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# UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION
# POLICIES AND PROCEDURES
# (Irlam and Cadishead Academy)

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*Schools are requested to redact this template policy, personalising and localising it as indicated.*

| Date of last central office review: | December 2020 | Review Period: | 1 year (minimum) |
|---|---|---|---|
| Date of next central office review: | September 2021 | Owner: | Julia Sweeney |
| Date of next school level review: | September 2021 | | |
| Type of policy: | United Learning Policy | Local Governing Body | Recommends school policy for Group Board approval |
| | | Group Board: | Group Board approves United Learning Policy |

**REVIEW TIMETABLE**

| The Policy will be reviewed annually, as set out below: | |
|---|---|
| Policy reviewed centrally | September 2021 |
| Policy tailored by individual schools | September 2021 |
| Policy ratified by Local Governing Bodies | September 2021 |
| Policy approved by the Group Board | September 2021 |
| Implementation of Group Policy | September 2021 |

**UNITED LEARNING TRUST**

# Irlam and Cadishead Academy

# September 2020

**CHILD PROTECTION AND SAFEGUARDING**
**POLICY**

**KEY EXTERNAL CONTACT DETAILS:**

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|---|---|
| **Local Authority Designated Officer** | **LADO:** Elizabeth Peppiatt<br>M,T,W Stephen Westhed Th, Fr<br>TEL: 0161 6034527, 0161 603 4554<br>EMAIL: Elizabeth.Peppiatt@salford.gov.uk<br>Stephen.westhed@salford.gov.uk |
| **Local Authority Children's Social Services** | TEL 0161 603 4500<br>EMAIL: worriedaboutachild@salford.gov<br>**OUT OF HOURS EMERGENCY**<br>Emergency Duty Team on 0161 794 8888.<br>DUTY TEAM TEL: TEL 0161 603 4500 |
| **Multi-Agency Safeguarding Hub** | **BRIDGE Team**<br>EMAIL: worriedaboutachild@salford.gov.uk |
| **Support and Advice about Extremism** | **Police**<br>TEL: DC Keith Galley– 12507<br>EMERGENCY NUMBER: 999<br>NON-EMERGENCY NUMBER: 101<br>TEL: DC Keith Galley – 12507<br>EMAIL: Keith.Galley@gmp.police.uk<br><br>**Local Authority Salford LEA**<br>TEL: 0161 6034500<br>EMAIL: worriedaboutachild@salford.gov.uk<br>PREVENT LEAD Keith.Galley@gmp.police.ukk<br><br>**Department for Education**<br>NON-EMERGENCY NUMBER: 020 7340 7264<br>EMAIL: counter.extremism@education.gsi.gov.uk |
| **NSPCC's what you can do to report abuse dedicated helpline** | ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH<br>TEL: 0800 028 0285<br>EMAIL: help@nspcc.org.uk |
| **Disclosure and Barring Service** | **Disclosure Service**<br>ADDRESS:  DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom |

| | TEL: 03000 200 190<br>EMAIL: customerservices@dbs.gov.uk<br><br>**Barring Service**<br>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom<br>**TEL:** 03000 200 190 |
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| **Teaching Regulation Agency** | TEL: 0207 593 5393<br>EMAIL: misconduct.teacher@education.gov.uk |
| **OFSTED Safeguarding Children** | TEL: (0300 12344155)<br>EMAIL: Whistleblowing@ofsted.gov.uk |

**KEY SCHOOL CONTACT DETAILS**

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|---|---|
| **United Learning Trust (ULT)** | **Chair of ULT**<br>Richard Greenhalgh<br>TEL: 01832 864 444<br>EMAIL: company.secretary@unitedlearning.org.uk<br><br>**Head of Safeguarding**<br>Darren Ellison-Lee, Director of Primary Education<br>TEL: 01832 864 444<br>EMAIL: Darran.Ellison-Lee@unitedlearning.org.uk<br><br>**Regional Director (United Learning)**<br>Richard Yeates<br>TEL: 01832 864444<br>EMAIL: Richard.Yeates@unitedlearning.org.uk |
| **Local Governing Body (LGB)** | **Chair of LGB**<br>Sue Lightup<br>TEL: 0161 537 0660<br>EMAIL: sue.lightup@irlamandcadishead.org.uk<br><br>**Nominated Safeguarding Governor of LGB**<br>Sue Lightup<br>TEL: 0161 537 0660<br>EMAIL: sue.lightup@irlamandcadishead.org.uk<br><br>**Nominated E-Safety Governor of LGB**<br>Sue Lightup<br>TEL: 0161 537 0660<br>EMAIL: sue.lightup@irlamandcadishead.org.uk |

| Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs) | **Main DSL for the School**<br>Julia Sweeney<br>TEL: 0161 537 0660 ext. 1812<br>EMAIL: julia.sweeney@irlamandcadishead.org.uk<br><br>**Deputy DSL**<br>Sharon Lightfoot<br>TEL: 0161 537 0660 ext. 1822<br>EMAIL: sharon.lightfoot@irlamandcadishead.org.uk<br><br>**Designated E-Safety Lead**<br>Heather Beecham TEL: 0161 537 0660 ext. 1853<br>EMAIL: heather.beecham@irlamandcadishead.org.uk |
|---|---|
| **Designated Teachers for Looked After Children** | **Julia Sweeney**<br>TEL: 0161 537 0660 ext. 1812<br>EMAIL: julia.sweeney@irlamandcadishead.org.uk |
| **Head/Principal** | **Toni Holdsworth**<br>TEL: 0161 537 0660 ext. 1810<br>EMAIL: toni.holdsworth@irlamandcadishead.org.uk |

