



SPENCER

ACADEMIES TRUST

Safeguarding & Child Protection Policy and Guidance

September 2022

The Local Governing Body of Long Field Spencer Academy were notified of this policy September 2022

It will be reviewed should statutory guidance require changes

This document comprises three parts.

- Part 1 – Long Field Spencer Academy Safeguarding & Child Protection Policy
- Part 2 – Key Procedures
- Part 3 – Quality Assurance Commitment

This policy applies to all Academies within The Spencer Academies Trust (SAT) and to all employees, governors and volunteers working in each Academy. SAT is committed to safeguarding children and young people and expects everyone working in our academies to share this commitment. This is underpinned by four key principles:

1. Everyone has a role to play in safeguarding children. All Governors, employees, trainees, volunteers and contractors have a responsibility to help identify concerns, share information appropriately and take prompt action.
2. Adults in SAT take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
3. Employees maintain an attitude of “it could happen here” where safeguarding is concerned.
4. When concerned about a child’s welfare, employees always act in the best interests of the child.

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This policy should be read alongside and in conjunction with other policies and documents regarding the safety and welfare of children. These together make up the suite of policies and documents to safeguard and promote the welfare of children:

- ***Accessibility Plan***
- ***Anti-Bullying***
- ***Attendance (including the safeguarding response to children who go missing from education);***
- ***Behaviour***
- ***Health and Safety (including site security and first aid provision***
- ***Intimate Care***
- ***Online Safety***
- ***Relationships and Sex Education***
- ***Special Educational Needs and Disability (SEND)***
- ***Supporting children with medical needs/Administration of Medicines Policy***

The academy also operates within the following Trust level policies:

- ***Complaints Policy and Procedures***
- ***Disciplinary Policy (employees)***
- ***Employee Expectations and Code of Conduct***
- ***Equality & Diversity Policy***
- ***Freedom of Information***
- ***Information, Governance and Security policy (Part of the Trust data protection policy)***
- ***Grievance Policy (employees)***
- ***Visitor Protocol***
- ***Whistleblowing Policy***

Part One: Safeguarding Policy

1.0 Introduction

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 are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

This policy and the statutory guidance behind it are also applicable to government funded post 16 education, who are now required to have regard to KCSiE following the enactment of The Education and Training (Welfare of Children) Act 2021.

Please refer also to KCSiE Part 1

- *Safeguarding information for all staff*
- *What school and college staff should know and do*
- *A child centred and coordinated approach to safeguarding*

This means that our academy is committed to safeguarding and promoting the welfare of all its students. We believe that:

- *Our young people have the right to be protected from harm, abuse and neglect.*
- *Our young people have the right to experience their optimum mental and physical health.*
- *Every child has the right to an education and young people need to be safe and to feel safe in Long Field Spencer Academy.*
- *Young people need support that matches their individual needs, including those who may have experienced or witnessed abuse or with special education needs or other health conditions.*
- *Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs.*
- *Our young people should be encouraged to respect each other's values and support each other.*
- *Our young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Long Field Spencer Academy will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *Our academy will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, sexually harmful behaviour, extreme behaviours, discriminatory views and risk-taking behaviours.*

All staff, governors, volunteers, contractors and visitors have an important role to play in safeguarding our children and young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

Long Field Spencer Academy will fulfil their local and national responsibilities as laid out in the following documents:

- **Working Together to Safeguard Children (DfE) 2018**
- **Keeping Children Safe in Education 2022**
- **The Education Act 2002 S175**
- **The Children Act 1989/2004**
- **General Data Protection Legislation (2018)**
- **Local Safeguarding Partnership Child Protection and Safeguarding procedures**
- **Mental Health & Behaviour in Schools**
- **Multi-agency Statutory Guidance on Female Genital Mutilation 2020**
- **Protecting Children from Radicalisation: The Prevent Duty, 2015**
- **Child Sexual Exploitation: Definition and Guide for Practitioners**
- **Sexual Violence and Sexual Harassment Between Children**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- **Teaching Online Safety in Schools**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **Voyeurism Offences Act 2019**
- **DfE statutory guidance on Children Missing Education**
- **Allegations of Abuse Against Teachers and non-Teaching Staff**

At Long Field Spencer Academy the following people will take the lead in these areas:

Our Designated Safeguarding Lead (DSL) is:
Sharon Maloney 01664 561234
smaloney@longfield.leics.sch.uk

Our Deputy Designated Safeguarding Lead (DDSL) is:
Lisa Newby 01664 561234
lnewby@longfield.leics.sch.uk

Our Designated Teacher for Looked After and Post-Looked After Children is:
Sharon Maloney 01664 561234
smaloney@longfield.leics.sch.uk

Our lead for Mental Health is:
Lisa Newby 01664 561234
lnewby@longfield.leics.sch.uk

Our trusted adult for LGBT students is:
Amy Egerton 01664 561234
aegerton@longfield.leics.sch.uk – safe space in Inclusion

Our Safeguarding governor is:
Ed Jones

Within our Local Authority:
Our Virtual School Headteacher is:
Tony Barnard virtualschool@leics.gov.uk

Our Local Authority Designated Officer (LADO) is:
Kim Taylor 0116 305 7597

Children's Social Care can be contacted on:
0116 305 0005

Prevent Single Point of Contact:
101
prevent-team@leicestershire.pnn.police.uk

Our Children Missing Education point of contact is:
inclusionpupilsupport@leics.gov.uk

Our relevant safeguarding partnership website is:
<http://lrsb.org.uk/> (Leicestershire)

2.0 Overall aims

This policy will contribute to the protection and safeguarding of our students and promote their welfare by:

- Adopting a whole academy approach to safeguarding;
- Ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in our academy;
- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the academy, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging students and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities our students face;
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation;
- Recognising risk and supporting online safety for pupils, including in the home.

