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University Academy Keighley

Safeguarding Children and Child Protection Policy

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1.0 Roles and Responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the SLT Lead – Safeguarding.

2.0 Suggested Audience

- 2.1 All stakeholders including; leaders (including governors), teachers, support staff, students, parents and the wider community.

3.0 Related Policies & Documents

- 3.1 This policy is part of a suite of policies which should also be referred to:

- Behaviour Policy
- Whistle Blowing Policy
- Code of Conduct Employees
- Safer Recruitment and Safeguarding Children Policy
- Appointment procedures
- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy.
- Educational Visits Guidelines

Documents:

- 'Keeping Children Safe in Education' Statutory guidance for schools and colleges - (September 2016) –
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- 'Keeping Children Safe in Education' Information for All School and College Staff (Part 1 only) (September 2016) -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015) -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
- What to do if you are worried a child is being abused? (March 2015) -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

- Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/pdfs/ukpga_20030042_en.pdf

4.0 University Academy Keighley Mission Statement

Aspire, Accomplish, Achieve.

5.0 Introduction

- 5.1 University Academy Keighley is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for students as participants and for the staff whose involvement is integral to the development of quality opportunities and services. Safeguarding children is a priority for the Academy and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.
- 5.2 The policy and procedures will be transparent and open to inspection by anyone, and details how concerns about the wellbeing of young people will be responded to. It provides a reference point for all, in the quest for making young people's lives as safe as possible; we expect all staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of University Academy Keighley.
- 5.3 This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. The full implementation of this policy is mandatory for all staff working for or on behalf of the Academy. The policy and procedures will be reviewed whenever there is a significant change in Child Safeguarding and Protection legislation or following a major investigation or annually by the governing body. This document has been updated following the release of the 'Keeping Children Safe in Education' (September 2016) guidance and should be read in conjunction with this document. All staff will be issued with Part One - 'Safeguarding information for all staff' of the guidance which can be found in Appendix 1 of this policy.

6.0 Policy Statement

6.1 Introduction

- 6.1.1 It is the policy of University Academy Keighley that all young people have a right to protection and for their welfare to be paramount. The following Safeguarding Children procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

- 6.1.2 We expect agencies and organisations and other stakeholders, with a remit for working with young people, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.
- 6.1.3 This policy relates to 'children' and young people who are on roll at UAK. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include all of the students on roll at UAK.
- 6.1.4 This document should be read in conjunction with the 'Working Together to Safeguard Children (September 2016)'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

7.0 Responsibilities

7.1 The Academy Governing Body will:

- Comply with their duties under legislation and ensure that the policies, procedures and training at UAK are effective and comply with the law at all times (Section 175 Education Act 2002)
- Accept the responsibility to implement procedures to provide a duty of care for young people, safeguard their well-being and protect them from abuse.
- Recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against and by them.
- Require all staff to adopt and abide by the Academy Safeguarding Children Policy and Procedures.
- Ensure that UAK contributes to inter-agency working in line with statutory guidance (Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges – September 2016) and that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children's Board (LSCB).
- Appoint a member of the Academy's leadership team to the role of Designated Safeguarding Lead (DSL). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters.
- Appoint a member of the Governing body who will be responsible for monitoring all safeguarding policies and procedures and will liaise with the local authority and / or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks above what is required; and ensuring volunteers are appropriately supervised. They should also ensure that the Academy has written recruitment and selection policies and procedures in place (the school staffing regulations

require governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruiting training).

- Make people feel confident in reporting any issues on child protection.
- Ensure that the child's wishes, feelings and rights are taken into account when determining what action to take and what services to provide to protect individual children through ensuring that systems are in place for children to express their views and give feedback. The governing body must ensure that staff members do not promise confidentiality to the child and always act in the interest of the child.
- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required.

7.2 The Principal will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to young people, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

7.3 The Senior Member of Staff with Designated Responsibility for Child Protection will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Liaise closely with other services such as Children's Social Care to ensure wrap-around support for children who require it.
- Ensure documentation is up to date and kept in a secure environment.
- Act as a source of support, advice and expertise with the educational establishment, ensuring that staff have access to and are aware of relevant policies and guidance relating to safeguarding children.
- Liaise with the Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

7.4 Staff are required to:

- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Take appropriate action to safeguard a child / children and work with other services as needed.

