

Madeley Academy



Child Protection & Safeguarding Policy

Revisions highlighted

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Contents

Ethos, Purpose and Aims	4
Statement on Child Protection	6
Flow Chart for Raising Safeguarding Concerns about a Student and Key Staff	
Responsibility.....	7
Key Responsibilities of Madeley Academy.....	8
The Designated Lead and Responsibilities	9
The Staff.....	10
Response in the Academy.....	11
Recording Information	11
Parents & Carers	12
Staff- Disclosures and Allegations.....	13
Managing Allegations against other Students.....	13
Managing Allegations against Staff.....	14
Confidentiality.....	15
Record Keeping by Designated Lead	15
When a Student Transfers to another School	16
Retention of Student Files	16
Children’s Welfare incl HBV,FGM, CSE, Private Fostering, Substance Misuse, DV and	
Fabricated Illness.....	18
Extremism, Radicalisation & PREVENT.....	19
Training	20
Safer Recruitment and E- Safety	20
Taking Photographs.....	21
Curriculum and Wider Activity – Work Placement	21
Appendix 1 - Four Defined Categories of Abuse.....	22

Child Protection and Safeguarding – The National Context

The protection of children is everyone’s responsibility and is of paramount importance to all those involved in the education of children.

This policy reflects current legislation, accepted best practice and complies with the government guidance:

‘Working Together to Safeguard Children’ March 2015, ‘Keeping Children Safe in Education’ (KSIE) September 2016, ‘What to do if you’re worried a child is being abused’ March 2015 (Advice for practitioners) and ‘Information Sharing’ March 2015 (Advice for practitioners providing safeguarding services to children, young people, parents and carers).

This policy has been developed in accordance with the duty to safeguard and promote the welfare of the pupils at Madeley Academy under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989/2004 by:

“Creating and maintaining a safe learning environment for children and young people; and, Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate”.

Keeping Children Safe in Education September 2016 at:

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

Working Together to Safeguard Children March 2015 at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Information Sharing March 2015 at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

What to do if you’re worried a child is being abused March 2015 (Advice for practitioners) at:

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

These documents replace the previous Safeguarding Children and Safer Recruitment in Education Guidance (2006) and Dealing with Allegations of Abuse against Teachers and other Staff (2011).

All of the above documents should be read together in conjunction with each other. **The links provided above are current as at 1 September 2016**

All documents can be found in the staff shared area/Safeguarding/2016-17

Ethos, Purpose and Aims

Ethos

We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our students from harm and that the students' welfare is our paramount concern. Students can develop a special and close relationship with members of staff within the Academy community and view them as significant and trustworthy adults. For the purpose of these policies and for avoidance of doubt, the Academy community shall include all those that work at the setting i.e. being teachers, whole Academy staff, governors, students and parents that play an active role regularly at the setting, outside agencies and providers and volunteers. The policies aim to provide clear guidance for all those working in the Academy setting.

Purpose

We believe that the Academy should provide a caring, positive safe and stimulating environment for students, where students' moral, social and physical development is promoted and protected. We aim to create an environment where students feel comfortable and able to confide in a member of staff at the Academy.

This policy is our commitment towards the statement above and we expect that the parents and carers embrace everything that is documented therein. In principle parents sign up to our school ethos, the law and the legislation that sits behind it.

It is not surprising therefore that a student, if they have been abused, may confide or disclose to a teacher or another member of staff. For staff to interpret any concerns this school will assess each incident as it appears. In respect of assessing any bruising to a child this school will refer to the 'Bruising of Children' guidance produced by the TWSCB to assist their decision making. It is important to note that the four defined categories of abuse are:

- **Physical**
- **Sexual**
- **Emotional**
- **Neglect**

Where appropriate, this includes bullying which can fall into any of the defined categories.

The four categories can be viewed in 'Keeping Children Safe in Education' September 2016, p4-12 and in 'What to do if you're worried a child is being abused' March 2015. (Appendix 1).

The document 'Keeping Children Safe in Education' can be accessed by staff from the staff shared area/Safeguarding/2016-17/KCSIE Sept16.

