

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

Matthew Chapter 17, Verse 20



# Safeguarding including Child Protection Policy

Author:	Deputy Principal
Date adopted by Governors/Academy:	October 2019
Date of last review/amendment:	September 2022
Date of next review:	September 2023

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **Introduction**

Our Academy vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

At All Saints Academy, we believe that dignity comes from being safe within the Academy and in family life. Dignity is afforded to those who are kept safe and supported in achieving healthy and happy futures. Our safeguarding policy is closely linked to our values, particular those of **trust, resilience, perseverance, determination, courage** and **happiness**. We also fulfill our caring ethos as a Church Academy by ensuring that as many students as possible can attend safely every day that they are able, supported by our staff who embrace our values and by ensuring that every student is safe on every day that the Academy is open.

## **1. Aims**

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## **2. Legislation and statutory guidance**

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education](#) September 2022 and [Working Together to Safeguard Children](#) September 2018, and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board. This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- [Equality Act 2010 \(legislation.gov.uk\)](#), which outlines the significance to school safeguarding including that schools must not unlawfully: discriminate against pupils because of their protected

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

characteristics, consider how we support them and take positive actions to deal with any disadvantages they face.

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

### 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

### 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that staff are aware of the contextual safeguarding that may surround any one individual. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Experience peer on peer abuse
- Mental Health

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- Domestic Abuse
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Experience Upskirting
- Are involved in, or are victims of, serious violence
- Have been returned home from care
- Are misusing drugs/alcohol themselves
- Are frequently missing from home/care/school
- Are showing early signs of abuse/neglect
- Are in private fostering
- Are showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime
- Accessing alternative provision
- Educated at home
- Victims of abuse and serious violence

## **5. Roles and responsibilities**

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Central Bedfordshire Safeguarding Children Board (or the new safeguarding partners – October 2019). Our policy and procedures also apply to extended school and off-site activities.

### **5.1 All staff**

All staff will read and understand part 1 of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#) September 2022, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the Staff Code of Conduct and the role of the designated safeguarding lead (DSL) and Deputy safeguarding lead (DDSL).
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM or upskirting, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, Radicalisation, Upskirting and Serious Violence

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## **5.2 The designated safeguarding lead (DSL)**

Our DSL is Kate Searle, Deputy Principal – Quality of Education. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of Academy hours, the DSL can be contacted by email. When the DSL is absent, the deputy DSL, Hannah Buckledee, will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.

## **5.3 The governing board**

The governing board will approve this policy at each review, and hold the Principal to account for its implementation.

The governing board will appoint a Safeguarding Link Governor (APE) to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).

## **5.4 The Principal**

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

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL and Deputy DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL and Deputy DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **6. Confidentiality**

All staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. This forms a central part of our annual Safeguarding Training and induction for new staff.

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a ‘need-to-know’ basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3

## **7. Recognising abuse and taking action**

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

### **7.1 If a child is in immediate danger**

Make a referral to children’s social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.** Tell the DSL and Deputy DSL (see section 5.2) as soon as possible if you make a referral directly. Designated safeguarding lead or staff make a referral to Children’s Social Care call 0300 300 8585 or through the website <https://www.gov.uk/report-child-abuse-to-local-council>

### **7.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Be aware that some children may not always feel ready or know how to tell someone they are being abused, so considered support should be given.
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Record the write-up on CPOMS and alert the DSL and/or Deputy DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL and/or Deputy DSL as soon as possible that you have done so

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

### **7.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and Deputy DSL and follow our local safeguarding procedures.

**Any member of staff** who suspects a pupil is *at risk* of FGM, or discovers that a pupil age 18 or over appears to have been a victim of FGM must speak to the DSL and Deputy DSL and follow our local safeguarding procedures.

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

Figure 1 illustrates the procedure to follow if you have concerns about a child’s welfare and the child is not in immediate danger.

Where possible, speak to the DSL and Deputy DSL first to agree a course of action. Alternatively, make a referral to local authority children’s social care directly (see ‘Referral’ below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

### **Multi-Agency working**

Under the new legislation there will be 3 safeguarding partners who must make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. This replaces the role of the LSCB. As a school we will need to be fully engaged with the new safeguarding arrangements.

### **Early help**

If early help is appropriate, the DSL and Deputy DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **Referral**

### **Internal:**

The academy uses the CPOMS referral system and all staff are provided with training on how to make referrals. The following categories are included in the system but each also has its own sub-categories. For example, the new recommendation of ‘peer on peer abuse’ is in the bullying section:

Accidents	LAC
Alternative Provision	Medical
Attendance	Meeting Notes
Behaviour	Parental Concern
Bullying	Pastoral Care Concern
Child Protection	Physical restraint
Hardship	RELAY
Inclusion Unit	Safeguarding
Information Sharing	SEND

### **External:**

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL and Deputy DSL will make the referral or support you to do so.