(additional responsibilities are included throughout this policy)

8.0 Safeguarding Principles

- 8.1 The guidance given in the procedures is based on the following principles:
- The welfare of young people is the primary concern; staff must ensure that children grow up with safe and effective care, protecting them from maltreatment and health or developmental impairments, and enable all children to have the best outcomes.
 - All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse.
 - It is everyone's responsibility to report concerns but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place.
 - All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately.
 - Confidentiality will be upheld at all times and in line with the Data Protection Act.
 - There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within any organised activity, service or programme.
 - Discrimination, prejudice and oppressive behaviour or language are unacceptable within all activities, programmes or services.

9.0 Recognition of Poor Practice, Abuse and Bullying

9.1 Introduction

- 9.1.1 It is not always easy to recognise a situation where abuse may occur or has already taken place. Academy staff have a responsibility to act if they have any concerns about the behaviour of an individual towards a young person and are reminded that safeguarding issues could happen anywhere; staff should be alert to possible concerns being raised in the Academy. The Academy encourages and expects staff to discuss any concern they may have about the welfare of a young person immediately with the Academy Designated Safeguarding Lead or other member of the safeguarding team. In exceptional circumstances, such as in an emergency (a child is at risk of immediate serious harm) or a genuine concern that appropriate action has not been taken or that the situation does not appear to be improving, staff members can speak directly to Children's Social Care. Concerns should always lead to help for the child at some point.

9.2 Abuse

- 9.2.1 There are four main forms of abuse, described below, and the effects of each can be highly damaging, both emotionally and physically, to a young person. Victims may suffer from more than one form of abuse at any one time. We recognise that perpetrators of abuse can be:
- both male and female (adults and other young people); and
 - well known and trusted by the young person.

- 9.2.2 The abuse can happen anywhere (home, Academy, trips, activities).

9.3 Physical Abuse

- 9.3.1 Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

9.4 Neglect

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

9.5 Emotional Abuse

- 9.5.1 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

9.6 Sexual Abuse

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

10.0 Other Specific Safeguarding Issues

10.1 Child Sexual Exploitation (CSE)

10.1.2 Child sexual exploitation, commonly referred to as CSE, involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. The term exploitation comes about through the imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

10.1.3 UAK staff must maintain the attitude of 'it could happen here' and be vigilant around potential signs of CSE. Perpetrators may offer gifts such as jewellery or a mobile phone to their victim and students may bring these into the academy or mention them in conversation. It may also become noticeable that a student's attitude towards their appearance has changed as they attract more attention or affection. If any member of staff has any concerns about a student then these should be reported to the DSL (or other safeguarding team member) immediately.

10.2 Female Genital Mutilation (FGM)

10.2.1 Staff need to be alert to the possibility of a girls being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are more likely to come from a community that is known to practice FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

10.2.2 Should a member of staff at UAK suspect that a student may be a previous or future victim of FGM then they should inform the UAK DSL immediately, in line with academy procedures highlighted in 'Child Protection and Training' policy, who will activate local safeguarding procedures, ensuring that national and local protocols for multi-agency liaison with police and children's social care (the police and social services must be informed even if this is against the girl's wishes). If UAK do take action against the student's wishes, we must inform them of the reasons why.

10.2.3 In the event of an allegation or concern, UAK must not approach the student's family or those with influence within the community, in advance of any enquiries by the police, adult or children's social care, either by telephone or letter.

10.2.4 Please see Appendix 2 for the 'Indicators that FGM may be about to take place' and 'Indicators that FGM may have already taken place'.

10.3 Preventing Extremism

- 10.3.1 Staff at UAK should take appropriate steps to ensure that all students and staff are safe from the potential risks posed by extremist behaviour. This will include action taken by the academy in response to actions and/or events happening on a local, national or global scale.
- 10.3.2 Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Specific background factors may contribute to vulnerability, the internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- 10.3.3 Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Any concerns should be referred to the Safeguarding team in line with normal procedures; however, as with other urgent concerns, a member of staff who feels that someone is at immediate risk of harm should inform the Safeguarding team or in their absence the Principal or other members of SLT immediately before writing up a referral.
- 10.3.4 The Safeguarding team should assess the possible actions that should be taken following a referral. Options to consider should include contacting the Police or Social Services depending on the nature of the referral and historical information. The Safeguarding team should also consider making a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism and radicalisation.
- 10.3.5 The Prevent Strategy will be supported at UAK through educational packages for students, as appropriate. Please see Appendix 3 for more information about the Prevent strategy.