This means that Long Field Spencer Academy we will:

- *Identify and protect all students especially those identified as vulnerable.*
- *Identify individual needs as early as possible; gain the voice and lived experience of vulnerable students and design plans to address those needs.*
- *Work in partnership with students, parents/carers and other agencies.*

Our policy extends to any establishment our academy commissions to deliver education to our students on our behalf including alternative provision settings.

Our Local Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our academy. Confirmation will be sought by us that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 Guiding Principles

Spencer Academies Trust work on the five guiding principles of safeguarding, these ensure we:

- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Are open, honest and transparent with families in our approach.
- Empower families by working with them to build resilience to overcome difficulties.

This means that at Long Field Spencer Academy all staff will be aware of this policy, any additional training that we provide and be aware of our local guidance issued by Leicestershire Local Authority.

All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.

It also means that where early help is appropriate, the DSL/DDSL will liaise with other agencies and complete an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Early help cases will be kept under constant review, and if the child's situation does not improve/ is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.

4.0 Expectations

All staff, central team members, governors, volunteers, contractors and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy.
- Understand their role in relation to safeguarding.
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators).
- Record concerns and give the record directly to the DSL or deputy DSL.
- Deal with disclosures of abuse from children in line with the guidance in Part 2 point 19, informing the DSL immediately and providing a written account as soon as possible.
- Be involved, where appropriate, in the implementation of individual academy-focused interventions, Early Help Assessments and Child in Need Plans and inter-agency Child Protection Plans.

This means that at Long Field Spencer Academy:

All staff will receive annual safeguarding training and update briefings as appropriate.

Key staff will undertake more specialist safeguarding training as agreed by the governing body.

In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.

Our Governors will be subjected to an enhanced DBS check and 'Section 128' check.

We will follow Safer Recruitment processes and relevant statutory checks for all staff, including 'Section 128' check.

5.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.
- The Trust and governing body will ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. Their key duties can be summarised as:
 - Managing referrals from school staff and any others from outside the academy.
 - Working with others (including external agencies and professionals) on matters of safeguarding.
 - Undertake training to keep knowledge of local and national contexts up to date.
 - Raise awareness of safeguarding and child protection amongst staff, parents and students.
- Safeguarding and child protection information will be dealt with in a confidential manner.
- The DSL will ensure that the academy is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.
- Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the academy will not keep family files. Files will be kept for at least the period during which the student is attending the academy, and beyond that in line with current data legislation and guidance.
- If a student moves from our academy, child protection and safeguarding records will be forwarded on to the DSL at the new education setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two providers may be necessary, especially on transfer from primary to secondary settings.
- All in-year applications and transfers will also be reported to the local authority.

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence. Further information about this can be found in Appendix 8.

This means the DSL team in our academy are:

Lead: Sharon Maloney

Deputies: Lisa Newby, Rebecca Langford, Vanessa Pritchett, Simon Fretwell, Sam Rowbotham

Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

During term time the DSL or a DDSL will always be available (during the school day), if no DSL/DDSL is available staff should speak to the Principal or another member of SLT who will contact the Director of Inclusion, Sarah McAneny for further advice or guidance as appropriate.

During out of academy hours, support can be found at:

help@longfield.leics.sch.uk

Because we use CPOMS and store our records electronically we infrequently hold paper files. Where we do hold paper files, these are kept securely and separately from other student files.

We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm.

We will record where and to whom the records have been passed and the date.

This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child/ young person arrives with them.

6.0 Contextual Safeguarding

Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

DSLs will consider contextual safeguarding and give due regard to the effectiveness of the academy safeguarding system within the wider system. This will be evidenced in:

- *Informal and formal assessments of need/risk for the child*
- *Case discussions in DSL supervision sessions*
- *Attendance at SAT DSL Network meetings*
- *Completion of the SAT Safeguarding Audit*
- *Completion of the Local Authority Safeguarding Audit*

7.0 Mental Health

KCSiE 2022 requires all staff to 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. We recognise that 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. We understand our responsibility to be aware of how children's experiences may impact on their mental health, behaviour and education.

Mental health support

Academy staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Academy 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.

Additional information and guidance is available in:

Department for Education (DfE) (2017) Preventing bullying.
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Department for Education (DfE) (2018) Mental health and behaviour in Schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-academys--2>

Our Academy has an identified mental health lead. They are supported by the senior leadership team to help identify and co-ordinate provision for mental health.