As much information as possible should be included in the referral to help social care assessments consider contexts outside the home and enable a contextual approach.

If you make a referral directly (see section 7.1), you must tell the DSL and Deputy DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL and Deputy DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child’s situation improves.

## **7.5 If you have concerns about extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL and Deputy DSL first to agree a course of action. Alternatively, make a referral to local authority children’s social care directly if appropriate (see ‘Referral’ above). You can also make a referral directly to Channel.

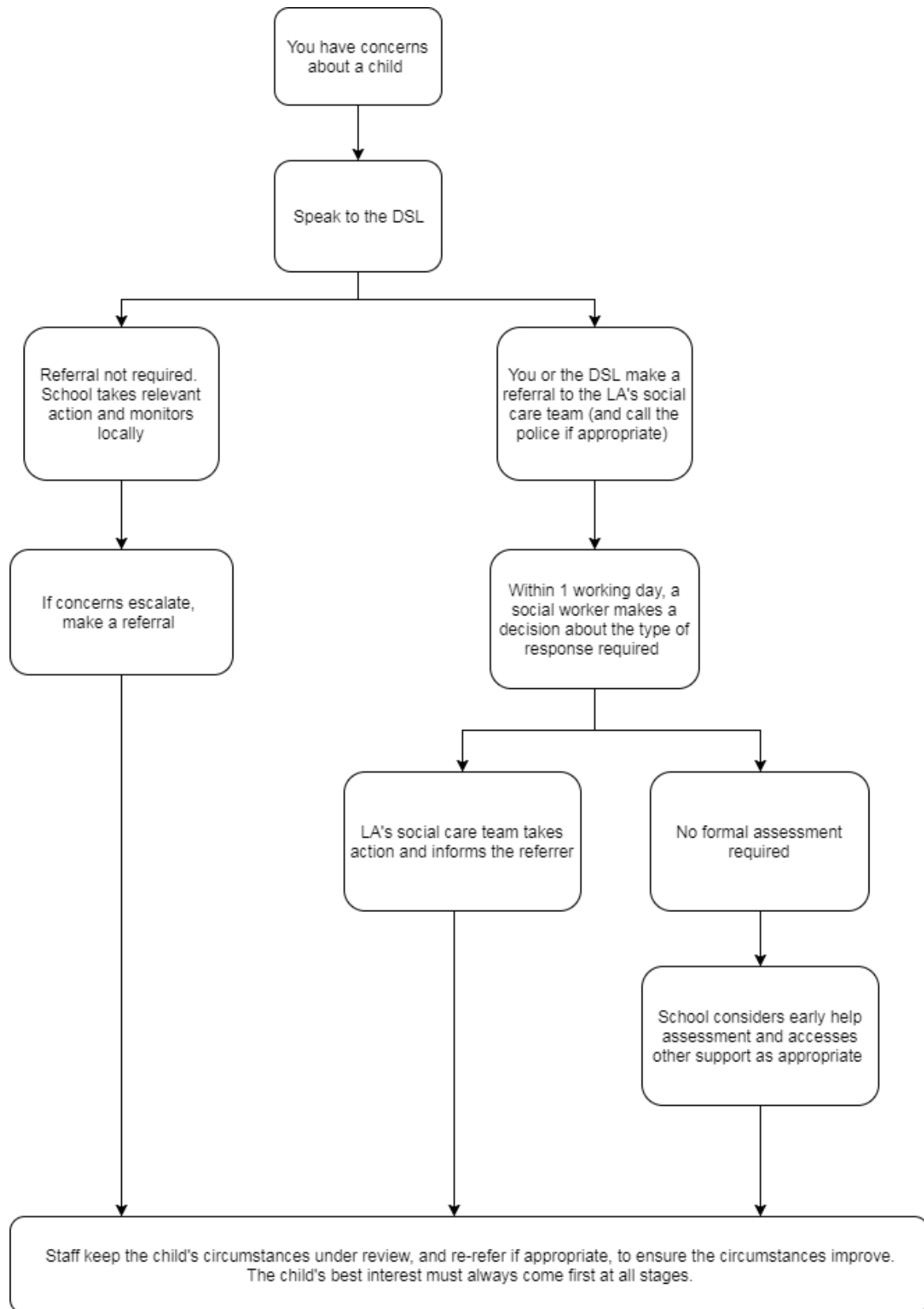
In an emergency, call 999 or the Children’s Services Referral Hub 0300 300 8585 if you:

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



“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”  
Matthew Chapter 17, Verse 20

**Figure 1: procedure if you have concerns about a child’s welfare (no immediate danger)**



“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **7.6 Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, speak to the principal. If you have concerns about the principal, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL and Deputy DSL.