10.4 Reporting a Concern

If a member of staff has a concern that is linked to extremism then they should report it to the Designated Safeguarding Lead immediately (or a member of the Safeguarding team / Principal in their absence). If the information given highlights an immediate risk then the emergency services will be contacted. Concerns which do not cause an immediate risk will be discussed with the police and Social Services as appropriate and UAK will take action based on their advice.

11.0 Vulnerable Groups

11.1 People with a disability or Special Educational Needs

11.1.1 Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns.

11.2 Looked after Children

11.2.1 The most common reason for children becoming looked after is as a result of abuse and / or neglect. Governors will appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

11.2.2 Leaders must ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's care arrangements, looked after legal status and contact arrangements with birth parents or those with parental responsibility.

11.2.3 The DSL, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head that looks after the child.

11.3 Missing Children

11.3.1 A child going missing from education is a potential indicator of abuse and neglect. The governing body and DSL must ensure appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risk of them going missing in the future.

11.3.2 UAK will follow procedures for reporting students who are missing in education as outlined in 'Keeping Children Safe in Education (September 2016)'. UAK must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals that are agreed between UAK and the local authority.

11.4 Race and Racism

11.4.1 Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse.

11.5 Identifying Signs of Possible Abuse

11.5.1 There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The young person describes what appears to be an abusive act involving him/her
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- Inappropriate sexual awareness or engaging in sexually explicit behaviour
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- A young person has difficulty in making friends
- Changes in appearance such as weight loss.

11.5.2 Remember that at all times the welfare of the young person is paramount. When concerned about the welfare of a child, staff members should always act in the interest of the child. If a young person's behaviour or your observations give rise to concern then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the DSL. It may be appropriate to raise your initial concerns with parents, but do so only after discussing this with the DSL.

11.6 Managing allegations against other students

11.6.1 At UAK we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

11.6.2 Safeguarding allegations

11.6.3 Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

11.6.4 The allegation:

- is made against an older student and refers to their behaviour towards a younger or more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

11.6.5 Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

11.6.6 In the presence of gangs, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

11.6.7 Minimising the risk of safeguarding concerns towards pupils from other students:

11.6.8 On occasion, some students will present a safeguarding risk to other students. Staff should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

11.6.9 When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of

the concern, the discussion and any outcome on ¹CPOMS, and keep a copy in the files of both students. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the victim and alleged perpetrator).

11.6.10 It may be appropriate to exclude the perpetrator for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

12.0 Responding to Disclosures, Suspicions and Allegations

12.1 Action to be taken by Staff

12.1.1 It is not the responsibility of staff to investigate allegations and / or disclosures but they are responsible for sharing as much information as possible with the DSL/Safeguarding Team so that an informed judgement can be made about future action.

12.1.2 Staff should refer to training received and materials provided for further advice about sharing a concern but some of the main points to be mindful of include:

- Listen carefully to a person making an allegation or disclosure, do not write while they are talking but do write up the conversation as soon after as possible.
- Take all allegations and disclosures seriously ("it could happen here!") and with sensitivity, remembering that this may be a very stressful time for the young person.
- Clarify information if you are unsure about a statement.
- Use the 'TED' model to encourage open questions such as 'Tell me what happened last night', 'Explain a little more about that' and 'Describe how that makes you feel' rather than putting words in their mouth or predicting what they are going to say.
- Try not to express your own feelings or emotions or make judgment about people included within the conversation.
- If and when appropriate to do so (do not stop a young person talking while in the middle of a disclosure or allegation) inform them that you will have to share the information with a member of the Safeguarding team but reassure them that this is in their best interest, that only a limited number of people will be informed and that this will be on a need-to-know basis.
- Stay with the young person and keep them informed about the next steps.
- Share the information immediately with the Safeguarding team using the identified paper-based or electronic referral form, in urgent cases you should speak to the Safeguarding team before taking time to write up a referral).

¹ CPOMS is a secure, online software application for monitoring safeguarding and general welfare issues for all students

12.1.3 Reminder - In exceptional circumstances, such as in an emergency (a child is at risk of immediate serious harm) or a genuine concern that appropriate action has not been taken or that the situation does not appear to be improving, staff members can speak directly to Children's Social Care.