At Long Field Spencer Academy this means 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.*
- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:*
- ***Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole academy population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through the academy activities and ethos;*
- ***Identification:** recognising emerging issues as early and accurately as possible;*
- ***Early support:** helping pupils to access evidence based early support and interventions; and*
- ***Access to specialist support:** working effectively with external agencies to provide swift access or*

	<p><i>referrals to specialist support and treatment.</i></p>
<p>8.0 The Designated Teacher for Looked After and Previously Looked After Children</p> <ul style="list-style-type: none"> • The governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered students who are looked after. • Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. • Leicestershire Local Authority has ongoing responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how they local authority will support the care leaver to participate in education or training. <p>Promoting the educational outcomes of children with a social worker</p> <ul style="list-style-type: none"> • Children with a social worker may face barriers to education because of complex circumstances • Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress. • The Virtual School for Leicestershire Local Authority must ensure that children with a social worker have barriers to their education removed, they are responsible for monitoring this. Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children. 	<p><i>In our academy the Designated Teacher is: Sharon Maloney</i></p> <p><i>Our Designated Teacher will:</i></p> <ul style="list-style-type: none"> • <i>Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child’s personal education plan.</i> • <i>Work with the Virtual School headteacher to promote the educational achievement of previously looked after children and looked after children and children.</i> <p><i>At Long Field Spencer Academy we will work with the Virtual School and partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.</i></p> <p><i>The Designated Teacher will liaise, as necessary, with relevant agencies regarding any issues of concern affecting the care leaver.</i></p>
<p>9.0 The Governing Body</p> <p>The Trust’s Board of Directors and the Academy Local Governing Body ensure that there are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare. They ensure that these are fully embedded within the ethos of each academy:</p> <ul style="list-style-type: none"> • All governors will receive appropriate safeguarding and child protection training at induction in order to provide strategic challenge to assure themselves that safeguarding 	<p><i>At Long Field Spencer Academy this means that:</i></p> <p><i>All governors must read part 2 of ‘KCSiE 2022’</i></p> <p><i>Our nominated governor for safeguarding and child protection is:</i> Ed Jones</p> <p><i>This governor receives safeguarding training relevant to the governance role and this is updated annually.</i></p>

policies and procedures are effective and to support the delivery of a robust whole school approach. This training will be updated annually.

- Governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The academy operates 'Safer Recruitment' procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body).
- The Principal and all other staff who work with students undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record is maintained.
- All employees undertake mandatory induction training which includes: The Safeguarding & Child Protection Policy; the Behaviour Policy; the Staff Code of Conduct; the response to CME; the role of the DSL.
- Temporary staff and volunteers are made aware of the academy's arrangements for safeguarding & child protection and their responsibilities.
- The academy remedies any deficiencies or weaknesses brought to its attention without delay.
- The academy has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors.
- The Nominated Governor for Safeguarding is responsible for liaising with the Principal and DSL over all matters regarding safeguarding and child protection issues. The governor role is strategic rather than operational – they will not be involved in concerns about individual students.

The governing body will review all policies/procedures that relate to safeguarding and child protection annually.

The Chair of the governing body is nominated to be responsible for liaising with the Chief Executive Officer (CEO) of the Trust where an allegation of abuse is being made against the Principal. The CEO will liaise directly with the LADO.

The Nominated Governor will liaise with the Principal and the DSL to produce a termly report for governors and ensure the Trust and Local Authority safeguarding audit is completed and submitted on time.

10.0 Safer recruitment and selection

The academy follows part 3 of 'Keeping Children Safe in Education 2022' (KCSiE) and pays full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear, enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.
- Carrying out online searches as part of due diligence.

Evidence of these checks is recorded on the Single Central Record.

All recruitment materials will include reference to SATs commitment to safeguarding and promote the welfare and wellbeing of students.

This means that at Long Field Spencer Academy:

The following key academy staff have undertaken Safer Recruitment training:

- 1 Chris Haggett**
- 2 Sharon Maloney**
- 3 Kayleigh Aylmer**
- 4 Saj Raithatha**
- 5 Sam Rowbotham**

However, a range of other staff have also completed the training and their certificates are held as part of the safeguarding training file.

The following members of the governing body have also been trained:

- 1. Ed Jones**
- 2. Debi Williamson**
- 3. Dean Williams**
- 4. Keith Skinner**

10.1 Induction

All staff are aware of systems within their setting which support safeguarding, and these are explained to them as part of the staff induction process.

10.2 Staff support

- Regular safeguarding supervision will be offered to the Lead DSL within academy.
- Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the academy.
- DSLs will be supported to access training as appropriate including training in behaviour and mental health.
- All DSLs will attend the SAT DSL Network meeting as part of their ongoing CPD and to share relevant local and national guidance and safeguarding contexts. These will be held at least termly.

Our staff induction process covers:

- *The Safeguarding & Child Protection policy*
- *The Behaviour Policy*
- *The SAT Code of Conduct*
- *The safeguarding response to children who go missing from education*
- *The role of the DSL (including the identity of the DSL and any deputies)*

Copies of policies and a copy of part one of KSCiE is provided to staff at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

11.0 The use of reasonable force

There are circumstances when it is appropriate for staff in academy to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain a student.

This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or another person.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Government advice for 'Use of Reasonable Force in Schools' is available [here](#).

This means at Long Field Spencer Academy:

By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce or not be necessary.

We will write individual behaviour plans for our more vulnerable students and agree them with parents and carers.

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their staff and students.

When using reasonable force in response to risks presented by incidents involving students including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

12.0 The academy's role in the prevention of abuse

This Safeguarding & Child Protection Policy cannot be separated from the general culture and ethos of the academy, which should ensure that students:

- are treated with respect and dignity;
- are taught to treat each other with respect;
- feel safe;
- have a voice and are listened to.

Safeguarding issues will be addressed through the curriculum in an age appropriate way and will include opportunities to learn about:

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

This means Long Field Spencer Academy:

All staff will be made aware of our academy's unauthorised absence and children missing from education procedures.

We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

Our curriculum will be fully inclusive and developed to be age and stage of development appropriate, with particular consideration given to students with SEND and other vulnerabilities.

