex C of Keeping Children Safe in Education (2020) and Chapter 2.1.5 of the RSCP child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm

GROUPS AT INCREASED RISK OF ABUSE

Some groups of children are at increased risk of abuse either through emotional difficulties, communication difficulties or family circumstances. The Academy is particularly aware of these groups and specifically careful in ensuring they are safeguarded. Other children at increased risk of abuse including additional safeguarding issues are:

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The Academy understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children and young people. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration.
- Children and young people with SEND can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Being additionally vulnerable to online risks including grooming and radicalisation.

Where there are any concerns raised about the safety and welfare of a child or young person with SEND in the Academy, we will ensure that these will be treated in the same way as with any other child or young person, with careful consideration of any additional needs.

More information on children and young people with SEND is contained in Annex A of Keeping Children Safe in Education 2020, the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14) and Chapter 2.1.3 of the RSCP child protection online procedures:

http://rotherhamscb.proceduresonline.com/index.htm

CHILDREN MISSING EDUCATION

Children missing education are children and young people of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children and young people missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children and young people are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update their child's Academy as soon as possible if the contact details change.

All staff in the Academy understand the importance of regular attendance and our Academies have appropriate procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.3.2 of the RSCP child protection online procedures:

Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex A of 'Keeping Children Safe in Education 2020' along with information about the indicators of abuse contained in Chapter 1.2.4 of the RSCP child protection online procedures:
 www.rotherhamscbproceduresonline.com/index.htm

LOOKED AFTER CHILDREN (LAC)

A child who is looked after by a Local Authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the Local Authority. Every school must have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC can be found on the Academy website. We have a separate LAC policy which can be found on the Academy website.

PRIVATE FOSTERING

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child or young person under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2020 and chapter 2.3.7 of the RSCP child protection online procedures:
www.rotherhamscbproceduresonline.com/index.htm

DOMESTIC ABUSE

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background; it is defined as 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.'

There are different kinds of abuse that can happen in different contexts; abuse can encompass psychological; physical; sexual; financial and emotional factors. The most prevalent type of domestic abuse occurs in relationships. But the definition of domestic abuse also covers abuse between family members, such as adolescent to parent violence and abuse. The definition also considers coercive and controlling behaviour. Children and young people are very often the 'hidden' victims of domestic violence and abuse. Children can witness and be adversely affected by domestic abuse which occurs between family members in their home context; the emotional and psychological impact of being exposed to domestic abuse and/or violence can be long-lasting, serious and extend into adulthood. In some instances, children may have had to leave the family home and may blame themselves for the abuse.

The Academy is supporting an initiative called 'Operation Encompass' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children's Partnership.

Operation Encompass has been designed to provide support for any child in school who may be affected by a domestic abuse incident where the police have attended.

The DSL or Deputy DSL in the Academy will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable the Academy to monitor children possibly affected and, where required, support if necessary. This will remain confidential; no information about specific incidents is shared with school. The Academy will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe Operation Encompass will enhance the safeguarding within school. This will be extremely beneficial for all those involved.

Further information on Domestic Abuse and the impact on children are contained within Annex A of 'Keeping Children Safe in Education 2020' and also in Chapter 2.2.7 of the RSCP child protection online procedures:
www.rotherhamscbproceduresonline.com/index.htm

MENTAL HEALTH

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand that while only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, they are well placed to observe children day-to-day and identify those students whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. The Academy recognises it is imperative that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they will notify the DSL or Deputy DSL of their concerns without delay.

Further information on children experiencing mental health issues can be found in the Department for Education document:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf and also chapters 2.1.7, 2.1.8 and 2.1.9 of the RSCP child protection online procedures:
www.rotherhamscbproceduresonline.com/index.htm

EARLY HELP AND SUPPORT FOR CHILDREN IN NEED:

Early help means providing support as soon as a problem emerges, at any point in a child or young person's life, from the foundation years through to the teenage years. We will work with local agencies to put processes in place for the effective assessment of the needs of individual children and young people who may benefit from early help services. This may be a child or young person who:

- Is disabled and has specific additional needs/Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently going missing from care or from home.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; being a young carer.

- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Has returned home to their family from care; is a privately fostered child.
- Is showing early signs of abuse and/or neglect.

DEFINITIONS AND INDICATORS

Each category of abuse has its own specific warning indicators which Academy staff are alerted to. Working Together to Safeguarding Children (2020) statutory guidance sets out full descriptions.

Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including via the internet. In the case of FGM, children and young people may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child or young person will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

Children and young people also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child or young person. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, staff can respond to problems as early as possible and provide the right support and services for the child or young person and their family. It is important to recognise that a warning sign doesn't automatically mean a child or young people is being abused,

Some of the following signs might be indicators of abuse or neglect. Children and young people:

- Whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy. They might have difficulty sleeping or start wetting the bed.
- With clothes which are ill-fitting and/or dirty.
- With consistently poor hygiene.
- Who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Who don't want to change clothes in front of others or participate in physical activities.
- Who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Who talk about being left home alone, with inappropriate carers or with strangers (age-related).
- Who are regularly missing from school or education.
- Who are reluctant to go home after school.
- With poor school attendance and punctuality, or who are consistency late being picked up.
- Who drink alcohol regularly.
- Who are concerned for younger siblings without explaining why.
- Who talk about running away.
- Who shy away from being touched or flinch at sudden movements.
- Whose parents are dismissive and non-responsive to practitioners' concerns.
- Whose parents have care for children and young people when drunk, or under the influence of drugs.

ROLES AND RESPONSIBILITIES

It is the responsibility of *every* member of staff, governor, supply teacher, volunteer and regular visitor to the Academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at the Academy. This includes the responsibility to provide a safe environment in which children and young people can learn.

LOCAL GOVERNANCE COMMITTEE/TRUST BOARD

The Local Governance Committee in the Academy, and the Trust Board for the organisation, is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the Local Governance Committee takes collective responsibility to safeguard and promote the welfare of our students, we also have a named governor who champions safeguarding within the Academy, liaises with the Principal and Designated Safeguarding Lead and is able to provide information and reports to the Local Governance Committee.

The Maltby Learning Trust Board and Local Governance Committee will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our Academy website and has been written in line with 'Keeping Children Safe in Education 2020', Local Authority advice and the requirements of the Rotherham/Doncaster Safeguarding Children Partnership (LSCP) policies and procedures.

- The Academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and young people and protect them from harm.

- The Academy contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)

- The Academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counterterrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

- The Academy has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- A member of the senior leadership team in the Academy is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One and Annex A of '*Keeping Children Safe in Education 2020*' and the school's Code of Conduct.

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- The Academy Governors will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Learners First, Governor Development Service or other local training providers.

- Procedures are in place for dealing with allegations against members of staff, including governors, volunteers, supply teachers and agency staff in line with Part Four of Keeping ChildrenSafe in Education 2020 and RSCP guidance **www.rotherhamscbproceduresonline.com/index.htm**

- Safer recruitment practices are followed in accordance with Part Three of *'Keeping Children Safe in Education'* (2020) and also Chapter 5.1 of RSCP Child Protection Procedures. www.rotherhamscbproceduresonline.com/index.htm

- The Academy Governors remedy without delay any weakness in regard to the Academy safeguarding arrangements that are brought to their attention.

- The Academy Governors ensure all relevant persons are aware of the Academy's local safeguarding arrangements, including the local governance committee itself, the SLT and DSL

Safeguarding will be a standing item on Local Governance Committee agendas. Governors will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the Academy. There will be a minimum of one full safeguarding report from the Designated Safeguarding Lead annually. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

THE ACADEMY PRINCIPAL

The Academy Principal will ensure that the above policies and procedures, adopted by the Trust, are fully implemented and followed by ALL staff and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Principal is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL), or acting in this role themselves.
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role.
- Providing the time, funding, training, resources and support to the DSL and Deputy DSL to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children and young people.
- Ensuring that all staff, including governors, volunteers, supply teachers and agency staff feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff, including governors, volunteers, supply teachers and agency staff. This would include transferable risks, relating to incidents outside the Academy which might not include children, but which meet the Harm Test.
- Ensuring that if any allegations of a safeguarding nature are raised about a Supply Teacher, who is not directly employed by the Academy, this will be dealt with properly by the Academy. The Academy will not cease to use the supply teacher without finding out all the

facts and liaising fully with both the employing agency and the LADO to determine a suitable outcome. This may include decisions relating to whether to suspend the supply teacher or redeploy them to another part of school while investigations are underway.

- Ensuring the Academy is aware of and will follow the local safeguarding arrangements.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at the Academy. The key role of the Designated Safeguarding Lead is to:

- understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- manage referrals from staff or others from inside/outside the Academy.
- work with external agencies and professionals on matters of safety and safeguarding.
- Raise awareness of safeguarding and child protection amongst the staff and parents.
- help promote educational outcomes by confidentially and discretely sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Academy leadership staff.
- ensure that child protection information is transferred to the student's new school/Academy.

The Designated Safeguarding Lead (DSL) and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education 2020'*. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

The DSL and Deputy DSL at the Academy will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely. These will be sampled periodically by Executive Leaders.

When a child leaves the Academy, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

The DSL is responsible for ensuring that all staff members, including governors, volunteers, supply teachers and agency staff are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2020 and the RSCP. (A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk)

PROCEDURES FOR MANAGING CONCERNS

The Academy adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are;

1. Local Authority.
2. Clinical Commissioning Group.
3. The Chief Police Officer.

It is *not* the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academies. Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in the Academy/Trust eg CPOMS/safeguarding email or written form (see appendix 2).