12.2 Action to be taken by the Designated Safeguarding Lead/Safeguarding Team

12.2.1 Following the sharing of information or awareness of a safeguarding concern, the DSL or other safeguarding team members on their behalf will:

- Consider the immediate requirement for medical assistance and/or action required to ensure that the young person is physically safe.
- Refer to student records to assess historical concerns and actions.
- If deemed appropriate, contact Children's Social Care to either assess if there are any ongoing concerns regarding this young person i.e. find out if they are already known to Social Care or to update their records if there is already known involvement with Social Care.
- If deemed appropriate, because the young person is suffering or is likely to suffer significant harm, make an immediate referral to Social Care via telephone (this may be supported by a written referral form once the immediate contact has been made and the situation assessed by Social Care).
- Consider consultation with/referral to other appropriate agencies including the creation of a CAF for the young person.
- Take the wishes of the young person into consideration.
- If a Social Care referral is not required then other appropriate action will be considered and implemented.
- All information and actions will be documented as soon as possible using secure methods that ensure confidentiality.
- The young person will be monitored as appropriate.
- Wherever possible, to talk to parents, unless to do so may place a young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk. If confidentiality is broken, the student should be supported as appropriate and reassured about the Academy's 'duty of care'.

12.2.2 Regular contact will be made with Children's Social Care and other agencies that support the young person following a referral. The DSL or other members of the Safeguarding team will report to and make a contribution to strategy discussions held at Child Protection/Child in Need Core meetings, Reviews and Conferences.

12.2.3 Social Care must be informed immediately if any young person who is subject to a Child Protection/Child in Need Plan leaves the academy or is Missing in Education. The Safeguarding records of students who leave UAK to attend an alternative school will be copied and forwarded securely (see section below - The sharing of information with other organisations and professionals) once the destination school is confirmed. Records will be kept for any young people who are reported as CME.

13.0 The Sharing of Information

13.1 The sharing of information with the young person, their family academy staff

- 13.1.1 Every effort will be made to ensure that the young person at risk is aware of, and understands, the actions being taken to support them. As much as possible, this information will also be shared with their parents, unless it puts the young person at further or additional risk or it is against the advice / instructions of the Police or Children's Social Care. We will endeavour to work openly and supportively with parents and families to ensure that wrap-around support is in place for the young person. The young person will be made to feel supported and cared for and their wishes and opinions valued to ensure a positive and open working relationship.
- 13.1.2 Safeguarding information about individual students will be shared with UAK staff on a need-to-know basis to ensure full support while maintaining confidentiality and dignity for the student and their family.

13.2 The sharing of information with other organisations and professionals

- 13.2.1 Information sharing is a vital part of ensuring a young person's safety and wellbeing. There are a number of guidelines and principles that we will follow at UAK to ensure that information sharing is carried out in an appropriate and professional manner.
- 13.2.2 When sharing paper based information it is vital that packaging and transit are secure and that they are shared as soon as possible after being requested. All secure packages must be appropriately labelled and addressed to the 'Designated Safeguarding Lead' (or equivalent position holder within the receiving organisation) and are marked as 'Confidential'. Confirmation of receipt should be obtained. These documents must be transferred separately to the main student file.

13.3 At UAK we will follow these guidelines to sharing information

- 13.3.1 The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 13.3.2 Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 13.3.3 Seek advice from other practitioners if we are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

- 13.3.4 Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We may still share information without consent if, in our judgement, there is good reason to do so, such as where safety may be at risk. We will base our judgement on the facts of the case. When we are sharing or requesting personal information from someone, we will be certain of the basis upon which we are doing so. Where we have consent, we will be mindful that an individual might not expect information to be shared.
- 13.3.5 Consider safety and well-being: Base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- 13.3.6 Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information we share is necessary for the purpose for which we are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles below).
- 13.3.7 Keep a record of our decision and the reasons for it – whether it is to share information or not. If we decide to share, then record what we have shared, with whom and for what purpose.

13.4 At UAK we will adopt these principles to sharing information

- 13.4.1 The principles set out below will be used to guide staff (namely the Safeguarding Team) in sharing information between different organisations. Staff must use their judgement when making decisions on what information to share and when. The most important consideration is whether sharing information is likely to safeguard and protect a child.
- 13.4.2 Necessary and proportionate - When taking decisions about what information to share, staff should consider how much information they need to release. The Data Protection Act 1998 requires us to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.
- 13.4.3 Relevant - Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.
- 13.4.4 Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- 13.4.5 Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

13.4.6 Timely - Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Staff should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

13.4.7 Secure - Wherever possible, information should be shared in an appropriate, secure way. Staff must always follow the policy on security for handling personal information.