All our policies, which address issues of power and potential harm, will be inter-linked to ensure a whole academy approach.

We recognise the particular vulnerability of children who have a social worker.

13.0 What we will do when we are concerned – Early Help response

Where unmet needs have been identified for a student but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.

The student's voice must remain paramount within a solution focused practice framework.

The primary assessment document is the Multi Agency Referral Form (MARF).

If early help is appropriate, the DSL (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will then oversee the agreed intervention from the academy as part of the multi-agency safeguarding response and ongoing academy-focused support.

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 into 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.

This means that in our academy:

All staff will notice and listen to children and young people, sharing their concerns with the DSL in writing.

Safeguarding leads will assess, plan, do and review plans.

Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP.

The DSL will generally lead on liaising with other agencies. The multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.

In our academy although any member of staff can refer a situation to the Early Help team, it is expected that the majority are passed through the DSL team.

14.0 Safeguarding students who are vulnerable to radicalisation

From 1st July 2015, all academies are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 2.

This means that in our academy:

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.

Students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

14.1 Risk reduction

The governors, Principal and the DSL will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RE curriculum, SEND policy, assembly policy, the use of academy premises by external agencies, integration of students by gender and SEND, anti-bullying policy and other issues specific to the academy's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our academy.

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 2.

The academy will monitor online activity within the academy to ensure that inappropriate sites are not accessed by students or staff.

The academy has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

14.2 Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Counter Terrorism Policing East Midlands (CTP EM), and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on **The Prevent Duty**.

We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our academy's safeguarding duty.

*The SPOC for our academy is:
Lisa Newby*

All staff within our academy will be alert to changes in a student's behaviour or attitude which could indicate that they are in need of help or protection.

We will use specialist online monitoring software, which in this academy is called NetSupport, which is updated at least annually.

Our academy will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

Our academy has a Prevent Risk Assessment and Action Plan that is reviewed at least annually is updated appropriately, which can be found on the school website.

15.0 Students who are vulnerable to exploitation, trafficking, or so-called ‘honour-based’ abuse (including female genital mutilation and forced marriage)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a staff member suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that staff member has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary action.

The staff member will also discuss the situation with the DSL who will consult the local authority’s children’s services before a decision is made as to whether the mandatory reporting duty applies.

Further information about FGM and indicators can be found in Appendix 4.

This means that at Long Field Spencer Academy we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.

16.0 Children missing education

A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and children missing from education will be coordinated with safeguarding interventions.

The academy must notify the local authority of any student who has been absent without the academy’s permission for a continuous period of 5 days or more after making reasonable enquiries.

The academy must also notify the local authority of any student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments.

This means that at Long Field Spencer Academy we will:

Hold two or more emergency contact numbers for each pupil wherever possible.

Ensure all our attendance work liaises closely with the DSL.

Adapt our attendance monitoring on an individual basis to ensure the safety of each student at our academy

Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of a student that would be considered ‘missing’.

Work closely with local authority partners who support with school attendance and CME., making referrals to the relevant service if a student is unaccounted for.

17.0 Child on child abuse

The KCSiE 2022 guidance requires that additional information about child on child abuse should be included in the academy's safeguarding and child protection policies. All SAT academies have a zero-tolerance approach to sexual violence and sexual harassment. It is never passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

All SAT academies recognise that children are capable of abusing other children, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

The academy's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

We recognise the impact of sexual violence and the fact young people can, and sometimes do, abuse other young people in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

Our Academy Has a separate Child on Child Abuse Policy which can be found on the school website. This gives further details and guidance on how to manage reports of child on child abuse.

This means that at Long Field Spencer Academy:

All staff receive training on child on child abuse.

We adopt the 'whole academy approach' to tackling sexism.

We fully understand that even if there are no reports of child on child abuse at the academy it may be happening. As such all our staff and students are supported to:

- *be alert to child on child abuse (including sexual harassment);*
- *understand how the academy views and responds to child on child abuse*
- *stay safe and be confident that reports of such abuse will be taken seriously.*
- *Understand intra-familial harms and that support may be needed for siblings.*

We do not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".

We recognise that child on child abuse can occur between and across different age ranges.

We follow both national and local guidance and policies to support any student subject to child on child abuse.

We will utilise the Child on Child Risk and Needs Assessment tool which can be found in the Child on Child Abuse Policy.

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance to enable provision of effective support to any student affected by this type of abuse.

Where the victim asks the academy not to tell anyone about the sexual violence or sexual harassment, we recognise there are no easy or definitive answers to this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL (or a deputy) will balance the victim's wishes against their duty to protect the victim and other children.

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18.0 Criminal exploitation

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

The Academy recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists, it can also cause harm to communities including our Academy

Further indicators of CCE can be found in Appendix 3.

This means that in our academy we will:

*Notice and listen to students showing signs of being drawn in to anti-social or criminal behaviour,
use the risk assessment screening tool to support our referrals to children’s services for any children in our academy we are concerned about.*

Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our academy.

Recognise that prevention is the best position with regard to CSE/CCE. We will support children to develop confidence and build resilience. We will endeavour to support their age and needs appropriate knowledge and raise awareness and understanding of what CSE/CCE is, to understand the risks of CSE/CCE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

Responding to concerns about a child

At Long Field Spencer Academy
Our DSL(s) are **Sharon Maloney, Lisa Newby, Rebecca Langford, Vanessa Pritchett, Simon Fretwell**
Our safeguarding governor is **Ed Jones**

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.