As an Academy, we also recognise that **extremist** views in students can be a sign of potential abuse and will be dealt with in the same way as other concerns. The same principle applies to Domestic Violence, Female Genital Mutilation, Honour Based Violence, Forced Marriage, Gang Activity, Fabricated and Induced Illness (see Children's Welfare).

Because of their day to day interaction with students, Academy staff are also in a unique position to notice any change in demeanour in a student such as being quieter than usual, clingy towards staff, withdrawn or not wishing to go home at the end of the day. There may

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with students etc, and governors

also be circumstances where staff notice injuries, marks or bruises when, for instance, students are taking part in Physical Education or Swimming which might indicate a student has been abused. Staff must be pro-active as they have a responsibility for early identification of students who need help, recording concern and bringing it to the attention of the Designated Safeguarding Lead as soon as possible on the same working day. They must be prepared to challenge any decision with which they feel unhappy.

This is in line with Telford & Wrekin Safeguarding Children Board (SCB)-Child Protection Procedures.

Aims

- To support the student's development in ways that will foster security, confidence and independence.
- To provide an environment in which students and young people feel safe, secure, valued and respected; and feel confident and know how to approach adults if they are in difficulties, knowing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse (Appendix 1)
- To provide a systematic means of monitoring students known or thought to be at risk of harm and ensure that we, the Academy, contribute to assessments of need and support packages for those students.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our Academy who have substantial access to students, have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- To ensure the Academy's duty of care will be in line with Government Legislation and the Telford & Wrekin Safeguarding Children Board Procedures.

The protection of students is the responsibility of everyone. Primary responsibility for the care and protection of students rests with parents, but a range of services is available to help them in this task. Many referrals to agencies are made by parents seeking help for themselves. Relatives, friends and neighbours may also refer directly, or encourage families to seek help or alert statutory authorities regarding students about whom they are concerned. All agencies with staff that are in direct contact with students and families must be involved.

Madeley Academy – Statement on Child Protection

At Madeley Academy we agree that the safety, welfare and protection of all students is paramount and any delay in reporting concerns is unacceptable. All staff will adhere to this principle and to the child protection procedures established by the Telford & Wrekin Safeguarding Children Board. www.telfordSafeguardingboard.org.uk

We will work appropriately with each student, their family and other agencies to protect in all cases the welfare of the student.

On occasions the academy may be asked to participate in multi-agency meetings and in cases of sexually harmful behaviour, be asked to undertake a risk and vulnerability management plan. Madeley Academy will use the Telford & Wrekin Safeguarding Children's Board (TWSCB) Risk & Vulnerability Management Plan-Sexually Harmful Behaviour for assistance if this is deemed necessary and appropriate.

Madeley Academy's role is to refer information received to the proper authorities and **under no circumstances** become the investigator. (Further guidance within the policy).

All staff at Madeley Academy work to the Safeguarding Children Board procedures where allegations may be made by a student/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the SCB, managing allegations against those working with students, where this is managed by the SCB through the Local Authority Designated Officer (LADO). The process for managing allegations can be viewed at www.telfordSafeguardingboard.org.uk and Part 4 of 'Keeping Children Safe in Education' 2016.

Madeley Academy believes that those who work within the Academy community are in positions of trust and as such, codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE a separate code of conduct has been integrated into Madeley Academy's terms and conditions of employment.

Furthermore, all Academy staff will be prepared to identify students who may benefit from early help. For avoidance of doubt, early help means this Academy will provide support as soon as a problem emerges.