**POLICY STATEMENT**

This policy applies to Irlam and Cadishead Academy. United Learning Trust requires the Academy's Local Governing Body to review and update this policy annually (as a minimum). This policy is available on the school website https://irlamandcadishead.org.uk/ his policy is ratified annually by the United Learning Group Board.

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2020) ('*KCSIE*')
    - Disqualification under the Childcare Act 2006 (July 2018)
    - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
    - Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Working Together to Safeguard Children (July 2018)
    - Information sharing: advice for practitioners providing safeguarding services (July 2018)
    - COVID-19: safeguarding in schools, colleges and other providers
- Revised Prevent Duty Guidance for England and Wales (April 2019)
    - Protecting children from radicalisation: the prevent duty - Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism. (updated August 2015)
    - The use of social media for on-line radicalisation (July 2015)
    - Relationships education, relationships and sex education (RSE) and health education (DfE, updated July 2019)

This policy also takes into account the procedures and practice of Salford Local Education Authority and the published safeguarding arrangements set out by the local safeguarding partners.

**CONCERNS ABOUT A CHILD**

The School always has a duty to consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The School has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. Details of these arrangements are found in our policies, procedures and practises.

Staff should expect to support social workers and other agencies following any referral.

**Definitions of Safeguarding and Types and Signs of Abuse**

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

**PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who

need to know to help the child. All staff should explain next steps and who the information will be passed to.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on our CPOMS system.

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The School manages this by systems are in place for children to express their views and give feedback and the provision in place to support dialogue with students with communications difficulties or vulnerabilities. Safeguarding information will often be special category personal data and the School will have due regard to its data protection obligations when sharing such data. Whilst the School aims to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the student at their heart.

The school will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing pupils' personal data where the serious harm test under the legislation is met.

When sharing information staff will ensure they comply with group data protection policies and keep records of disclosures as required by these policies.

Data Sharing Policy

Requests for personal data from a third party

Procedure for disclosing information safely

Procedure for the secure transfer of files

**What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the Academy's DSL or DDSL. If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by the Academy's local safeguarding partners Options will include:

- managing any support for the child internally via the Academy's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

**Early Help**

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

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

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the Academy's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

**What staff should do if a child is suffering, or is likely to suffer from harm**

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to children's social care (and/or the Police if appropriate) is made in accordance with Salford Education Authority referral process (BRIDGE). Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The Academy's local safeguarding partners Salford Safeguarding Children's Partnership and the locally agreed safeguarding arrangements can be found on https://safeguardingchildren.salford.gov.uk/ If you are worried about a child and need to report concerns, the details are below: Please contact The Bridge Partnership on: 0161 603 4500 or email worriedaboutachild@salford.gov.uk.

**What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the Academy's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 FOR EXAMPLE submitting a referral form to BRIDGE or call them directly. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL or DDSL and governors responsible for safeguarding to ensure the Academy's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

**What staff should do if they discover an act of Female Genital Mutilation ('FGM')**

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

**What staff should do if a child goes missing from education**

Children who go missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities. The Academy's procedures for unauthorised absence and for dealing with children who go missing from education are following an unsuccessful home visit the Attendance Officer completes a CME form and forward this to the Local Authority. Further detail can also be found at Appendix 1 of this policy.

The School will report to Salford Local Authority a student who fails to attend school regularly or has been absent from school without the Academy's permission for a continuous period of 10 school days or more.

**What staff should do if they have concerns about another staff member (including supply staff and volunteers)**

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Head and/or the Executive Head, where applicable. Where there are concerns/allegations about the Head or the Executive Head, where applicable, this should be referred to the Chair of the LGB and Head of Safeguarding. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and United Learning Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff (available on the United Learning Hub).

**What staff should do it they have concerns about safeguarding practices in the school**

Where staff have concerns about poor or unsafe practices and potential failures in the Academy's safeguarding regimes, these should be raised in accordance with the Academy's whistleblowing procedures which can be found at http://icacademy.org.uk/wp-content/uploads/2018/09/SAT-Whistleblowing-Policy-Final-version-May-2019.pdf

There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

**ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. The School takes the following steps to minimise the risk of peer-on-peer abuse http://icAcademy.org.uk/wp-content/upload/2019/12/Peer-on-Peer-Abuse.pdf

The Academy's approach to sexting is issues reported to DSL or DDSL via CPOMS and if appropriate referred into Children's Services. Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

The Academy's approach to sexting can be found in our E-Safety Policy 2020.  Staff are also referred to United Learning E-Safety Policy (available on United Learning Hub).