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with the RSCP procedures – Chapter 1 *'Referring Safeguarding Concerns about Children'*
www.rotherhamscbproceduresonline.com/index.htm

If, after a referral, the child's situation does not appear to be improving, we will consider following the appropriate LSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Principal are all unavailable and they are convinced that a direct report is the only way to ensure the student's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member, including governors, volunteers, supply teachers and agency staff then this should be referred to the Designated Safeguarding Lead, Deputy DSL or Vice Principal who will liaise with the Principal. Where there are concerns about the Principal this should be referred to the Chief Executive, Chair of Governors, or Trust Board

Where there are concerns about the way that safeguarding is carried out in the Academy/Trust, staff should refer to our Whistleblowing Policy, which can be found on the Academy website.

WORKING WITH PARENTS/CARERS

The Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and young people, and to support them to understand our statutory responsibilities in this area.

When new students join the Academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the Academy website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and young people, and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Academy has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

In order to keep children and young people safe and provide appropriate care for them, the Academy requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child or young person normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise i.e. illness, not being collected at the end of the school day, a child or young person going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child or young person from school (if different from the above).

The Academy will retain this information on the student file. The Academy will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the Academy has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

SAFER RECRUITMENT

At all times, the Principal and Local Governance Committee will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of *'Keeping Children Safe in Education 2019'*. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School Staffing (England) Regulations 2009). We will take advice from the RSCP about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

At the Academy, we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of 'Keeping Children Safe in Education 2020' describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information.

We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check.
- A barred list check.
- An enhanced DBS check/certificate.
- A prohibition from teaching check.
- A section 128 check for management positions in independent schools (including free schools and academies).
- A check of professional qualifications.
- A check to establish the person's right to work in the UK.
- Further checks on people who have lived or worked outside the UK.
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children and young people. There are circumstances, however, when it is appropriate for staff in our Academies to use 'reasonable force' to safeguard children and young people.

'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or young person needs to be restrained to prevent violence or injury. Staff in the Academy will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Principal.

At the Academy, the chosen approach to the use of reasonable force is 'Team Teach'. The 'Team Teach' manual sets out the accepted approaches which can be taken to be use of reasonable force and when these can be applied.

MANAGING ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children and young people at the Academy. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations

are genuine and there are some adults who deliberately seek to harm or abuse children and young people.

We will take all possible steps to safeguard our children and young people, and to ensure that the adults in our Academies are safe to work with children. We will always ensure that the procedures outlined in the RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

If an allegation is made or information is received about an adult (this might include staff, governors, volunteers, supply teachers or agency staff) who works in the Academy which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school and transferable risks, -where an incident occurred out of school, which did not involve children, but could impact on an adult's suitability to work with children eg; domestic violence. This is known as the Harm Test.

Should an allegation be made against the Principal, this will be reported to the Chair of Governors, the Chief Executive or Trust Board.

The Principal, Chief Executive or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the Local Governance Committee will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal, Chief Executive or Chair of Governors should contact the LADO via MASH on 01709 336080 in Rotherham or 01302 737777 in Doncaster as appropriate.

REFERRAL TO DBS

The Academy will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Further information is also available in Chapters 5.1, 5.2 and 5.3 of the RSCP online child protection procedures:
www.rotherhamscbproceduresonline.com/index.htm

RELEVANT POLICIES AND TRAINING

All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

To underpin the values and ethos of our Academies, and our intent to ensure that students at our Academies are appropriately safeguarded, additional mandatory policies and guidance which fall under the umbrella of safeguarding can be found on Academy websites.

RECORDS AND INFORMATION SHARING

The Academy maintains detailed and effective child protection records by using the digital CPOMS system.

If staff are concerned about the welfare or safety of any child or young person at the Academy they will record their concern quickly via the safeguarding email address and/or use the CPOMS system as relevant to the Academy with as great a degree of accuracy as possible. If they feel the concern is urgent, they should also seek to verbally inform the DSL or DDSL as soon as is possible.

Any external paper information recorded will be scanned into the CPOMS system with the paper original being kept in a separate named file, together (where relevant) with any archived paper records. These are stored in a secure cabinet and not with the child or young person's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within the Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. Documents not scanned and uploaded to CPOMS will be secured in the safeguarding files. They will include minutes of CP meetings. All other documentation is stored on CPOMS.

ACADEMIES MAINTAINING THE CPOMS SYSTEM

Concerns alerted to safeguarding are recorded through the CPOMS system. This will automatically log the name and the time and date of referral. Staff can record information into the CPOMS system, and any referral should be made as soon as possible after a concern has been raised to maintain the record's validity. The Principal, Vice Principal, DSL and DDSL and essential pastoral staff have merilock keys to enable them to access full safeguarding records kept digitally within the CPOMS system – these records are only accessed in closed offices and screen lock is used when necessary to maintain confidentiality.