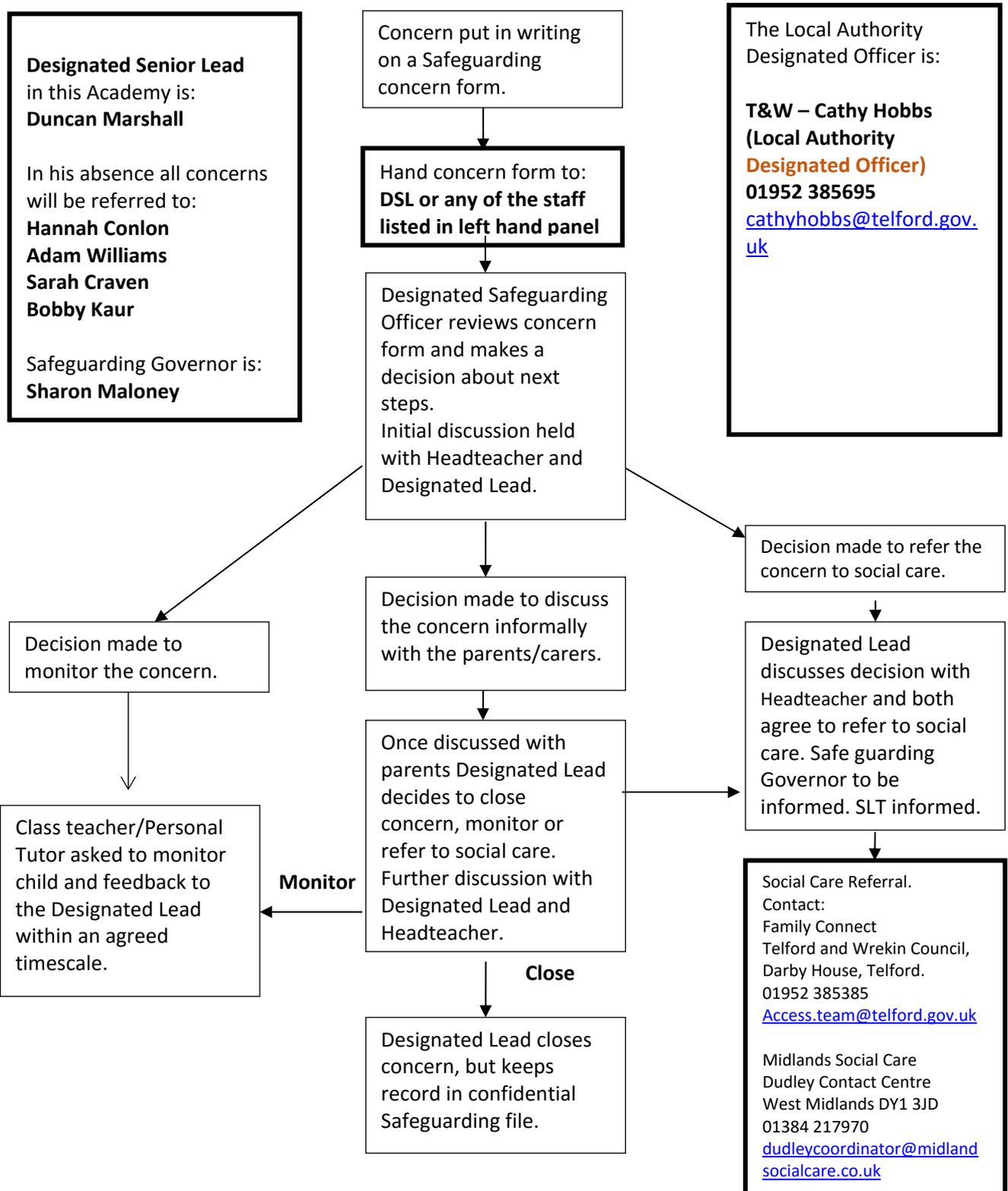
The document "[Guidance for safer working practice for those working with children and young people in educational settings](#)" produced by the Safer Recruitment Consortium (October 2015) provides guidance on the expected standards of all those who work with children. All those at Madeley Academy will be made aware of its existence and this will work alongside the separate code of conduct mentioned above and any established Human Resources processes currently in place.

The Academy recognises that students are capable of abusing their peers and this will not be tolerated. The Academy will not pass off sexually harmful behaviour (including social media and "sexting") as banter. For such issues e- safety procedures will be followed.

We will ensure that Madeley Academy takes measures including:

- Mobile phones should not be accessed during contact time with the students.
- Photographs or images of any students within our care may only be taken following parental consent and those images should be monitored through computer services and will remain within Madeley Academy - E-Safety policy.
- When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the students - E-Safety policy.