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the Academy's Anti-Bullying and Behaviour policies:


**What to do if staff suspect that a child may be at risk or hears a report of peer-on-peer abuse**

The procedures set out below have been developed following consultation with students, staff and parents and will be reviewed, at least annually, in light of an assessment of the impact and effectiveness of the policy.

In the event of disclosures about peer-on-peer abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child'*). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff.  By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will consider the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by peer-on-peer abuse will be supported by The Safeguarding Team and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children  the pastoral team are available throughout the day and are located in the SEND area on the first floor.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged "victim" and "perpetrator". If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the relevant local safeguarding partners, such as children's social care and/ or the Police as appropriate.

**Reports concerning harmful sexual behaviour**

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL. The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response.  This will include:

- The wishes of the victim,
- The nature of the alleged incident,
- The ages of the children involved,
- The developmental stages of the children involved,
- Any power imbalance between the children,
- If the alleged incident is a one-off or sustained pattern,
- Any ongoing risks,
- Other related issues and context.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the "victim";
- the alleged "perpetrator"; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the Academy's response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review.  The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the "victim" and alleged "perpetrator" and considerations regarding shared

classes, sharing school premises and school transport. Any professional risk assessment will inform the Academy's approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children's social care.

If the DSL decides to make a referral to children's social care and/or a report to the police against a "victim's" wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with children's social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged "perpetrator", staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children's social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-per abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The School recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meet its Public Sector Equality Duty.

**Contextual Safeguarding**

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. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, SUPPLY STAFF AND VOLUNTEERS)**

The Academy's procedures for managing concerns/ allegations against staff who are currently working in the School follows Department for Education statutory guidance and Salford Local Authority safeguarding partners arrangements and applies when staff (including supply staff and volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against an adult that is no longer working/volunteering with children should be referred to the Police. Where it is known that the adult is still working/volunteering with children, all allegations (including historical/non-recent allegations of abuse) should be referred to the Police and also the LADO in the local authority that the adult is working/volunteering.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis (if local safeguarding procedures allow).

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head and/or the Executive Head, where applicable. Where the Head or the Executive Head, where applicable is absent or is the subject of the allegation or concern, reports should be made to Chair of the LGB and Head of Safeguarding. Where the Head or the Executive Head, where applicable is the subject of the allegation or concern, the Head or the Executive Head, where applicable must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the Academy's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named

representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when deciding about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the Academy's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

**Supply teachers**

Where the school has to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the local authority designated officer (LADO) to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part

The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, the schools will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The Academy's **staff** behaviour policy OR code of conduct can be found on the school website. The aim of the staff behaviour policy OR code of conduct is to provide clear guidance about behaviour and actions so as to not place students or staff at risk of harm or of allegation of harm to a student.

## SAFER RECRUITMENT

The School is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed, and the individual will be appropriately supervised. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of the Academy's safer recruitment procedures for checking the suitability of staff, members of the School LGB and Trustees of ULT and volunteers to work with children and young people is:

- United Learning / the Academy's Recruitment and Selection Policy;
- United Learning's Safeguarding Children – HR Procedural Guidance;
- United Learning's LGB Handbook; and
- United Learning's guidance: Trustees - Recruitment, Appointment, and Removal Process

These documents are available on the United Learning Hub.

The Academy's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriate supervised is set out in the Academy's Recruitment and Selection Policy.


**MANAGEMENT OF SAFEGUARDING**

The Academy's DSL is Julia Sweeney who is a member of the leadership team.

Sharon Lightfoot is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures the contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, to liaise closely with  safeguarding partners (such as children's social care and the police), support staff in carrying out their safeguarding duties children's social care and the police), support staff in carrying out their safeguarding duties and to monitor the effectiveness of the Academy's policies and procedures in practice. The DSL (and DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB (Mrs Sue Lightup), to review and update the Academy's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. The School will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review.

The DSL regularly reviews the Academy's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns.  During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the Academy has a dedicated email address where concerns can be reported safe@irlamandcadishead.org.uk

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

**TRAINING**

Induction and training (including online safety) are in line with advice from local safeguarding partners.

**All Staff**

All new staff will be provided with induction training that includes:
- the Child Protection Policy, including information about the identity and role of the DSL(s) and DDSL.
- the Behaviour Policy (Disruption Free Learning)
- the safeguarding response to Children who go Missing from Education
- the staff code of conduct OR behaviour policy including the Academy's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE*
- Academy leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*.

Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff code of conduct OR behaviour policy can be School Website.

Induction training usually takes place within seven (7) working days of staff commencing work. Copies of the above documents are provided to all 'staff' during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff behaviour policy can be found in the staff shared area.

Temporary staff and volunteers are provided with an information booklet that can be found in reception.

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so. Any means of confirmation used e.g. via a signed form Each time Part One of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via email, staff training and staff briefing.
- Understand key information contained in Part One of *KCSIE*. The School will ensure staff understanding by using a question and answer technique.
- Receive training in safeguarding and child protection regularly, in line with advice from the local safeguarding partners. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins, staff meetings and training.