Child protection information will only be kept on the CPOMS system and in no other place. In CPOMS schools, records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored in paper form or scanned digitally and added to CPOMS – under usual circumstances originals should be kept. Paper records from before the CPOMS system was instigated will be kept until a child leaves the school.

STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2020)
- 'Keeping Children Safe in Education' DfE (2020) - Part One and Annex A for ALL staff.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- 'What to do if you're worried a child is being abused?' NSPCC
  https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/
  www.rscb.org.uk
- www.rotherhamscbproceduresonline.com/index.htm
- Education Inspection Framework September 2019
  https://www.gov.uk/government/publications/school-inspection-handbook-eif

APPENDIX 1: RESPONSIBLE STAFF/GOVERNOR

Name	Role/Contact Details	Photograph
Mr R Pease	Designated Safeguarding Lead	
Mrs L Langton	Deputy Safeguarding Lead	
Mrs S Searson	Deputy Safeguarding Lead	
Mrs S Moulding	Deputy Safeguarding Lead	
Mrs K Leahy	Governor with Specific responsibility for safeguarding	

- Recognise that you have a duty of care to alert the safeguarding team of your concern. Always act in the interest of the child or young person.
- Do not take responsibility to investigate the welfare concerns or determine the outcome at this stage. You must collate and pass on any information.
- If a child or young person is in immediate danger or at risk of harm, contact the DSL or DDSL **IMMEDIATELY** so an urgent referral can be undertaken to children's social care and/or the police.
- Anyone can make a referral if the DSL, DDSL Vice Principal or Principal are not available. If you suspect the child or young person is at risk of immediate harm (is not safe to go home), speak to a member of the safeguarding team immediately. Do not delay.
- Provide details of your concerns by contacting the safeguarding team on the designated email address and/or through the CPOMS system and inform the DSL or DDSL verbally **URGENTLY**

Any logged concern will:

- Be accessed by the safeguarding and pastoral staff.
- Generate a response from the Core Safeguarding team. The alert will be investigated and triaged in accordance with the nature of the concern.
- The core team is trained to recognise thresholds of child protection and necessary intervention.
- Be stored securely in CPOMS. The entry is the responsibility of the DSL.
- The member of staff who alerted the safeguarding email system will receive an email acknowledgment that action has been taken.

APPENDIX 3: DISCLOSURE

If a child or young person makes wishes to make a disclosure of a safeguarding nature to you:

- Do not put the moment off.
- You may need to find a place away from others (ensure this is appropriate)
- Be clear that you cannot keep information confidential.
- Keep calm.
- Reassure.
- Guard against negative body language.
- Don't judge.
- Find someone to assist in communication if necessary.
- Respond briefly, slowly and gently.
- Do not ask leading questions.
- Do not assume that there is only one child or young person involved.

Ensure that you:

- Record what you have heard/observed.
- Make notes as soon as possible.
- Use child or young person's words wherever possible.
- Include what you have said to the child or young person.
- Keep information factual.
- Include what led up to the disclosure.
- Date, time, place, who was present.
- Log concern via CPOMS, safeguarding email or by completing the Confidential Safeguarding Incident Slip (see Appendix 4).
- At this point do not discuss with anyone other than designated person and speak to the DSL or core team immediately.

APPENDIX 4 - EXAMPLE OF INDIVIDUAL ACADEMY FORM FOR RECORDING SAFEGUARDING ISSUES

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.
Was there an injury?   Yes / No   Did you see it?   Yes / No
Describe the injury:
Have you filled in a body plan to show where the injury is and its approximate size?   Yes / No
Was anyone else with you? Who?
Has this happened before?   Did you report the previous incident?
Who are you passing this information to? Name: Date: Position: Time:
Your signature: Date:

Action taken by DSL

Enter your school name/logo here

Referred to…?

EWO	Police	School Nurse	MASH	Young Peoples' Parents Service	Other
☐	☐	☐	☐	☐	☐

Parents informed?   Yes / No (If No, state reason)

Feedback given to…?