Flow Chart for Raising Safeguarding Concerns about a Student and Key Staff Responsibility



Key Responsibilities of Madeley Academy

Headteacher and Governors

The Headteacher, Lady Maria Satchwell, and Governors are committed to working together to create and maintain a safe learning environment for the students and young people attending the Academy. The Headteacher and Governors will follow the specific guidance as set out in 'Keeping Children Safe in Education' (KSIE) September 2016 and will ensure that:

- Clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where students are missing from the Academy
- That a Designated Lead is available at all times whilst students are under direct supervision of Academy staff
- Provision is made for appropriate training, induction, support and supervision for Designated Leads and other members of the Academy's community and workforce
- The Academy works with the Telford and Wrekin Local Authority Designated Officers (LADO) and appropriate partner agencies proactively to safeguard students
- Records relating to Safeguarding are kept safely and shared appropriately
- Appropriate Safeguarding policies are adopted, monitored and evaluated which will include areas such as:
 - Child Protection
 - Bullying, Harassment and Discrimination
 - Behaviour Management
 - Health and Safety including use of equipment and provision of first aid
 - E-Safety and acceptable use policy
 - Academy trips, placements, outdoor activities
 - Drugs and substance misuse
 - Meeting the needs of students with special medical conditions
 - Intimate care
 - Academy security – E-Safety policy
 - Emergency Procedures Plan
 - Whistle Blowing
- The Academy premises are safe and that the Academy grounds are not open to unwanted intruders. This is continually monitored through CCTV coverage across the Academy and by Security in the Gatehouse. All visitors report to Reception. The identity of the visitor is checked and a record is made in the visitors' book. Visitors are not left unsupervised within the Academy.
- Appointments to staff positions and other roles within the Academy community are made following the safer recruitment guidance **within Part 3 KSIE September 2016** and all appropriate vetting checks have been completed.
- Safer recruitment training has been completed by appropriate members of selection panels.
- The Academy's single central record of recruitment and vetting checks covering all staff and others identified by the Academy as having regular contact with students is kept up-to-date in line with Ofsted requirements

The Designated Lead and Responsibilities

The Designated Lead for child protection is: **Duncan Marshall** and in his absence any concern must be referred to **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams** who will take appropriate advice.

The Designated Lead will ensure that whole Academy child protection training is made available to all staff, including induction of temporary staff. The content will meet the requirements identified in 'Training Resource for Working Together to Safeguard Children' - 'Suggested Outcomes for Targeted Groups' at www.education.gov.uk

The Designated Lead will make known to the whole Academy community through training and briefings the location of the SCB website address www.telfordSafeguardingboard.org.uk where the SCB policies and procedures are on view. These are regularly reviewed and updated by the SCB. Furthermore, all staff will receive regular safeguarding and child protection updates (via email, staff bulletins and staff meetings) to provide staff with relevant skills and knowledge to safeguard children effectively.

The Designated Lead has direct referral links with the Social Care Safeguarding Team Helpdesk via the Family Connect Team 01952 385385 (Telford).

For avoidance of doubt, the Designated Lead should be the point of contact with regard to referring a child if there are concerns about possible abuse.

A formal written referral should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing **within 24 hours**.

The Designated Lead must make it clear to all staff that if Duncan Marshall or **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams** or a member of the Senior Leadership Team is not available, then this should not delay in sharing any concerns about a child to the Safeguarding Advisors Team via the Family Connect Team on 01952 385385 (Telford Team). However, this Academy will ensure that there is always a DSL on site for Child Protection and Safeguarding issues.

The Designated Lead keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any e-technology use issues that may cause indirect abuse to a child. **E-Safety** will be treated as any other form of abuse and recognition that bullying can occur in all four defined categories of abuse (Part 1 'Keeping Children Safe in Education' p11 and 'What to do if you're worried a child is being abused' March 2015).

All records are kept confidentially and securely and are separate from student records, ensuring that an indication of child protection is marked on the students records.