**DSL(s)**

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the LCSB (until such time as they are replaced with local safeguarding partners) OR local safeguarding partners approach to *Prevent* duties (and harmful sexual behaviours). Further details of the required training content for the DSL are set out in Annex B of *KCSIE.*

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

## OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mary Curnock-Cook is the board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. Julia Sweeney is the LGB lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. They are a member of the Academy's LGB and/or a member of ULT.

A review of the Academy's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. All policies are reviewed by United Learning. The School draws on the expertise of staff, including the DSL(s), in shaping the Academy's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the Academy's procedures or practice to help prevent similar events in the future.

## THE ACADEMY'SARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

**Teaching children how to keep safe**

The local governing body OR United Learning Trust ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and Health Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The School recognises the additional risks that children with SEND face online and works with the Head of IT to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the Academy's ICT curriculum for all pupils and is taught in an age appropriate way relevant to pupils' lives. It is also embedded in PSHCE and Relationships and Sex Education. Pupils will be taught what positive, healthy and respectful online relationships look like;

the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The Academy's systems are found in the [E-Safety Policy](#) on the Academy Website, we have E-Safety assemblies and also provide E-Safety information on our three social media platforms. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the Academy's approach to online safety can be found in United Learning E-Safety Policy (available on the United Learning Hub) and in the Academy's [E-Safety Policy](#) which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the Academy's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the Academy's systems.

**Looked after children (and previously looked after children)**

Looked after children (and previously looked after children) are a particularly vulnerable group. The School will ensure that prompt action is taken when necessary to safeguard these children and Salford local governing body OR United Learning Trust ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Juila Sweeney is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The School ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

**Children potentially at greater risk of harm (Children who need a social worker - Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where the local authority has made the school aware a child has a social worker, the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

**Use of 'reasonable force'**

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will consider its duties under the Equality Act 2010 and their Public Sector Equality Duty. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The School has a use of reasonable force policy which can be found on the staff area and on the school website. OR the Academy's procedures for use of reasonable force can be found on the school website.

**Arrangements for Visiting Speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable[1]. The Academy's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

An e-mail must be sent to the Academy Main Office at least 24 hours in advance with a list of names, the organisation they are from, what member of staff will be responsible for them and their expected time of arrival.

When collecting visitors from Reception, staff must ensure that they have signed in, had their ID checked and wearing their visitor pass.

Staff must ensure that visitors are escorted back to Reception when departing, sign out and hand their pass back to Reception.

In addition to the above it is a requirement that all staff wear their ID badge around their neck at all times whilst on the premises.

The Academy have electronic signing in and out systems located at the reception desk. All visitors must sign in and out as instructed. All visitors, volunteers and non-staff members need to have their identity checked before they are signed in to enter the Academy. The member of staff on Reception should carry out an ID checked prior to the visitor signing in. Only photographic identification will be accepted as formal proof of identity.

**Disqualification from working in childcare**

The Academy records all checks of staff employed to work in or manage relevant childcare on the Single Central Register (SCR).  This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the Academy will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the Academy will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

**Use of mobile phones and cameras**

The Academy's policy on the use of mobile phones and cameras in the setting can be found in the Academy's Acceptable Use Policy and the Academy Behaviour Policy 2020  which discusses the use of mobile phones and cameras in school. For example, 'Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to use take photographs or video of students (whether on a personal or school device) must first speak with the Head to obtain their approval before taking any image of a student.   Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Head]. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head.

**Waiver from Disqualification**

Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

All staff are also referred to the United Learning Risk Assessment Policy (available on the United Learning Hub).

**APPENDIX 1 –SIGNS AND TYPES OF ABUSE**

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

**Physical abuse:** 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

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

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

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced

marriage;  gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Child Sexual Exploitation (CSE):** CSE is a form of sexual abuse.  It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.  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 do not take part in education.

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.


**Child Criminal Exploitation (CCE) and Child Sexual Exploitations** 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.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If staff have a concern about a child or a child make a report to the, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

**So Called 'Honour Based' Abuse:** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.  It can include multiple perpetrators.

 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBA or has suffered HBA, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.  Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18], teachers should follow the Academy's local safeguarding procedures.

**Forced Marriage:**  Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School

staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alerted to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The Academy's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

**Special Educational Needs and/or Disabilities**: Students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School has put in place the following pastoral support measures s and the special Educational Needs Coordinator (SENCO) is responsible for ensuring the needs of all students with special educational needs are met; this includes strategies and interventions within school and working appropriately with external agencies.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

**Lesbian, Gay, Bi or Trans (LGBT):** Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Children and the court system:** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

**Children who go missing from education or school:** A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School holds more than one emergency contact number for each student so additional options are available to contact a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the Academy's procedures for dealing with children who go missing, particularly on repeat occasions.  The Academy's procedure for dealing with children who go missing can be found in the Academy's Missing Children Policy.  All unexplained or unauthorised absences will be followed up in accordance with this Missing Children Policy when a student's whereabouts are unknown.