If not urgent,
record on CPOMS and speak to a DSL before the end of the day.

DSL(s) review concerns and decide next steps

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).

At any point consider seeking advice:
First Response Children's Duty
0116 3050005

In case of emergency phone police on 999

Universal / Universal+
Continue with early help process using the EHA as appropriate

Universal+/Additional
Continue with early help process using the EHA as appropriate.
Consider request for support from external agencies.

Complex & Significant
Request for Support submitted to MASH for a multi-agency strategy discussion

19.0 Dealing with a disclosure of abuse against a child

19.1 When a student tells me about abuse they have suffered, staff should remember:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

19.2 NB - it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Employees should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.

19.3 Staff should be aware that not all children will feel ready to talk about their abuse. However, they should be mindful of the importance of professional curiosity, supportive relationships and speaking to the DSL whenever they have a concern, even when a child hasn't made a direct disclosure.

19.3 Immediately after a disclosure

19.3.1 You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to local authority children's services without delay, by the DSL/DDSL or in exceptional circumstances by the staff member who has raised the concern.

19.3.2 Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL.

19.4 Records and monitoring

19.4.1 A written record of any concerns about a child will be made within 24 hours. All SAT academy's use for recording and monitoring child protection and other safeguarding issues. Records will comprise a mixture of directly recorded information, uploads of electronic documents and scans of other evidence where appropriate.

19.4.2 All records will provide a factual and evidence-based account with accurate recording of any actions. Records will identify the person making the record, be dated and, where appropriate, be witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

19.5 At no time should an individual teacher/employee or Academy be asked to or consider taking photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the employee being taken into managing allegations procedures. The body map approach should be used.

19.6 Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

19.7 The Academy will keep records of concerns about children even where there is no need to refer the matter to MASH/Children's Services (or similar) immediately. Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by employees in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

19.7 Where children leave the Academy, employees should ensure their concern/child protection file is transferred to the new setting as soon as possible (this should be as soon as possible and no later than 15 working days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

20.0 Involving parents/carers

20.1 In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the academy will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

20.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through the academy website.

21.0 Multi-agency work & Information Sharing

21.1 We work in partnership with other agencies to promote the best interests of our students and keep them as a top priority in all decisions and actions that affect them. Our academy will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and make requests for support from the local authority children's services. These requests will be made by the DSL to the MARF. Where the student already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

21.2 When invited, the DSL will participate in a Multi Agency strategy meeting, usually by conference phone, adding academy-held data and intelligence to the discussion so that the best interests of the student are met.

- 21.3 We will co-operate with any child protection enquiries conducted Children's Services: the academy will ensure representation at appropriate inter-agency meetings such as Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.
- 21.4 We will provide reports as required for these meetings. If the academy is unable to attend, a written report will be sent and shared with the relevant agency at least 24 hours prior to the meeting.
- 21.5 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the academy will contribute to the preparation, implementation and review of the plan as appropriate.
- 21.6 We recognise that information sharing is vital in identifying and tackling all forms of abuse. Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not** a barrier to sharing information. The Data Protection Act 2018 and GDPR **do not prevent the sharing of information for the purposes of keeping children safe**. 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 (including where it has not been possible to gain consent). Further guidance can be found **here**.

22.0 Our role in supporting children

- 22.1 Our academy staff will offer appropriate support to individual students who have experienced abuse, witnessed abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.
- 22.2 Where necessary a Team Around the Child or Early Help Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept on the child's safeguarding record.
- 22.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the academy community through a multi-agency risk assessment. Within our academy we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 22.4 We will ensure the academy works in partnership with parents/carers and other agencies as appropriate.

23.0 Responding to an allegation about a member of staff

- 23.1 This procedure must be used in any case in which it is alleged that a member of staff, governor, contractor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
 - Possibly committed a criminal offence against or related to a child/young person; or
 - Behaved in a way that indicates they may not be suitable to work with children/young people.
 - Behaved towards a child or children in a way that indicated they may pose a risk of harm to children.
 - This applies to anyone working in the academy who has behaved, or may have behaved, **in a way that indicates they may not be suitable to work with children**.

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children’s rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
- **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in our academy to abuse students. In our academy we also recognise that concerns may be apparent before an allegation is made.

23.3 All staff working within our organisation must report any potential safeguarding concerns about an individual’s behaviour towards children and young people **immediately**.

23.3.1. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal will appoint an appropriate manager to conduct the investigation and will ensure that all investigations including for supply staff are completed appropriately. The Principal will liaise with the Local Authority Designated Officer (LADO) Team who will decide on any action required. The Principal must also liaise with the Trust HR team. The Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Principal and advise about action to be taken and may initiate internal referrals within the local authority to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student, these should be addressed through the academy’s own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child’s safeguarding file. The allegation should be removed from personnel records.

23.3.2 If the concern relates to the Principal or a member of the Trust central team, it must be reported immediately to the Chief Executive Officer (CEO) Paul West, who will liaise with the LADO and they will decide on any action required. The CEO will also liaise with the Chair of the Local Governing Body.

23.3.3 If the safeguarding concern relates to CEO or a Trust Board Member then the concern must be made to the Chair of the Trust Board of Directors, Donna Kinderman, who will liaise directly with the LADO Team who will decide on any action required.

23.4 Before contacting the LADO, the academy should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. Following this, allegations should be reported to the LADO without delay.