Ensure the Designated Lead or a Senior colleague are available to attend any Strategy / Resolution / Conference / Professionals / CAF / TAC / MAPPA/**CATE Risk Panels / PREVENT Channel Panel / Core Group** or Planning Meetings as deemed necessary in the remit of child protection. Also that attendance by any Academy staff includes key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports.

Ensure information regarding any student currently subject to a Child Protection Plan and deemed "at risk", who is absent without explanation for two days, is shared with Children's Services Family Connect Safeguarding Team and the Police.

The Staff

All those in the Academy community, including visiting professionals working with students in the Academy (e.g. counsellor), those who support sex education (e.g. Academy Nurse) and those supporting Academy visits, are informed of the name of the Designated Lead and the Academy procedures for protecting students, for example, how to report their concerns, suspicions and how to receive, record and report disclosures: (Safeguarding statement is at Reception for all visitors on entry clearly stating Duncan Marshall – Designated Lead.)

All Staff will be briefed as to who is the Designated Lead:

- During their first induction to the Academy
- Through a copy of this policy
- Through the staff handbook
- Through the Academy web site
- Through staff briefings
- Through their line managers (including non-teaching staff)
- Through regular staff development

All staff need to be pro-active and alert, informing the Designated Lead if they have any concerns with signs of abuse. They should report any concerns or suspicions if not immediately, then as soon as possible, that day to the Designated Lead. If in doubt they should talk with the Designated Lead, **delay is unacceptable.**

Duncan Marshall, Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams can be contacted on **01952 527700** or via:

dmarshall@madeleyacademy.com

hconlon@madeleyacademy.com

scraven@madeleyacademy.com

bkaur@madeleyacademy.com

awilliams@madeleyacademy.com

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All of the Academy community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Unacceptable standards of conduct or behaviour should be challenged appropriately at the outset and will not be tolerated, set out in 'Teachers terms and Conditions of Employment and Code of Conduct'. Staff are signposted to:

www.guidanceforsaferworkingpracticeforthoseworkingwithchildrenandyoungpeopleineducationsettings.org.uk September 2015

All staff have a responsibility for early identification of students who need help and have a responsibility to challenge decisions with which they are unhappy. Madeley Academy will aim to create a culture of challenge to ensure students get the right help at the right time.

Provision to view the SCB (The Telford & Wrekin Safeguarding Children's Board) website www.telfordSafeguardingboard.org.uk

Whistleblowing Policy

Clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's 'Freedom to Speak Up report review' can be found at: <https://freedomtospeakup.org.uk/> The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0800 028 0285** or email **help@nspcc.org.uk**

Madeley Academy's current policy can be accessed in the staff handbook.

Response in the Academy

Reporting to the Designated Lead

Any concern must be discussed with **Duncan Marshall** or in his absence **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams** as soon as is possible and no later than the end of the morning or afternoon session of that day.

Immediate Response to the Student

It is vital that our actions do not abuse the student further or prejudice an investigation.

It is important to follow this guidance:

- Listen to the student, if you are shocked by what is being said, try not to show it
- It is OK to observe bruises but not to ask a student to remove their clothing to observe them
- If a disclosure is made, the pace should be dictated by the student, without the student being pressed for detail or by asking leading questions such as “what did he/she do next?” or “where did he/she touch you?” **It is our role to listen not to investigate.** Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
- Accept what the student says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?”
- Do acknowledge how hard it was for them to tell you this and reassure them that they have done absolutely the right thing by telling you
- Do not criticise the alleged perpetrator, the student may have warm feelings for them, but merely wish any abuse to stop
- **Do not promise confidentiality**, reassure the student that they have done the right thing, explain you will have to tell (the Designated Lead- Duncan Marshall or Bobby Kaur) and why; and, depending on their age, what the next stage will be. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”.

Recording Information

Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, with whom you shared them and not assumption, supposition and interpretation.

Also record where you spoke with them and personal safety details such as “I discussed the incident with the student in the Head’s office with the door open” or justify if it were closed, but naming those who you told this to be the case. If alone, explain that rationale stating e.g. “the student stated they would only confide in me if I was alone”.