The School shall inform the local authority of any student who is going to be added to or deleted from the Academy's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

a) fulfil its duty to identify children of compulsory school age who are missing from education; and
b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any student who fails to attend school regularly or has been absent without the Academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. These intervals are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

**Children with family members in prison:** Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

**Domestic Abuse**: domestic violence and abuse is 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. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

**Homelessness:** Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

**Peer on peer abuse:** peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting (which is

a criminal offence and typically involves taking a picture under a person's clothing without the knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm); sexting and initiating/hazing type violence and rituals. Students with SEND and LGBT children are more at risk of peer-on-peer abuse.  Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating
other types of abuse and can include:

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

Sexual violence and sexual harassment, as a type of peer on peer abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and 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. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

**Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.  Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those 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. It is key 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, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

**APPENDIX 2 – Meet the Safeguarding Team**

**APPENDIX 3 – Safeguarding Training Log (Template)**

| Safeguarding Training Log – Academic Year 2020-2021 | | |
|---|---|---|
| **Attendees** | **Type of training provided** | **Date undertaken** |
| Principal/Head | Child Protection in Education<br>Safeguarding for Young Adults FGM<br>The Prevent Duty<br>Safeguarding Young People<br>GDPR<br>Cyber Awareness | September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020 |
| DSL | Safeguarding Training SSCB 2-Day<br>training Family Assessment Training<br>Mental Health First Aid – 2 day<br>Mentally Healthy Schools Training<br>Child Protection in Education<br>Safeguarding for Young Adults FGM<br>The Prevent Duty<br>Safeguarding Young People<br>GDPR<br>Cyber Awareness | October 2018 Last 2 years<br>July 2018 Last 2 years<br>June 2018 Last 2 years<br>February 2019<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020 |
| DDSL | Safeguarding Training SSCB 2-Day<br>training Family Assessment Training<br>Mental Health First Aid – 2 day<br>Mentally Healthy Schools Training<br>Child Protection in Education<br>Safeguarding for Young Adults FGM<br>The Prevent Duty<br>Safeguarding Young People<br>GDPR<br>Cyber Awareness | October 2018 Last 2 years<br>July 2018 Last 2 years<br>June 2018 Last 2 years<br>February 2019<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020 |
| Senior Leadership Team | Child Protection in Education<br>Safeguarding for Young Adults FGM<br>The Prevent Duty<br>Safeguarding Young People<br>GDPR<br>Cyber Awareness<br>Safer Recruitment | September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>December 2020 |
| Pastoral Leads | Child Protection in Education<br>Safeguarding for Young Adults FGM<br>The Prevent Duty<br>Safeguarding Young People<br>GDPR<br>Cyber Awareness | September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020<br>September 2020 |
| Whole School | Whole School Safeguarding Training<br>Child Protection in Education<br>Safeguarding for Young Adults FGM<br>The Prevent Duty | November 2018 Last 2 years<br>September 2020<br>September 2020<br>September 2020 |

| | Safeguarding Young People | September 2020 |
|---|---|---|
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| e-safety Lead | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| P.E. staff | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| Medical Needs Officer | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| Paediatric First Aiders | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| Health & Safety /COSH | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| EVC | | |
| Chair of Governors of LGB | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| Nominated Safeguarding Governor of LGB | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |
| | Cyber Awareness | September 2020 |
| Local Governing Body (whole board) | Child Protection in Education | September 2020 |
| | Safeguarding for Young Adults FGM | September 2020 |
| | The Prevent Duty | September 2020 |
| | Safeguarding Young People | September 2020 |
| | GDPR | September 2020 |

|  | Cyber Awareness | September 2020 |
|---|---|---|
| Agency Staff /Peripatetic |  |  |
| Volunteers |  |  |
| Contractors |  |  |
| Other |  |  |

**APPENDIX 4 – STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES**

*Irlam and Cadishead Academy*
*United Learning*


Dear Colleague,                                                           September 2020

Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance.  Trust underpins everything that we do in schools.  The parents of our pupils entrust the care of their children to us and together we are all responsible for their wellbeing.  United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation. The COVID-19 pandemic this year has created an unprecedented situation. The provision of home learning and partial opening of schools has presented us all with new safeguarding challenges, which are detailed in the accompanying guidance, and should be considered within the wider context of safeguarding which continues to be relevant as schools begin to return to some form of normality.

This letter has also been prompted by the isolated actions of a small number of employees who have acted improperly or who have found/put themselves in a vulnerable position. Increasingly, this is in relation to the inappropriate use of social media. These instances have all led to disciplinary action including in the most serious cases dismissal for gross misconduct.  I am writing to every person employed by United Learning to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations.

Heads will discuss this issue with their staff at appropriate times during the school year.  This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness.  Acts of child abuse may be blatant and incontrovertible.  However, they may also be more subtle.

It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children;

- contact through electronic or digital communications using personal accounts.

Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child.  This is not always an easy line to draw but crossing that line or being in a position where it appears that the line has been crossed, is unacceptable.  Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the vulnerability of the young people in their care might be more easily exploited.  These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions;
- whose work requires them to interact in a one to one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons;
- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated;
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication;
- young employees and workers whose duties require them to work with older pupils (e.g. sixth formers) where the age differential is quite small;
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care.

Within each school, Head Teachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the wellbeing of children, 'Keeping Children Safe in Education' (DfE, September 2020). It is important that you are familiar with this guidance and, as a statutory minimum, have read and can demonstrate your understanding of your responsibilities in relation to Keeping Children Safe in Education Part 1 and Annex A.