13.4.8 Record - Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

14.0 Monitoring

14.1 The Academy will monitor students whose names are on the Child Protection Register in line with what has been agreed in the child protection plan. Other students who are not on the Child Protection Register but who are demonstrating a safeguarding/child protection concern will also be monitored.

14.2 Parents/carers will be made aware of the Academy's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the student.

14.3 Guidelines for monitoring

14.3.1 When will a student be monitored?

When there is concern in the Academy about:

- Marks on the body
- Unusual / different behaviour (including academic functioning)
- Mood changes
- The content of written work - creative writing or work in art can lead to disclosures
- Puzzling statements or stories by a student
- Information from others
- If requested by another agency e.g. following a case conference

14.3.2 Who will monitor a student?

- The Designated Safeguarding Lead or other members of the safeguarding team
- Teachers

- Other Academy staff – especially those who may be in regular contact with the child

14.3.3 What will be monitored?

- Patterns of attendance
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home / family changes
- Medical conditions
- Response to PE / Sport
- Injuries / marks; past and present

15.0 Raising concerns about an adult in the Academy

Safeguarding concerns about adults in the academy should be raised with the Principal (or in the event of a concern about the Principal, the Chair of Governors). Procedures identified in Part four of 'Keeping Children Safe in Education (September 2016)' must then be followed immediately which may require the involvement of local authority designated officers/teams (previously known as LADO) depending on the meeting of the criteria as set out in the guidance named above. UAK will take appropriate action following advice given by the local authority officers.

A concern about an adult may come about if there is an indication that a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. The details of this policy, in conjunction with 'Part four' of 'Keeping Children Safe in Education (September 2016)' should be followed in all cases in which it is alleged that a teacher or member of staff (including volunteers) at UAK has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Note: This policy relates to members of staff who are currently working at UAK regardless of whether the alleged abuse took place at UAK. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

UAK have a duty of care to our employees. Effective support will be put in place for anyone facing an allegation and a named contact will be provided in the event of a suspension. Allegations should be dealt with very quickly, in a

fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In the event of a dismissal or removal of a member of staff due to safeguarding concerns, or would have been had they not resigned, a referral to the Disclosure and Barring Service must be made.

15.1 Allegations of a Sexual Offence / Position of Trust

Section 16 of the Sexual Offences Act 2003 states that it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise when the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

If an allegation of this nature is made then an immediate referral should be made to the designated officers at the local authority. UAK should then follow their guidance. Depending on the immediacy of further risk of harm an immediate call to the police should be considered alongside the referral.

15.2 Staff/Student Relationships

UAK provides advice to staff regarding personal relationships with students and their personal online activity and has strict rules regarding online contact and electronic communications with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation and clear guidelines are to be found in the staff 'Code of Conduct' policy.

15.3 Whistle Blowing

Any staff that have a concern about the conduct of a colleague towards a pupil are reminded that the welfare of the child is paramount; this may also include a failure to ensure that a child is kept safe from harm. The academy's Whistleblowing Policy is available to all staff and enables staff to raise concerns or allegations, in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the chair of governors. Please refer to the academy's Whistle blowing Policy for more details.

16.0 Bullying

16.1 In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

- 16.2 The Academy anti-bullying policy covers more detailed information about the Academy approach to bullying and should be referred to if bullying is suspected.
- 16.3 Bullying behaviour can take a variety of forms including; Emotional, Physical, Racist, Sexual, Prejudice-based, Disability and Special Educational Needs, Homophobic, Transphobic, Verbal, Cyber, Mobile phone and other technology.
- 16.4 The Academy will follow the BECTA guidance on safe internet use and ensure that through ICT curriculum design all students are taught how to protect themselves when using the internet. This guidance can be found at: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/BEC1-15535.pdf>
- 16.5 Please refer to the 'Anti-bullying Policy' for information on the actions that UAK will take when an incidence of bullying has occurred and the indicators of bullying.