The principal/chair of governors/DSL/Deputy DSL will then follow the procedures set out in appendix 3, if appropriate.

## **7.7 Child-on-child abuse - Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, sexual violence and sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos, including sexting

If a pupil makes an allegation of abuse against another pupil:

- All staff must understand the importance of challenging inappropriate behaviour between peers
- You must tell the DSL and Deputy DSL and record the allegation, but do not investigate it
- The DSL and Deputy DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL and Deputy DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL and Deputy DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by providing access to a confidential email address [speakout@allsaintsacademydunstable.org](mailto:speakout@allsaintsacademydunstable.org) and by providing access to the Student Services area on request.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **8. Notifying parents - add 2 phone numbers**

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL and Deputy DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL and Deputy DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

The academy now holds at least 2 different contact telephone numbers for every student.

## **9. Mobile phones, iPads and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation when taking and storing photos and recordings for use in the school. Making and using images of Pupils will require the age appropriate consent of the individual or their Parents/Carers. Images should not be displayed on Websites, in publications or in a public place without such consent.

On-line safety is addressed in house assemblies with all students. Students are allowed to bring their mobile phones to school but they MUST be placed in a Yondr pouch at the beginning of the school day and they are not permitted to use them during the school day. Procedures are in place to ensure the safe use of iPads in lessons and around the school site. Appropriate filters and monitoring systems are in place. All parents/carers have signed an iPad agreement prior to the device being issued to students.

## **10. Complaints and concerns about school safeguarding practices**

### **10.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **10.2 Other complaints**

All Staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the School’s safeguarding regime.

### **10.3 Whistle-blowing**

If Staff members have concerns about another member of Staff this should be referred to the Principal. Where there are concerns about the Principal this should be referred to the Chair of Governors. If it is alleged that a member of Staff have:

Behaved in a way that has harmed or may have harmed a child

Possibly committed a criminal offence against or related to a child

Behaved towards a child that may indicate they would pose a risk of harm

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

The Principal would speak to Staff involved and contact LADO. A named person should be provided to support anyone facing an allegation. The complaint must be dealt with quickly and in a fair and consistent way.

## **11. Record-keeping**

All safeguarding concerns, discussions, decisions made, the reasons for those decisions, actions and outcomes must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL and Deputy DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. Both electronic and paper records are kept. Paper records are kept in locked cupboards in Student Services and are retained for for 6 years apart from records for CP cases which are kept for at least 7 years after the student has left the academy. These records will only be shared with Professionals on a “need to know” basis.

Only information relevant to the purpose should be shared with those who need it, information should be adequate, accurate and up to date, it must be made clear what is fact and opinion. Information should be shared in a timely manner. In an emergency situation it may not be appropriate to seek consent to share information, delays could harm a child.

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **12. Training**

### **12.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school’s safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government’s anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. This year this included peer-on-peer abuse, sexual violence and harassment and the reporting of indecent images.

Volunteers will receive appropriate training, if applicable. They will be accompanied at all times if they do not have evidence of their up to date DBS certificate.

Visitors to school, be they working with students or around the academy, will need to show evidence of their DBS certificate. In some cases this may be provided by the organisation for whom they work.

### **12.2 The DSL and deputy**

The DSL and deputy will undertake child protection and safeguarding training at every year. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

### **12.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

The latest update in KCSIE and refers to clarity of process concerning governors and section 128 checks.

### **12.4 Recruitment – interview/appointment panels**

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education (DfE2021), and be in line with local safeguarding procedures.

### **12.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## **13. Monitoring arrangements**

This policy will be reviewed **annually** by the DSL and Deputy DSL. At every review, it will be approved by the full governing board.

## **14. Links with other policies**

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- safety
- Sex and relationship education
- First aid
- Curriculum
- GDPR

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

**These appendices are based on the Department for Education’s statutory guidance, Keeping Children Safe in Education.**

### **Appendix 1: types of abuse**

All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children should never be made to feel ashamed or that they are creating a problem by reporting the abuse, sexual violence or sexual harassment.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

As a school we are aware that any children subjected to harassment, violence and/or abuse, may breach children’s rights, as set out in the Human Rights Act.