23.5 Under guidance on 'transferable risk,' a risk assessment will be carried out where there is reason to believe that an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. This might include an incident outside the academy which did not involve children but could have an impact on an individual's suitability to work with children.

23.6 The Principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see paragraph 23 below).

24.0 Low level allegations or concerns about a member of staff

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

24.1 Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

24.2 All staff working within our organisation must report any potential low-level concerns about an individual's behaviour towards children and young people immediately to the Principal. It is recognised that depending on the role of the DSL in the school, the Principal may wish to consult with the DSL and take a more collaborative decision-making approach.

24.2.1 If the concern has been raised via a third party, the Principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

24.2.2 Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

24.3 Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

24.4 Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns (* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible);
- details of the concern;
- context in which the concern arose;
- action taken.

24.5 Records must be kept confidential, held securely and comply with the Data Protection Act 2018. The Academy will retain such information until the individual leaves their employment.

24.6 Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO (see paragraph 22 above).

24.7 The records' review might identify that there are wider cultural issues within the Academy that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

24.8 Further support can be found at - <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

24.9 Low-level allegations about supply staff/contractors should be referred to their employers so that any potential patterns of inappropriate behaviour can be identified. Where there is any doubt about concern meeting the harms threshold, that academy should consult the LADO.

25.0 Children with additional needs

25.1 Our academy recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

25.2 Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

25.3 Therefore, any reports of abuse involving children with SEND will involve close liaison between the DSL and the SENCO.

25.3 When the academy is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

26.0 Private Fostering

26.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of children's services) for the care of a child under the age of 16 (under

18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

- 26.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.
- 26.3 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 26.4 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:
- Children/young people who need alternative care because of parental illness;
 - Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
 - Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
 - Unaccompanied asylum seeking and refugee children/young people;
 - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
 - Children/young people staying with families while attending an academy away from their home area.
- 26.5 The Academy has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although the Academy has a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the Academy. However, it should be clear to the Academy who has parental responsibility.
- 26.6 Academy staff should notify the DSL when they become aware of private fostering arrangements.

27.0 Links to additional information about safeguarding issues and forms of abuse

- 27.1 Staff who work directly with children/young people, and their leadership team should refer to this information.
- 27.2 This guide should be used in conjunction with the Spencer Academies Trust local directory of support.
- 27.3 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below:

Issue	Guidance
Abuse/Domestic Abuse	https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/ https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 https://www.gov.uk/guidance/domestic-abuse-how-to-get-help https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief https://www.gov.uk/government/collections/disrespect-nobody-campaign https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy https://stopabusettogether.campaign.gov.uk/ The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.
Bullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Issue	Guidance
Children and the Courts/ Family members in prison	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds https://www.nicco.org.uk/
Child Exploitation	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit
Children Missing from Education, Home or Care	https://www.gov.uk/government/publications/children-missing-education https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care https://www.gov.uk/government/publications/missing-children-and-adults-strategy
Designated Safeguarding Lead	https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible
Drugs	https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives https://www.talktofrank.com/ https://pshe-association.org.uk/drugeducation
Female Genital Mutilation	https://www.gov.uk/government/collections/female-genital-mutilation https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack
Forced Marriage	https://www.gov.uk/guidance/forced-marriage https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage
Homelessness	https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities
Health & Wellbeing	https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/
Online	https://www.childnet.com/resources/cyberbullying-guidance-for-schools http://www.educateagainsthate.com/ https://digisafe.lgfl.net/ https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools https://www.saferrecruitmentconsortium.org/ http://www.gov.uk/government/publications/searching-screening-and-confiscation http://www.swgfl.org.uk/ https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation https://www.gov.uk/government/publications/ukcis-online-safety-audit-tool https://www.gov.uk/government/collections/online-safety-guidance-if-you-own-or-manage-an-online-platform https://www.saferinternet.org.uk/advice-centre/parents-and-carers

Issue	Guidance
	https://www.childline.org.uk/ https://reportharmfulcontent.com/ https://www.ceop.police.uk/safety-centre/ https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit https://parentzone.org.uk/
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering http://privatefostering.org.uk/ https://www.ecpat.org.uk/News/dfc-training-for-foster-carers
Radicalisation	https://www.gov.uk/government/publications/prevent-duty-guidance https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty http://educateagainsthate.com/ https://prevent.lgfl.net/
Serious Violence	https://www.gov.uk/government/publications/serious-violence-strategy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819840/analysis-of-indicators-of-serious-violence-horr110.pdf https://gbr01.safelinks.protection.outlook.com/ https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations
Sexual Violence & Harassment Harmful Sexual Behaviour Support for Victims Sharing Nudes and Semi-nudes	https://www.barnardos.org.uk/ https://www.lucyfaithfull.org.uk/ https://www.mariecollinsfoundation.org.uk/ https://www.nspcc.org.uk/ https://www.saferinternet.org.uk/ https://rapecrisis.org.uk/ https://www.nice.org.uk/guidance/ng55 https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/ https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/ http://www.anti-bullyingalliance.org.uk/ https://www.thesurvivorstrust.org/ https://www.victimsupport.org.uk/ https://www.childline.org.uk/ https://sexting.lgfl.net/ https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Part 3: Quality Assurance Commitment

28.0 Quality assurance

Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through the SAT audit, the SAT Safeguarding Deep Dive/Inclusion Review, local authority audits and related governance and challenge arrangements.
- Ensuring that the safeguarding data our academies generate is of good quality and contributes to a culture and ethos of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance.