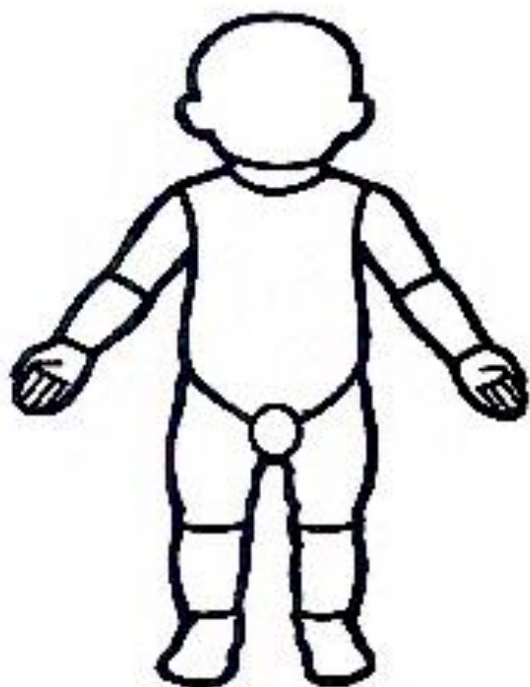| ☐	☐	☐	☐
Pastoral team	Tutor	Child	Person who recorded disclosure

Further Action Agreed:
(School to instigate a Family CAF, assessment by Children's Services etc.)

Full name:

DSL Signature: Date

Young Child
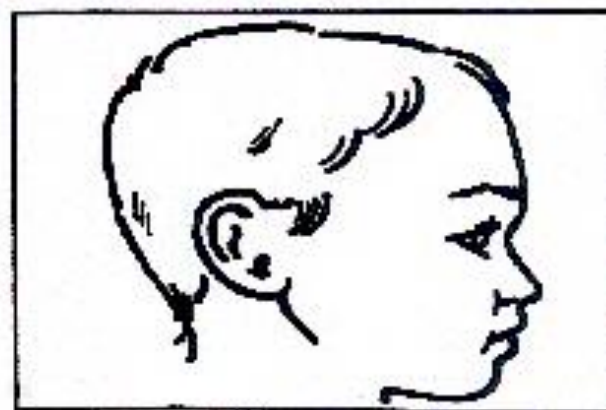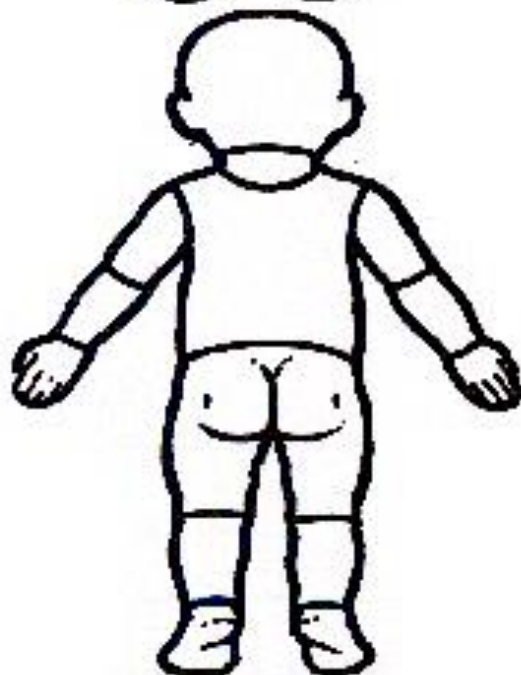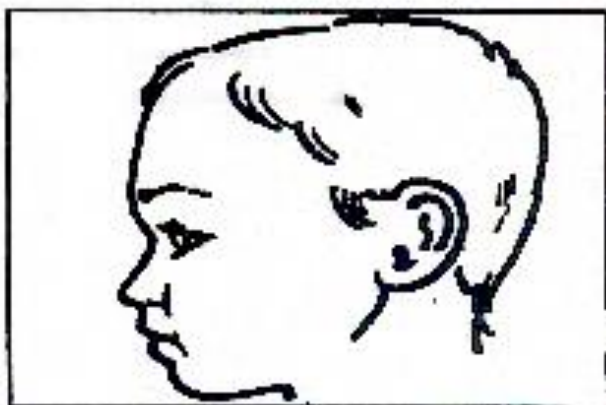
Older Child
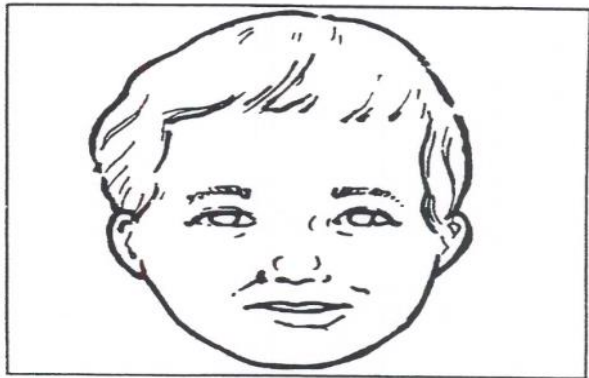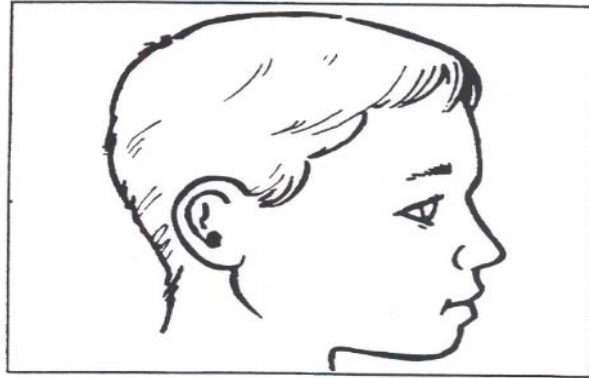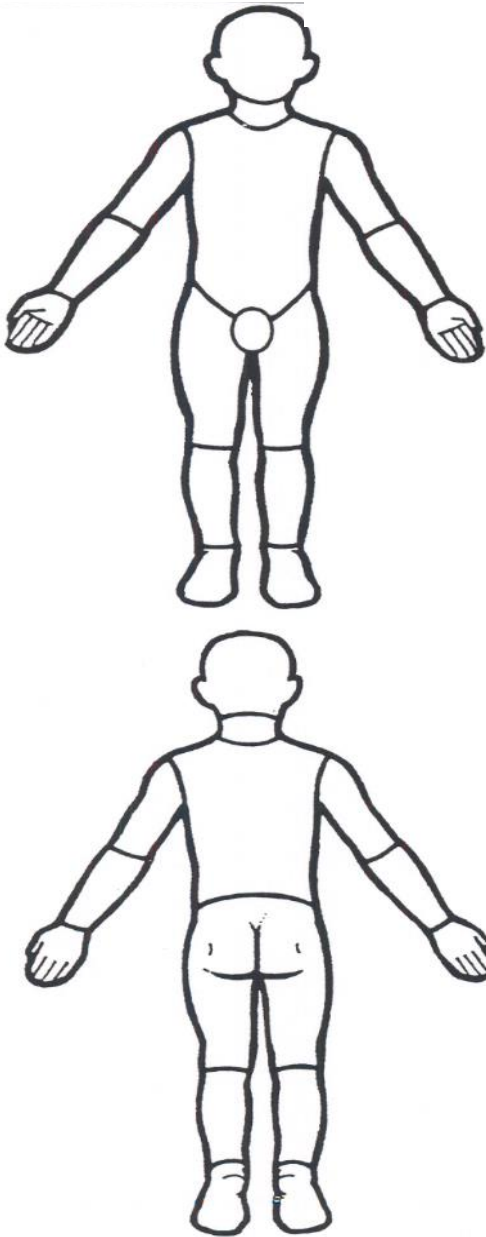
We all have a statutory duty to safeguard and promote the welfare of children at our school and we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or Deputy DSL (details of which are below).