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- 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.

**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:

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

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

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

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff’s suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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



“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- Where the ‘harm test’ is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

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

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

### **Governors**

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board of trustees will have their DBS check countersigned by the secretary of state. All trustees, proprietors and local governors will have the following checks:

- Section 128 direction – further clarity provided in KCSIE 2020
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

### **Appendix 3: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

#### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

#### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual’s contact with the child or children who made the allegation, if they are still attending the school.

#### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

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

The case manager will take advice from the local authority’s designated officer, police and children’s social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual’s confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual’s confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual’s personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority’s designated officer to determine whether there are any improvements that we can make to the school’s procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

## **Appendix 4: specific safeguarding issues**

### **1. Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families
- Are at greater risk of CSE/CCE/County lines exploitation

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child’s name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children’s social care team, and the police, if the child is in immediate danger or at risk of harm.

### **2. Child sexual exploitation/Child Criminal Exploitation/County Lines**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. Child Criminal Exploitation (CCE) is a form of abuse where children who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding and support. Though perceptions are altering these young people are still often criminalised and perceived as having 'made a choice' to take part in illegal activity. Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

Children or young people who are being sexually or criminally exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE/CCE or County Lines involvement, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

Indicators of sexual/criminal/county lines exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **3. FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations



“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

#### **4. Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## **5. Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils’ behaviour.

The government website [Educate Against Hate](https://www.gov.uk/guidance/educate-against-hate) and charity [NSPCC](https://www.nspcc.org.uk) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.

Further information on the school’s measures to prevent radicalisation are set out in other school policies and procedures, including our online/e-safety policy and PSHCE/SMSC policy.

## **6. Checking the identity and suitability of visitors**

- All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign the visitors’ book and wear a visitor’s badge.
- All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

## **7. Recognising incidents of Upskirting**

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. Anyone, and any gender, can be a victim.

## **8. Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will send an email to all staff to ascertain if the student is within the Academy building. A text message will be sent to the parent/carer if the child is not located within 30 minutes. A phone call will also be made to the parent/carer to reassure them that actions are in place to locate their child. If we are unable to make contact with the parent/carer by text or phone a home visit will be made. If we are unable to locate the student, police will be informed.

For students who are absent from the Academy for a significant number of days, every attempt will be made to contact the family but a referral will be made to CME/Children’s Services after 10 Academy days have been missed.

## **9. Relationship Education**

Relationships and Sex Education is now compulsory in all secondary schools

Health Education is now compulsory in all state-funded secondary schools

## **10. Domestic Abuse**

Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. And this can last into adulthood.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

Domestic abuse can be psychological, physical, sexual, financial, or emotional. It can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Children who witness domestic violence are more likely to get in trouble at school and have behavioral problems, including being aggressive and bullying their classmates.

Brett Welch says she understands why: School is "where they can feel powerful because they are completely powerless at home." All incidents of Domestic are recorded on CPOMS and shared with the relevant staff.

### **Operation Encompass (formerly Relay)**

At All Saints Academy, we are working in partnership with Central Bedfordshire Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass.

The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead or deputy) in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children’s social care if they are concerned about a child’s welfare.

All Saints Academy has an information sharing agreement in place with Bedfordshire Police for Operation Encompass.

## **11. Mental Health**

The mental health of all students is vitally important if we want them to succeed at school. RSE covers topics about mental health and well-being as outlined in the most recent government update and stresses the link between this and physical health. The new school council will also be talking about how we might improve the well-being of students in the school and how we might put supporting strategies in place.

## **12. Child-on-child abuse**

- If staff have any concerns about child-on-child abuse, they should speak to the DSL or deputy DSL. Staff should recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviour, an unsafe environment and a culture that normalises abuse.
- It is most likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence, such as rape, assault by penetration and sexual assault;

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- **non-consensual sharing of nudes and semi nudes images and/or videos** (Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

### **13. Children with additional needs**

- We recognise that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health or substance abuse, or a child who has returned home to their family from care.
- We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities, medical or physical health conditions.
- 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;
  - 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
- Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND.
- All Saints Academy will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

**Matthew Chapter 17, Verse 20**

- If we are considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we work together with Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. We will do this before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

#### **14. Children who are Lesbian, Gay, Bi, Trans or Queer/Questioning (LGBTQ+)**

At All Saints Academy we recognise that whilst the fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm, children who are LGBTQ can be targeted by other children.

A child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

We will endeavour to reduce barriers faced by children who are LGBTQ and will provide a safe space for them to speak out or share their concerns with members of staff in student support.