17.0 Prevention of Abuse

17.1 Preventative approaches

- 17.1.1 Students can be taught, through the curriculum, about the risks of different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe.
- 17.1.2 A student safeguarding programme should seek to support the student's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping students to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.
- 17.1.3 Child safeguarding can be interwoven with many aspects of the existing curriculum, and evidence will be sort through checking Schemes of Work, medium term and lesson plans. It can help students to:
- promote their understanding of relationships, the interaction between relationships and the key concepts;
 - increase self-esteem and awareness;
 - make judgements and solve problems;
 - be assertive;
 - recognise, accept and express feelings;
 - explore the nature of trust;
 - identify 'okay' adults within personal safety networks;
 - take decisions and accept responsibility for self and others; and
 - be self-reliant and independent.

17.1.4 We will encourage students to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience;
- relieve tension by enabling students to talk and be listened to;
- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs;
- allow students to perceive situations more clearly for planning an action or change; and
- make students feel protected by a culture which actively promotes a 'listening environment'.

17.1.5 All students need to know what to do in case someone tries to harm them. Knowing that the vast majority of students are abused or harmed by someone they know, teaching students to avoid dangerous situations, to recognise inappropriate touching and comments, can encourage them to trust their own judgement and to feel safer, more aware and confident.

17.2 Recruitment and training of employees who will have direct or indirect contact with young people

17.2.1 This guidance should be considered alongside the 'Keeping Children Safe in Education' (2016) guidance.

- The term 'direct' contact with young people refers to a member of staff who has responsibility for young people in a supervisory role. It is usual in this situation for parents/carers not to be present.
- The term 'indirect' contact with young people refers to an employee who may come into contact with young people during the course of their work.

17.3 Procedures for recruitment

17.3.1 Guidance in the 'Keeping Children Safe in education' (September 2016) must be followed.

17.3.2 Please refer to the 'Safer Recruitment and Safeguarding Children Policy and Appointment Procedures Policy' for more details regarding procedures and safeguarding around the advertising of vacancies, short listing of applicants, interview process, appointment of new staff and safeguarding checks that are required.

17.3.3 These policies will also provide details of the DBS checks required for existing staff at UAK.

17.4 Training

17.4.1 The safeguarding process includes annual training after recruitment with additional safeguarding training being delivered in accordance with local or national guidelines and following any significant change in child safeguarding and protection legislation.

17.4.2 Training will enable staff to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. Staff will be kept up to date with the details of the DSL and other members of the safeguarding team so that referrals are made efficiently and advice sought quickly. Staff will be provided with a range of documents and training materials to support their understanding of safeguarding requirements and expectations and will be made aware of key changes to our Safeguarding and Child Protection Policies. The DSL and other staff who have received 'Named Person' training will update their training every 2 years or sooner.

17.4.3 The Academy:

- Will nominate a member of SLT as Designated Safeguarding Lead
- Staff working with young people will attend recognised Child Protection awareness training as soon as this can be arranged following their appointment.
- Training levels are appropriate to staff contact with young people and their responsibilities for child welfare within the Academy.
- Appropriate training will be provided for staff who may have indirect contact with young people during the course of their work.
- The DSL will receive specific training to support their more enhanced role.

17.4.4 Records will be kept of all staff training, naming individuals and detailing what training they have received and when. These will be kept with the central DBS register. A Schedule of Training will be kept and included as part of the induction process for new staff.

17.5 Code of Conduct Employees

17.5.1 In order to ensure adherence and understanding, all individuals working for or on behalf of the Academy will behave in an appropriate manner towards all students. Young people taking part in Academy activities will be expected to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to students. Similarly, all staff will be expected to treat each other with respect.

17.5.2 Use of Social Media

17.5.3 Please refer to the 'Code of Conduct Employees' for further information on the conduct expected of staff, including the appropriate use of Social Media and other technology-based methods of communication.

17.6 Guidance and Procedures relating to activities and services

17.6.1 In the course of preventing abuse to young people the Academy has established guidance and procedures related to activities and services.

17.6.2 All visitors to the Academy must sign in at reception and be escorted through the building to their meeting location.

17.6.3 All staff employed by AMEY FM and AMEY ICT must have a DBS, the details of which must be shared with the academy. Advanced notification of any contractors, and details of their DBS, brought into the academy by AMEY must be given to UAK. In line with AMEY policy, any contractors brought into the academy without a DBS must be accompanied at all times by a member of the AMEY staff.

17.7 Use of photography, video recording, image recording and mobile phone cameras

17.7.1 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

17.7.2 When using professional photographers or inviting the press to an Academy activity, the Academy will:

- provide a clear brief about what is considered appropriate in terms of content and behaviour; and
- not allow unsupervised access to young people or one to one photo sessions at events.