As a minimum, in order to review safeguarding data, each academy will report to governors:

- The number of LADO referrals
- The number of prevent referrals
- The number of FGM referrals
- The number of EHA referrals
- The number of children's services referrals
- The number of open Child Protection cases
- The number of open Child in Need cases
- attendance figures
- exclusion data

The Director of Inclusion & Engagement will periodically collate and review this information to present to the Board of Directors for review.

This means that at Long Field Spencer Academy:

We will complete the SAT Safeguarding audits on time, implement and review any identified actions by the Director of Inclusion and Engagement. We will participate fully in Safeguarding Deep Dives and Inclusion Reviews.

We will report termly to governors using the SAT Principals Report to LGB template, encouraging challenge and review.

We will contribute quality data to inform local authority audits and practice reviews.

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

Safeguarding leads will quality assure their work through attendance at DSL Network meetings and by asking the following questions:

- 1. How much did we do? (Numbers)*
- 2. How well did we do it? (Whole academy; File and themed audits, partner agency, pupil/parent feedback)*
- 3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)*
- 4. Is anyone better off? (Impact)*

Appendices

Appendix 1

Definitions and indicators of abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

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

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor attendance or often late
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from the academy
- The child is left at home alone or with inappropriate carers

2. Physical abuse

Physical abuse 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 or when a child witnesses physical abuse of another family member.

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches

- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual abuse

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 rape and/or penetration 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 following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse that can happen to any young person. 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 financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because

the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited. The presence of any significant indicator for sexual exploitation should trigger a referral to local authority children's services. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person 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 the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

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

- The child consistently describes themselves in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. Witnessing the domestic abuse of another person is a key indicator of abuse.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Where staff have a concern about a child being a victim of domestic abuse, it is the responsibility of DSLs (and deputies) to provide support. It is the responsibility of all staff to refer concerns about domestic abuse to the DSL. Our Academy will work with external agencies and Early Help teams to ensure that children are supported to manage their experiences of domestic abuse.

7. Responses from parents/carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to their age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

8. Special Education Needs & Disabled children or certain health conditions

When working with children with disabilities or certain health conditions, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment

- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

All academies will be mindful that children with SEND may require extra support to access preventative work in the curriculum to help safeguard them. Such children are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse.

We know that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying - without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.
- being more prone to peer group isolation than other children;

Because of these vulnerabilities, we will consider on a case by case basis, the level of pastoral support needed for children with SEN and disabilities, along with ensuring any appropriate support for communication is in place.

The SENCO and DSL will work closely together to ensure all staff are supported to understand the additional vulnerabilities of SEND children, including issues of cognitive understanding.

9. Extra-familial harm

All staff, but especially the DSL (and deputies) will 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

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.

Appendix 2

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2022 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
 - or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2022 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity crisis** - the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal crisis** - the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **Personal circumstances** - migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - **Unmet aspirations** - the student may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration

- **Special educational need** - students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters
 - Family members convicted of a terrorism act or subject to a Channel intervention
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for Long Field Spencer Academy is **Lisa Newby**, who is responsible for:

- Ensuring that staff of the academy are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Long Field Spencer Academy in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the academy's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the academy about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the academy for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel¹ process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

¹ Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Counter Terrorism Policing East Midlands, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 3

Child Criminal Exploitation (CCE)

The Academy adheres to the local safeguarding partnership procedure in relation to CCE.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

As an Academy we recognise that prevention is the best position with regard to CCE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CCE is, to understand the risks of CCE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe. Much of this work will be through out RSE and Personal Development curriculum.

If prevention is not possible we aim to identify children who are at risk of, or are being exploited very early, intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others. We want to have a culture where the welfare of children is actively promoted and employees and students are vigilant. As part of this children will feel listened to and safe.

Appendix 4

Female Genital Mutilation

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Employees and governors need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In our Academy, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances' disclosures should still be handled in line with wider safeguarding responsibilities.

The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all employees and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

Academy employees should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- Parents who wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays).
- A child may talk about 'special female visitors' or 'elder' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion or celebration to become a woman
- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/SRE without any specific reason being given
- Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems

- Prolonged or repeated absence, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girls return.
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.

Where it is suspected that a girl may have undergone or is likely to undergo FGM, employees must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Appendix 5

Serious Violence

All staff must 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
- signs of assault of 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 and may be at risk of criminal exploitation (see Appendix 3).

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further advice is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Appendix 6

Online Safety

Our Academy ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including child sexual exploitation; radicalisation and sexual predation.

Our children and young people are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Online safety covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to consider the increasing mobility of access to digital technology through the range of mobile devices.

We recognise that many children have unlimited and unrestricted access to the internet via mobile phone networks (ie 3G, 4G and 5G). Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

We will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our Academy. This also forms part of our Academy's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires our Academy to ensure that children are safe from terrorist and extremist material on the internet.

Our academy will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the Academy's IT systems and technology that can be used online. In our Academy the filtering software we use is NetSupport and it is regularly reviewed for effectiveness and updated. However, many students are able to access the internet using their own data plan. To minimise inappropriate use, as an Academy we do not allow students to use their mobile phone during the school day.

Our Academy recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

We observe our responsibilities under the relevant Data Protection Act and DfE Guidance Document Teaching Online Safety in Schools (2019) <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>.