Finally, having said all this, it is still important for all of us to retain an appropriate balance. United Learning greatly appreciates the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability. Thank you again for all you're doing for children and young people through this particularly difficult time. Whether you are working with pupils coming in to school, providing online learning, or supporting the core operations, your commitment and support for the schools and the children has been inspiring.

Yours sincerely

Sir Jon Coles                                    Toni Holdsworth
Chief Executive                                 Principal
United Learning                                 Irlam and Cadishead Academy

## UNITED LEARNING NOTES OF GUIDANCE FOR STAFF-STUDENT RELATIONSHIPS 2020

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary (e.g. working with very young children, boarding staff, sports staff, etc.); this guidance is meant to give general principles only. Indeed, for staff working with very young children in primary or nursery settings it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children. Although this advice applies primarily to teachers and to other adults with educational roles, all adults working within schools relate to students during the course of their duties; again, the general principles apply equally to all who are involved in the school. Staff should be aware that departure from this guidance could result in disciplinary action.

1  The relationship between staff and students is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with students; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child's parents would be happy with the relationship if they were standing with you.

2  A personal relationship between staff and a student is inappropriate unless it is with the full knowledge and consent of the student's parents or guardians. Circumstances in which such a personal relationship may arise might be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not normally appropriate for a member of staff to meet with a student out of school hours or off school premises except with the prior knowledge and consent of parents and the school.

3  In general, unnecessary physical contact with students must be avoided. In some circumstances, physical contact between a member of staff and a student is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a student how to hold a racket or a secondary teacher may give a student a gentle pat on the back as encouragement. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the student's likely reaction and to watch out for signs that the student is apprehensive or uncomfortable. We all have our own personal space that needs to be protected.

4  Over-familiar words and actions displays of affection, discussion of one's personal life or the personal life of the student are almost always inappropriate. Sexual innuendo is wrong in all circumstances. Staff must avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any student. In the professional staff-student relationship it is not appropriate to single a student out for favours or to suggest to a student that he or she is a special friend.

5  Occasionally it is necessary for professional academic reasons for staff to communicate with students out of school. Except where absolutely necessary, personal email addresses, home, mobile phone numbers, social media contact details, online aliases or text-based messaging

aliases must not be given, asked for or used. A staff mobile phone number might be given to students for use during an educational visit; where possible, the school's mobile phone (if there is one) should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt with by personal email, using personal phone contact or other personal communication tools. In any event, records of all contacts must be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual contact is appropriate except through official school channels.

6      It is not normally appropriate for students to visit a member of staff in their own home. Such a visit might be more likely within a boarding context where staff live on site and so might invite a group of students– say, a tutorial group – to their house for a meeting or for a celebration. Where such a visit does take place, it must be with the full knowledge and consent of the School and parents/guardians. If possible, more than one adult should be present on such an occasion.

7      With older students, where a gathering is held as part of a celebration, it is generally advisable if that is held on school premises. It is essential that professional criteria (e.g. all the students in a particular teaching or tutorial group) rather than personal criteria (e.g. selected students only) are used for inviting students, that the event is held openly, and that senior colleagues are aware of it. Staff on such an occasion have a particular duty to ensure that the supply and consumption of alcohol is appropriate, is responsible and falls within the law and the school's guidelines on alcohol. As a rule, staff should not consume alcohol whilst in the company of children. This includes educational visits and celebratory functions. There will be occasional situations where alcohol is served either at a meal or school function and in these instances should be approved by the Head Teacher in advance.

8      Wherever possible when working with students, other people (adults, colleagues or students) should be present or the door should be open. All members of staff who, in the course of their professional duties, need to work on a one-to-one basis with a student (e.g. a piano lesson, a maths tutorial, etc.), must take care to ensure that the circumstances of the meeting or lesson are always entirely professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about. Similarly, where it is necessary for staff to drive students in their own cars, e.g. to sporting fixtures, drivers should ensure they are not alone with just one student, written parental consent should be obtained and a central dropping off point arranged rather than home drops.

9      Staff must avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.

10     There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact to control or restrain children. This can range from guiding

a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent injury or violence. 'Reasonable' in these circumstances means 'using no more force than is needed'. This may involve either passive physical contact, such as standing between pupils, or active physical contact such as leading the pupil by the arm. Current DfE guidance is contained in 'Using Reasonable Force: Advice for head teachers, staff and governing bodies'  which can be found on United Hub. Members of staff must also ensure they are familiar with the Independent School's/Academy's physical restraint policy and procedures document.

11    Social networking sites used for personal use, such as Facebook, Twitter, Instagram, WhatsApp, online games, digital communication/online services and other digital media, pose risks for all staff in terms of professional integrity and the welfare of students.

(a)    Staff must not use these sites to contact or communicate with current students, students who have recently left, or ex-students under the age of 18 or who are still in full time education. Employees wishing to befriend students who are over 18 and who have left school should do so with extreme caution and with the knowledge that any content posted on either ex-students' or their own social network, may not only compromise their own position but that of any colleagues with whom they are also friends and who may not want their content to be seen by any ex-student. Unfortunately, some students post information on their social networking sites which is inappropriate in language or visuals. To view such pages may alter your judgement of students, to be known to be viewing them may alter a student's view of you, and to comment to students about what you have seen is likely to have an impact on your professional reputation, as well as possibly causing distress to students concerned.