If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”, “bruise noticed on fleshy part of the leg”

Note the non-verbal behaviour and the key words in the language used by the student (try not to translate into ‘proper terms’ ensuring that you use the student’s own words). Body language should be noted and support any disclosure.

Copies of email streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name students in an email. If you are alerting a colleague to a concern then it is preferable to state you have made a reference under, for example “DW” in the concerns form, where the “DW” states the student’s name.

A Concern Form (obtained from Duncan Marshall) **MUST** be completed with all appropriate information recorded or attached.

It is important to retain signed original handwritten notes and pass them on to the Designated Lead who may ask you to complete a Social Care Safeguarding Team referral form. The location for the delivery of the Concern Forms is Duncan Marshall's office off Reception.

Support for Students

The student should be made aware of the Academy Pastoral and Counsellor's work and offered access to that or any other appropriate service if needed.

Recognition that a student who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a student may feel self blame and we will ensure that all students know there is an adult in the Academy whom they can approach if they are worried or in difficulty – The Nurse or Personal Tutor.

Recognition that the Academy may provide the only stability in the lives of students who have been at risk or who are at risk from harm. The Academy community will therefore establish an ethos where students feel secure and are encouraged to talk and are always listened to.

Acceptance that research shows that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure that we use the PSHE curriculum opportunities to equip students with the skills they need to stay safe from harm.

Madeley Academy's policy on bullying and racist incidents is set out in a separate statement and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, cyber or in any other forms will not be tolerated under any circumstances.

Children in Care (CIC) have access to the Designated Person (Duncan Marshall) at Madeley Academy where they can seek support. Madeley Academy recognises the Children in Care Policy to which we will adhere.

Parents & Carers

Parents and carers play an important role in protecting their children from abuse. The Academy is required to consider the safety of the student and should a concern arise, professional advice will be sought prior to contacting parents. If deemed appropriate the Academy will contact parents and work to support the needs of the student. Gaining consent from the parents/carers will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

The Academy aims to help parents understand that Madeley Academy has a responsibility for the welfare of all students and has a duty to refer cases to Family Connect in the interests of the student. The Governors will include a child protection statement in the Academy prospectus and all parents can request a copy of this policy. The policy will be made available electronically via the Academy's website.

Parents who may have concerns regarding an Academy staff member can in the first instance raise these with the Headteacher, Designated Lead or Governing Body of the Academy for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent may have concerns regarding the Headteacher, the Governor responsible

for Child Protection, Senior Deputy Head or Designated Lead the parent should consult with another senior member of staff in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk or contact can be made direct to Ofsted on; Helpline-concerns 0300 123 4666.

Madeley Academy will keep parents informed in all areas of Safeguarding and Child Protection through regular methods of interaction.

Staff- Disclosures and Allegations

Staff (to whom a disclosure was made and who will be supporting the child and who might be attending strategy and case conferences) would be able to liaise with the Designated Lead. The minimum number of people should be involved on 'a need to know' basis.

Staff not directly involved will be informed on a 'need to know' basis.

Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them which subsequently needs investigation to conclusion. Support would be offered and Human Resources consulted appropriately.

Staff should not accept personal invitation visits to the homes of students unless permission or instruction has been sought from the Headteacher or Senior Deputy Headteacher and it is viewed as a professional appointment, for example supporting Education Welfare issues etc. This should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) "Meetings with students away from the Academy premises should only be arranged with the specified approval of the Headteacher and the prior permission of the student and parents in question". Under no circumstances must a member of staff take a student home through e.g. illness, missing late coaches. In these circumstances advice must be sought through SLT and the Headteacher and only in extreme circumstances two members of staff (one member of staff must be female) will accompany the student home with the permission of the parents.

Madeley Academy accept this guidance from the Department of Education stating that in the case of private meetings, 'Staff and volunteers should be aware that private meetings with individual students could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another student or adult should be present or nearby'.

Staff should be advised and given the opportunity to seek support from their Professional Association or Trade Union if an allegation has been made against them.

Managing Allegations against other Students

At Madeley Academy, the majority of behavioural issues are managed in line with the Behaviour Policy to a successful outcome by the appropriate member of the Senior Leadership team.