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must speak to the DSL or Deputy DSL without delay.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the Chief Executive or Chair of the Local Governance Committee. Alternatively, you can contact the Local Authority Designated Officer via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead: Mr R Pease
Location of office: Next to Reception
Contact Number: 01709 812148

Deputy Designated Safeguarding Lead: Mrs L Langton
Location of office: Next to Main School Hall
Contact Number: 01709 812148

At the Academy we strive to safeguard and promote the welfare of all of our children. The welfare of the child is always paramount.

For information about thresholds, see **Rotherham Multi-Agency Continuum of Need Guidance** and **Multi-Agency Threshold Descriptors**.

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse.

- A child has been abandoned.

- Further concerns have arisen in relation to an open case to Children's Social Care.

- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**.

- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**.

- A child sustains an injury and there is professional concern about how it was caused.

- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**.

- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**.

- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to MASH.

- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see **Safeguarding Children at Risk Due to Faltering Growth Procedure**.

- A member of the public makes an allegation that someone has abused a child.

- Professional concern exists about abuse or neglect, despite no allegation being made.

- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**.

- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order.

- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information.

- There are concerns that a child or young person is being sexually exploited - for more information see **Safeguarding Children and Young People from Sexual Exploitation Procedure**.

- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**.

- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**.

- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Persons who Pose a Risk to Children Procedure**.

- A child is being denied access to urgent or important **Medical Assessment** or services.

- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Safeguarding Children in Whom Illness is Fabricated or Induced Procedure**.

- A child is at risk of being subjected to illegal procedures, for example:

  o **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**;

  o **Safeguarding Children and Young People from Forced Marriage Procedure**

  o **Safeguarding Children and Young People from Honour Based Violence Procedure**;

  o There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and **National Referral Mechanism: guidance for child first responders (Home Office, August 2013)**).

- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**.

- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse** (see **Safeguarding Children at Risk because of Domestic Abuse Procedure**).

- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**.

- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure**.

- A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see **Abuse by Children and Young People Procedure.**

Physical Abuse:

This 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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
    - bruises or cuts;
    - burns or scalds; or
    - bite marks

Emotional Abuse:

This 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 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.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

From 'What to do if you think a child is being abused 2015' DfE 2015

Sexual Abuse:

This involves forcing or enticing a child 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.