(b)    Social media should not be used to address concerns regarding a student's welfare, which should instead be raised with an appropriate member of the school's SLT or safeguarding team.

(c)    Caution should also be taken when staff become friends with parents of children at the school, or staff with children at the school, when posting or commenting on posts within social media and ensure that they do not put themselves at risk of any accusations or bring their school into disrepute.

(d)    Should you become aware of material about yourself, the school, a student, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed, and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

12    Social networking sites used for professional use, such as LinkedIn, Twitter, YouTube, and other social media, also pose risks for all staff in terms of professional integrity and the welfare of pupils.

(a)    Before using social media for professional purposes, or as part of their teaching, staff should seek guidance and training on the risks associated with using social media.

(b)    Staff should not follow students' personal social media feeds even though it is likely that students will be following them. It may be appropriate to follow students if done as part of

an educational activity, but this should be properly risk assessed and not using students' personal accounts.

(c) Staff are advised not to accept connection requests on sites such as LinkedIn from students. Accepting requests from ex-pupils post 16 or 18 should be used with care and thought given to how much information is visible to connections – phone numbers, email addresses etc.

(d) When uploading images or posting content on social media platforms, you should not link to children's online personas through tagging or mentions as this will increase the risk to them from online threats. You should also ensure you comply with the school image use policy; such as not including names with pictures and ensuring parental permission has been given before posting a child's image.

(e) All content posted will be linked to you and your employer. Should you become aware of material about yourself, the school, a pupil, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed, and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

13  If you are at all concerned about anything which has occurred, or which has made you uncomfortable, you must discuss the matter with a senior colleague at the earliest opportunity, even if it turns out that nothing untoward has happened.  You must make a written record, dated and signed, of any such incident.

14  Where any allegation of abuse is made against a teacher, other member of staff or volunteer, the Group is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

15  Staff will also find information relevant to staff-student relationships in the policies and procedures in their school or academy which they should make themselves familiar with and cover the following:

(a) Safeguarding Policy and Child Protection Policy and Procedures;

(b) Behaviour and Discipline;

(c) Physical Restraint;

(d) Email and Internet Acceptable Use Policy;

(e) Social Media Policy.


**Coronavirus/Covid-19 Addendum**

During the Covid-19 period, additional guidance will apply to support safe working practice in areas where staff have had to adapt working arrangements.

All staff must continue to follow their school's code of conduct and ICT acceptable use policy. Some staff will be working from home, and most content will be delivered in an 'asynchronous' way. Where staff are either teaching or speaking to children in 'real time' (for example, in small group tutorial 'catch-ups'), they should ensure that any visible background and foreground is appropriate and does not reveal any personal information.

16    **Contact with children at home**

Schools may have concerns about children's wellbeing and/or need to follow up a lack of engagement with remote learning. Contact with individual children and families must be carefully managed and monitored. Generally, we would expect this to involve the DSL or DDSL. Contact with children at home will normally be through a parent.[1] For example, a member of staff may call the parent(s) (withholding their number) and seek consent to speak to the child, with the parent present in the background (or by putting the call on speaker phone). In a very limited set of circumstances (for example, where the school has not been able to get through to a parent) it may be appropriate to make contact directly with a pupil using their own mobile phone. If this is considered necessary, contact must not be 1:1 – two members of staff must be present on the call or make use of agreed recording facilities. Where contact is made for welfare reasons, details should be recorded on CPOMS/My Concern (or other similar system), including how contact was made, confirmation that consent was sought and a record of what was discussed.

17    **Home visits**

Home visits should therefore not be required and should only be considered if a school feels it is absolutely necessary.  There may be situations in which schools do feel a home visit is necessary or are asked to carry out a visit by the local authority. In such cases, schools must ensure that two members of staff (including the DSL) are always present. Visits should be 'doorstep' visits (considering individual health and individual safety). The DSL(s) should ask for the parent's consent to speak to the child. If consent is given, the DSL should speak to the child giving them the opportunity to discuss anything they need to.

18    **Physical Contact with children and social distancing**

There may be occasions where physical contact takes place (e.g. positive handling/physical intervention to keep a child or others safe) despite current social distancing requirements. DfE guidance should be followed before and after such incidents to ensure any health risks are minimised. Any physical contact should be consistent with the content set out in this document.

**APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY (MARCH 2021)**

*This ANNEX is to be added to your existing policy. Schools are requested to redact this template policy, personalising and localising it as indicated; and highlighting all adjustments in the copy.*

*All staff to be sent the updated policy by email, staff must then email their line manager to confirm they have read the policy and understand the policy and their role and responsibilities.*

**UNITED LEARNING TRUST**

**Irlam and Cadishead Academy**

**24th February 2021**

**CHILD PROTECTION AND SAFEGUARDING POLICY (APPENDIX 5)**

**CONTEXT OF THIS APPENDIX**

Schools and colleges will have an effective child protection policy in place reflecting business as usual. Appendix 5 outlines changes to arrangements as a response to Covid-19 arrangements either nationally or locally.