Coronavirus (COVID-19): keeping children safe online – Long Field Spencer Academy continues to consider the safety of students when they are asked to work online. The starting point for online teaching is that the same principles as set out in the Trust code of conduct should be followed. This policy, amongst other things, includes acceptable use of technologies, staff/student relationships and communication including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

We will continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

Appendix 7

Sharing Nudes/Semi-nudes

The Academy recognises that the sharing of nude/semi-nude images is a form of sexual abuse and can be part of child on child. The sharing of nude/semi-nude images can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is illegal.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2020. This guidance covers:

- A person under the age of 18 who creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 who shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 who is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and academies should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term 'youth produced sexual imagery' (previously referred to as sexting) has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to employees about the Academy's policy and procedure in responding to incidents.

The police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately. All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue.

The Academy is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention staff will:

- **report it the DSL (or deputy) immediately;**
- **Never** view, copy, print, share, store or save the image, or ask a child to share or download – **this is illegal;**
- report to the DSL if they have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), and seek support;
- **not** delete the image or ask the young person to delete it;
- **not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL;
- **not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers;
- **not** say or do anything to blame or shame any young people involved;
- explain to the child that the incident needs to be reported and reassure them that they will receive support and help from the DSL.

Further to this:

- the incident should be referred to the DSL (or equivalent) as soon as possible
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- there should be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the Academy will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This issue will be taught as part of a wider RSE/Personal Development curriculum and through IT curriculum work to underpin our preventative work on e-safety.

Appendix 8

Role of the Appropriate Adult - Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned² before questioned about an offence³, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

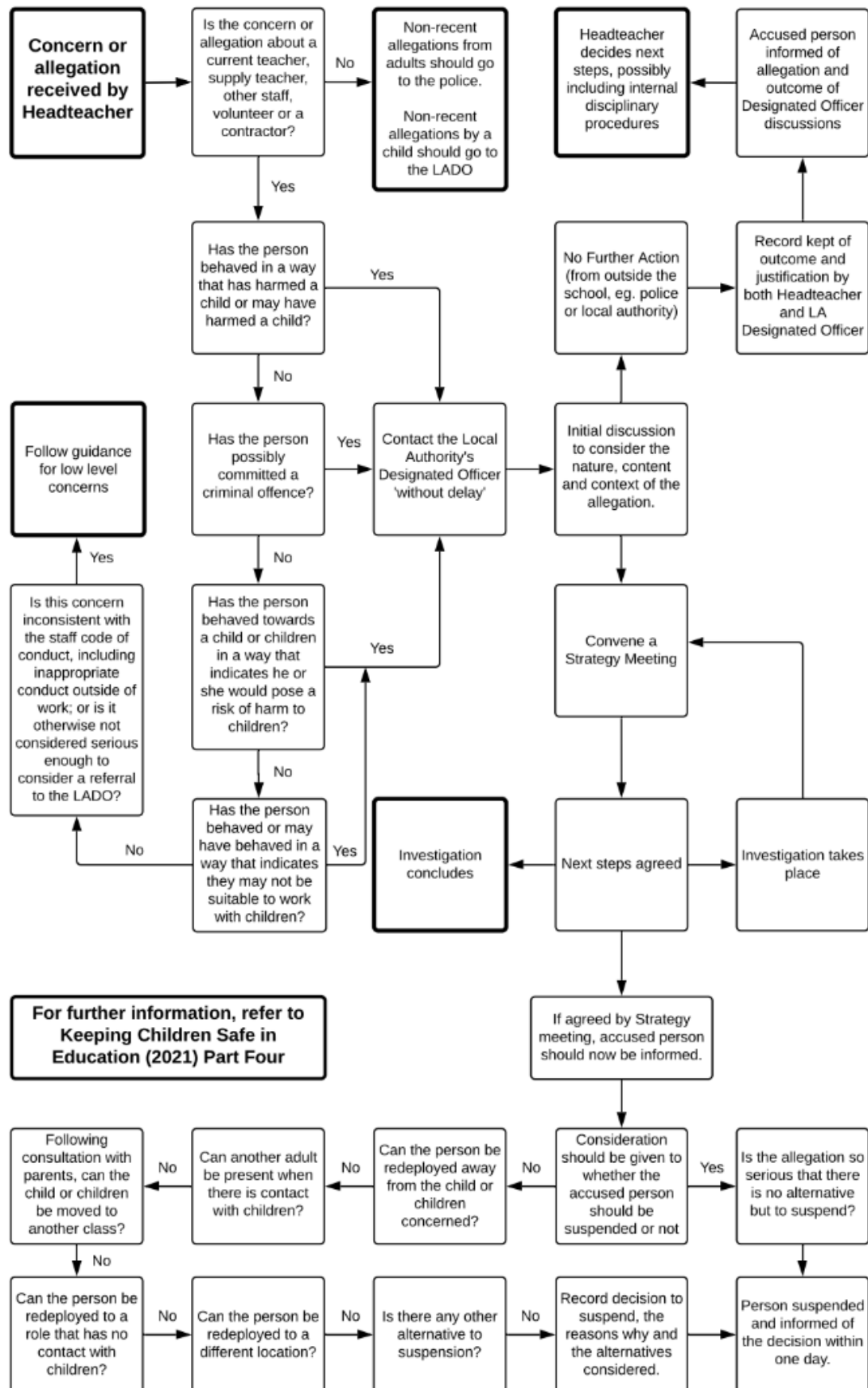
² The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

³ A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

Appendix 9

Flowcharts

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers



Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