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. 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. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts 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 don't take part in education.

Neglect:

This 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham Safeguarding Children's Partnership: www.rscb.org.uk

www.rotherhamscbproceduresonline.com/index.htm

www.rotherhampower.co.uk

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

NSPCC When to Call the Police
https://www.npcc.police.uk/documents/Children and Young people/When to call the police guidance for schools and colleges.pdf
Childline – 0800 1111
https://www.thinkuknow.co.uk/

www.disrespectnobody.co.uk

http://www.saferinternet.org.uk/

https://www.internetmatters.org/?gclid=CIm4ldHXl8wCFYdAGwodwhEM5g

https://www.pshe-association.org.uk/

educateagainsthate.com

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

CONTEXT

Throughout the Covid-19 Pandemic, the Academy has ensured that its policies reflect changes to government and local guidance as necessary and are kept under constant review. In terms of Safeguarding, staff are instructed to use the Academy Safeguarding and Child Protection Policy alongside the revised Keeping Children Safe in Education (2020) document as per Government Guidance when children returned to school on 1 September 2020. However, reference will be kept to this annex as applicable during any lockdown period. The Academy understands that there are ongoing uncertainties as a direct result of Covid-19; this annex includes provisions which the school will have due regard for during this period.

Guidance is retained below in respect of children who would have been deemed vulnerable under Covid-19 Guidance. It was noted that the return to school of all students in September 2020 had the potential for an increased identification of safeguarding concerns; staff should continue to remain vigilant to indicators of harm. This included concerns relating to mental health; Keeping Children Safe in Education (2020) specifically highlights the relevance of mental health within safeguarding considerations.

Staff are reminded of the need to report any concern immediately and without delay.
Where staff have a concern about a child, they should continue to follow the process outlined in the Academy Child Protection and Safeguarding Policy and with due regard to Keeping Children Safe in Education (2020).

DESIGNATED SAFEGUARDING LEAD

The Academy should have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example if self-isolating at home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a Senior Leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Academy staff and volunteers have access to a trained DSL (or deputy). In the event the trained DSL and deputy are not on site, staff will be made aware and directed to the relevant senior leader.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which may continue remotely. It is also recognised that Designated Safeguarding Leads and Deputies may require additional time to support staff and children regarding new safeguarding concerns, particularly when referral to social care and/or consultation with other agencies is indicated. This may include the school nursing team and other agencies who may have continued virtual support to students not in school during the lockdown periods, and who may not be fully re-engaged with face-to-face work.

The DSL will ensure that the welfare and child protection records for any child moving schools, particularly those categorised above as a vulnerable child, will be provided to the receiving establishment or received from the outgoing establishment as soon as reasonably possible.

VULNERABLE CHILDREN

Covid-19 guidance dictated that vulnerable children included those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. It is also important to be mindful of students who are deemed to be clinically vulnerable and those students with mental health needs. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. While the attendance policy applies to all students, any vulnerable students not attending school should be subject to the same scrutiny and monitoring which applied during Covid-19 school closures with contact being made home and close liaison with external agencies maintained on a daily basis, particularly where a social worker is involved. Where a student is self-isolating, these checks should be maintained by safeguarding officers in addition to contact which relates to engagement in online learning.

Visits from external agencies and specialist workers may be necessary in school. These should be planned in advance with the knowledge of the Principal, and health and safety measures implemented in line with the Reopening of School Risk Assessment

Those who have a social worker include children who have a Child in Need Plan, Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

SUPPORTING CHILDREN IN SCHOOL

The Academy is committed to ensuring the safety and wellbeing of all its children and young people.

The Academy will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

The Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. The Academy publishes comprehensive Covid-19 risk assessments on the Academy website.

Where any Academy has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or First Aiders – there will be immediate discussion with the Trust.

SUPPORTING CHILDREN NOT IN SCHOOL

The Academy is committed to ensuring the safety and wellbeing of all its Children and Young people. The DSL will provide support to teachers and pastoral staff to ensure that contact is maintained with children and their families who are absent from school, speaking directly to children wherever possible to help identify any concerns. Where a member of staff has occasion to use a personal phone to make these calls, they should withhold their personal number.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan, including our safeguarding partners and other external agencies. This plan

must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Academy will share safeguarding messages on its website and social media pages.

The Trust recognises that school is a protective factor for children and young people, and recent circumstances may affect the mental health of students and their parents/carers. Teachers at the Academy need to be aware of this in setting expectations of students' work.

ONLINE SAFETY IN SCHOOL

The Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Communication with parents will be used to reinforce the importance of children being safe online.