On a rare occasion, some students may present a safeguarding risk to other students; if this is the case, appropriate action will be taken.

Occasionally, allegations may be made against students by others in the Academy which are of a safeguarding nature. These may include:

- Pre-planned violence

- Inappropriate taking of photographs or videos.
- Indecent exposure
- Persistent threats and intimidation
- Taking part in sexting

What to do

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern or behavioural concern. If there is evidence to support a safeguarding concern, the Designated Safeguarding Lead (DSL) **Duncan Marshall** or in his absence **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams** should be informed.

- If it is established the concern is a behavioural issue, an Academy investigation should take place into the matter in line with the Academy's usual disciplinary procedures.
- If it is established the concern falls within safeguarding, a factual record will be recorded of the allegation.
- If the DSL concludes it is a safeguarding issue, Family Connect will be contacted to discuss the case.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students who are involved.
- If the allegation indicates a potential criminal offence has taken place, the Police should be contacted at the earliest opportunity and parent informed (of both student being complained about and the alleged victim).
- It may be appropriate for the Academy to take further measures e.g. exclude the student about whom the complaint has been lodged. This would be for a period of time according to the Academy's behaviour policy and procedures.

Departmental, SLT and Governor Meetings will have Child Protection and Safeguarding as a standing agenda item at all meetings, making these priority areas and at the forefront of our minds.

Managing Allegations against Staff

The process of managing allegations against those who work with students can be viewed on the SCB (Safeguarding Board) website: www.telfordSafeguardingboard.org.uk Section 4.1 Managing Allegations against Adults who work with Children and Young People.

The Academy has clear internal procedures and processes for dealing with allegations which follow SCB (Safeguarding Board) Policies & Procedures and involve the Designated Person in the Academy. The procedures make it clear that all allegations are to be reported straight away to the Headteacher for referral if necessary. The procedures also allow for the Chair of Governors to be informed. If the Headteacher is the subject of the allegation, the Senior Deputy Head and Designated Lead will liaise with the Chair of Governors and follow the appropriate process. Concerns about the Designated Lead should be raised to the Headteacher.

The SCB (Safeguarding Board) procedures allow for the Local Authority Designated Officer (LADO) to be party and responsible for monitoring cases to conclusion.

To avoid potential allegations and for the safety and welfare of students and the protection of staff, teaching areas are highly visible places where easy viewing is possible. The masking of windows will be forbidden (with exception below) and will be treated as a health & safety issue for the protection of all. There may be exceptional circumstances where the masking of

teaching areas is needed and justified, for example for the teaching of Drama. In these cases, the Headteacher will make a judgement on a case by case basis.

Confidentiality

If abuse is suspected, information should be given directly to **Duncan Marshall** for Child Protection or, in his absence, **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams** or another member of the Senior Leadership Team.

The personal information about all families is regarded by those who work in Madeley Academy as confidential. **All staff need to be aware of the confidential nature of personal information** and will aim to maintain this confidentiality in all areas of the Academy.

Staff should understand they need know only enough to prepare them to act with sensitivity to a student and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the student, the incident, the family and the consequent actions.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

If a student confides in a member of staff and requests that the information is kept secret, it is essential that the member of staff tells the student sensitively that they have a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that student.

Within that context, the student should, however, be reassured that this will be shared on a “need to know” basis. If conversations need to take place, confidentiality is paramount to the welfare of the student. These conversations will be held in appropriate settings and away from any general areas where confidentiality may be compromised.

We will keep parents informed in all areas of Safeguarding and Child Protection with the regular methods of interaction such as parent’s information evenings, mail shots and via the ‘Keeping Young People Safe’ on the Academy website.

Record Keeping by Designated Lead

The policy for **record keeping is to chronologically record concerns in a confidential file**. This will include details of dates, times, staff involved and action taken. These should be handwritten but can be typed up to sit alongside handwritten notes. **Never discard handwritten notes.**

The records are reviewed annually in the Summer Term by the Designated Person and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences, these should include attendance figures where the student is of compulsory Academy age.