17.7.3 Parents, carers and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use photographic equipment.

17.7.4 Individuals registered to use photographic equipment will be issued with identification.

17.7.5 Young people and their parents will be informed to report any concerns to the event organiser. Any concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

17.8 Organised photographic opportunities

17.8.1 The majority of promotional and press releases are organised through the Academy SLT. Photographs of students may be used for use in the Academy's own promotional literature and website unless a specific request has been made by the student's parents / carers for their child's photograph not to be used.

17.8.2 When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times.

17.8.3 If there is any doubt about the ID, the Principal or Vice Principal of the Academy should be contacted. The Academy will ensure that the young person's names are not mentioned in publications if requested by the parents/carers.

17.9 Internet and E-Safety

17.9.1 Our E-Safety Policy outlines our commitment to keeping students safe when using technology. The policy identifies risks and the steps we are taking to

avoid them, with a commitment to ensuring responsible behaviours reduce risk. Our expectations for responsible and appropriate conduct are formalised in our Acceptable Use Policies (AUP) which we expect all staff and students to follow. Security measures are in place, including password protection and filtering, to protect students while using the network and Internet and to protect the school network, its facilities and data from attack.

17.9.2 The Academy will follow the BECTA guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet and other electronic devices

18.0 Monitoring and review of this guidance

18.1 This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance.

19.0 Approval by Governing Body and Review Date

19.1 This policy and plan has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed:

(Chair of Governing Body)

Date:

11.03.16

Review date:

20.0 Appendix 1 - Keeping children safe in education: Information for all school and college staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

21.0 Appendix 2 - Indicators of Child Sexual Exploitation / Grooming

Indicators of child sexual exploitation include the child or young person:

- going missing for periods of time or regularly returning home late
- going to clubs with adults or staying out overnight without an explanation or disclosing that they have stayed with an adult overnight at the adult's accommodation or hotel etc.
- Associating with unknown adults, getting into cars or unknown adults or a car belonging to a known CSE adult
- Reports of child hanging around CSE 'hotspots' out of school time
- skipping school or being disruptive in class
- appearing with unexplained money, gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- poor self image
- eating disorders
- using drugs and alcohol
- displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting')
- they may also show signs of unexplained physical harm such as bruising and cigarette marks
- superficial self harm or self harm requiring treatment
- Reduced contact with family and friends and other support networks
- Pregnancy, miscarriages or terminations

22.0 Appendix 3 - Indicators of Female Genital Mutilation

22.1 Indicators that FGM may be about to take place soon

- Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.
- It may be possible that families will practice FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (FGM is a deeply rooted tradition, widely practiced mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. The World Health Organization estimates that between 100 and 140 million girls and women worldwide have experienced female genital mutilation and around 3 million girls undergo some form of the procedure each year in Africa alone. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.

22.2 Indications that FGM may have already taken place

- A girl may have difficulty walking, sitting or standing.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.

23.0 Appendix 4 - 'Prevent' – Additional information

Prevent is part of the Government's counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. *Prevent* will address all forms of terrorism but continue to prioritise according to current threat levels. It's about minimising the risk of people supporting extremist ideologies which espouse violence and terrorism. As such *Prevent* is an early intervention tool most commonly in the form of education, dialogue and mentoring, aiming to reduce the likelihood of terrorist or other violent actions in the future.

Prevent is just one of four elements which make up the Government's Counter Terrorism Strategy comprising of four key elements:

- **Prevent:** to stop people becoming terrorists or supporting terrorism
- **Pursue:** to stop terrorist attacks
- **Protect:** to strengthen our physical infra-structure against a terrorist attack
- **Prepare:** to mitigate the impact of a terrorist attack

Prevent can be seen as separate from the other three elements in the respect that it operates in the 'non-criminal' space; a prevention tool to reduce the numbers of people who may consider criminal acts.

The importance of the Prevent Strategy for Education and Schools

The Extremism taskforce report called 'Tackling Extremism in the UK' was produced in response to the 2013 attack on Fusilier Lee Rigby in Woolwich and to a lesser extent the far right attacks by Ukrainian student Pavlo Lapshyn in the West Midlands. The report has recommended extended responsibilities in schools, for example:

"All schools in England, whether in the state or independent sectors, including those with a faith ethos, must expect that they will be inspected and assessed on their measures to protect their pupils from extremist material".