ONLINE SAFETY AWAY FROM SCHOOL

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

During lockdown periods, the Academy follows principles outlined in the Remote Learning Policy and the E-Safety Policy; these are both published on the Academy website and include guidance on professional standards and online safeguarding measures. Online teaching may still be necessary in the event of students who are self-isolating and should continue to follow the same principles.

The Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

SUPPORT FROM THE MULTI-ACADEMY TRUST

The Maltby Learning Trust Safeguarding Lead (Sara Graham) will provide support and guidance as appropriate to enable each DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The MLT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

Academy Name	Maltby Lilly Hall Academy		
Completed by	Mr R Pease	Date:	25/02/2021

Keeping Children Safe in Education 2020 states:

'All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.' (Part One; paragraphs 21, p8)

It is known that incidents which occur out of school can influence relationships and behaviours between students within the learning environment. Staff accordingly have due regard for both the Child Protection and Safeguarding Policy as well as other policies and guidance relating to Safeguarding, for example Behaviour for Learning Policy, Anti-Bullying Policy, RSHE Policy, and Supplementary Safeguarding Guidance. Staff at Maltby Lilly Hall Academy are particularly vigilant to the school geography and have due regard for any areas which can be beyond easy sightline. Mobile devices are banned from use on the Maltby Lilly Hall Academy site which minimises the potential for online activity in the community being continued within the learning environment. Students attending Maltby Lilly Hall Academy are provided with a range of learning opportunities through the curriculum and within tutor time/assemblies regarding contextual safeguarding risks within the community, including online safety, grooming and exploitation.

Maltby Lilly Hall Academy has developed a risk assessment in respect of local safeguarding risks which is regularly reviewed:

Community/Social risks	Known/Potential risk	Control measures
- Local open spaces (for example Manor Park, Coronation Park, Cherry Tree Park) - Derelict buildings (for example, the ex-Miners Welfare Club House) - Maltby High Street	- Known to South Yorkshire Police as areas of concern in respect of anti-social behaviour, vandalism, fire-setting, substance abuse, child criminal exploitation and potentially child sexual exploitation. - Older young people are known to frequent these locations to supply children and young people with drugs, and are known to target children and young people from age of 10 onwards to sell drugs themselves.	- There are established links with the local PCSO's and the Academy has a named Young Persons Police Officer; intelligence is regularly shared with and by the local police community. - There is a Joint Services building within Maltby where the local social care team are based. For children involved with social care there is regular information sharing. - There is an Early Help team based in the local Children's Centre who work with families, and with young people in the community as well as regular information sharing, Early Help representatives attend a half termly pastoral meeting to provide updates about trends in the community. The local

	• Alcohol use is not as high profile currently but there is a concern about drug taking, including the prolific use of nitrous oxide canisters. • South Yorkshire Police report breaking up gangs of young people and are concerned about risk taking behaviour relating to the driving of cars. They are also made aware of incidents of violence involving children and young people but this is largely unreported.	PCSO's and the Neighbourhoods team are also periodically invited. • Parents are directed to information through the website and messages via social media. The Academy staff make parents aware of any reports of contextual risks which potentially affect their child and a close working relationship is maintained whilever the risk persists, with timely interventions and referrals made to support the child, young people and/or family (for example, Early Help, Barnardo's, Divert, Mental Health Services). • The curriculum and tutor time within Maltby Lilly Hall Academy provides regular opportunity for students to be educated about online risks. • There is a dedicated safeguarding team in Maltby Lilly Hall Academy who promote awareness of safeguarding risks, the reporting of concerns and a culture of 'predict and prevent.' The team are known to students who report contextual concerns in respect of themselves or peers.

Geographical risks	Known/Potential risk	Control measures
• A631 main road through Maltby • Nearby Hellaby Hall Industrial Estate • Disused Maltby Colliery • Local caves • Local fishing ponds	• Maltby is separated from the rest of Rotherham by the M18 motorway junction. The A631 is a busy through road which intersects Maltby and provides a route to and from the towns of Doncaster to the east and Rotherham to the west. • The nearby Hellaby Hall Industrial Estate along with the M18 motorway means that there are heavy good vehicles which traverse the local area.	• Children and young people are educated about road safety from primary age and messages about safe use of headphones and mobile phones are reinforced at secondary age. • Dangers associated with derelict areas and water are highlighted in the curriculum and through tutor/assembly time. • Safety information is posted on the website and through social media which is accessible to children, young people and parents.

	• Children and Young People are drawn to the site of the disused Maltby Colliery which has the potential to present fall dangers. • Areas within Maltby are known to have 'caves' which can present a fall hazard if security is not maintained and/or vandalised. • There are a number of local fishing ponds which present dangers associated with water.	• Parents are informed immediately if intelligence emerges that their children are frequenting dangerous locations. • Communication is made with local safer neighbourhood partnerships, including police if safety measures in the community are suspected to be compromised.