The policy continues to have regard to all local and national guidance, advice, procedures, and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Contingency framework: education and childcare settings (excluding universities) – DfE (22/02/21)**
- **Schools coronavirus (COVID-19) operational guidance – DfE (February 2021)**

**KEY AREAS**

- Statutory Guidance.
- Attendance (Self-isolation and shielding, Contingency Framework and Vulnerable Children);
- Remote Education.
- Alternative Provision.
- Pupil Wellbeing and Support.
- Support from United Learning.

**STATUTORY GUIDANCE**

Keeping children safe in education is statutory safeguarding guidance that all schools, FE colleges, sixth form colleges and designated institutions must continue to follow. Other 16 to 19 providers are required to comply with relevant safeguarding duties and to follow the guidance in keeping children safe in education by virtue of their funding agreement.

Early years providers must continue to follow the safeguarding requirements in section three of the Early Years Foundation Stage framework

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners (local authorities, clinical commissioning groups and chief officers of police).

**ATTENDANCE**

School attendance will be mandatory for all pupils from the 8th of March.

The usual rules on school attendance apply, including:

• parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school, and they are of compulsory school age);
• the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

Where Pupils and/or families are anxious about attending school, the school will:

- Identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them (e.g., pastoral support, catch up funding and support services).
- Discuss any concerns with parents and provide reassurance on the measures being put in place to reduce any risks.
- Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

The school will put particular emphasis on:

• disadvantaged and vulnerable children and young people.
• pupils who were persistently absent prior to the pandemic.
• pupils who have not engaged with school regularly during the pandemic.

The school will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.

During the week commencing the 8th of March secondary school pupils will be offered asymptomatic testing on site. The school will use the code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.

The school will use the code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.

**Self-isolation and shielding**

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

• have symptoms or have had a positive test result.
• live with someone who has symptoms or has tested positive and are a household contact.
• are a close contact of someone who has coronavirus (COVID-19).

**Contingency Framework**

If attendance needs to be limited in early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend. DfE will advise when children should be permitted to return.

If attendance needs to be limited in primary schools, DfE may advise:

- that primary schools only allow vulnerable children, children of critical workers, children in reception, year 1 and year 2 to attend; or
- that primary schools only allow vulnerable children and children of critical workers to attend.

In these circumstances, high-quality remote education should be provided for all other pupils.

Where restrictions are required, DfE may advise:

- that secondary schools allow only vulnerable children and young people, children of critical workers, pupils in years 10, 11, 12 and 13, and other pupils who were due to take external exams this academic year to attend; or
- that secondary schools only allow vulnerable children and young people and children of critical workers to attend.

High-quality remote education should be provided for all other pupils.

Where it is appropriate to increase attendance, DfE may advise that those groups listed above should be prioritised for return.

Where restrictions are introduced, boarding schools should follow the guidance for primary and secondary schools for determining which children should be taught in the classroom. Pupils not in these groups who cannot return home should continue to receive their education in the classroom.

Boarding schools should also follow the guidance for primary and secondary schools for determining which groups to prioritise for return to the classroom once restrictions are eased.

**Vulnerable Children**

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers, those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) and others at the school's and local authority's discretion.

Where pupils who are self-isolating are within the definition of vulnerable, the school will have systems in place to keep in contact with them.

When a vulnerable pupil is required to self-isolate, the school will:

• notify their social worker (if they have one).
• agree with the social worker the best way to maintain contact and offer support.

The school will have a procedure to:

• check if a vulnerable pupil is able to access remote education support.
• support them to access it (as far as possible).
• regularly check if they are accessing remote education.

The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.

The school will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

**REMOTE EDUCATION**

The school will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction the school will keep a record of this activity but will not record it in the attendance register.

The DfE has produced guidance for getting help with technology for remote education.

United Learning has produced a 'Live streaming lessons safeguarding checklist' that all staff should have read and understood.

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL;
- online safety and safeguarding, published by LGfL, which covers safe remote learning;
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely;
- safeguarding and remote education during coronavirus (COVID-19);
- annex C of keeping children safe in education.

**ALTERNATIVE PROVISION**

Alternative provision (AP) should continue to allow all children or pupils to attend full-time.

Where they are affected by the Remote Education Temporary Continuity Direction, AP settings must provide remote education to pupils covered by the Direction whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

**PUPIL WELLBEING AND SUPPORT**

The school will continue to:

- address and equip pupils to respond to issues linked to coronavirus (COVID-19).
- support pupils with approaches to improving their physical and mental wellbeing.
- provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

The school will consider using pastoral and extra-curricular activities to:

• support the rebuilding of friendships and social engagement.
• address and equip pupils to respond to issues linked to coronavirus (COVID-19).
• support pupils with approaches to improving their physical and mental wellbeing.

The school will offer pastoral support to pupils who are:

• self-isolating.
• shielding.
• vulnerable.

**SUPPORT FROM UNITED LEARNING**

United Learning Central Office will provide support and guidance as appropriate via the Safeguarding Lead to enable the DSL to carry out their role effectively.