Access to these records is restricted to **Duncan Marshall, Hannah Conlon, Sarah Craven, Bobby Kaur and Adam Williams.**

All child protection records are clearly marked as such and are kept securely locked on the premises. Withdrawal from the Academy for the purpose of off-site meetings by staff will be noted and signed for, as will files released to Professionals, such as the Group Solicitor, Safeguarding/Child Protection, LADO, NSPCC or Police Teams.

When releasing records the Academy will request ID Badges for verification.

When a Student Transfers to another School

If a student is subject to a **Child Protection Plan** and is deemed at risk, the student's key worker within Social Care will be contacted by the Designated Lead.

When a student changes School within the authority, all child protection records will be passed on to the Designated Person of the next educational setting by the Designated Person or Headteacher, or to Social Care within the authority if the student is transferring to another authority. If the student is transferred securely to another School within term time, a signed record in the form of a receipt will be obtained as acknowledgement that the transfer of files has taken place is required.

Retention of Student files

All Schools must keep **educational records** on their students. These should include:

- copies of the reports which have been sent to parents/carers on the student's achievements, as well as other records about those achievements
- exchanges of correspondence between parents and the School
- any information the School has on the student's education from the local authority
- any statement of special educational needs
- any personal educational plan

There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as "best practice". The educational record does not include the notes that a teacher makes for his or her own use only.

The Child Protection file is a separate file from the educational records. It must be noted that this file is a secured file with limited access, both files are key elements in any processes for which they are needed.

Student record files must be kept until the individual reaches the age of 25 years. At this point the file should be shredded.

Private Fostering

Where a member of staff becomes aware that private fostering arrangements have been made with any student at Madeley Academy, they should raise this with the Designated Lead Duncan Marshall. He will then take the appropriate action and inform the Local Authority.

Children's Welfare

Poor or Irregular Attendance

Madeley Academy staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance or students missing from education (Ofsted September 2009).

The recognised figure for persistent absence being less than 90%, although concerns may still be raised if above this.

In respect of this, Madeley Academy requires behaviour and attendance leads to follow the established protocol in the Academy.

Forced Marriage, Honour Based Violence (HBV) & Female Genital Mutilation (FGM)

Where issues may be raised of Forced Marriage, Honour Based Violence or Female Genital Mutilation whether by people within the community, secondary school aged students or information overheard by younger siblings in primary settings, we will follow Government guidance “Handling cases of Forced Marriage” (multi agency practice guidelines) June 2009 “Female Genital Mutilation” (multi agency practice guidelines) HM Government 2014 pages 42-44 and Home Office “Mandatory reporting of female genital mutilation: procedural information” October 2015 and consult appropriately and sensitively in line with that guidance. Madeley Academy recognises that FGM/HBV is against the law and can happen across all ranges of educational settings and we will alert staff to free on line training at www.fgmelearning.co.uk

Furthermore, this Academy wishes to make it clear that in line with Section 47 of the Serious Crime Act 2015 that if a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police and discuss any such cases with the designated safeguarding lead, Duncan **Marshall** or in his absence **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams**.

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and should be handled and escalated as such. Where staff are concerned that a student might be at risk of HBV, they must contact the designated safeguarding lead, **Duncan Marshall** or in his absence **Hannah Conlon, Sarah Craven, Bobby Kaur or Adam Williams** as a matter of urgency. National and local protocols for multi-agency liaison with police and children’s social care will be activated.

Child Sexual Exploitation

Where we, as an academy, may feel that students may be being abused through exploitation (CATE), we will consult in the normal way with the Safeguarding Team Helpdesk via The Family Connect Team on 01952 385385 and seek advice as to whether the incident follows a CATE referral pathway. The concerns will be followed through sensitively and appropriately with fellow professionals. Sexual exploitation signs and indicators can be found in Appendix 1 – Four Defined Categories of Abuse.

Children Leaving School Premises Without Permission

Madeley Academy Behaviour Policy covers incidents where students leave the academy without permission. If a student is no longer on academy premises, parents/carers will be contacted in the first instance. If they are not at home or contactable the police will be informed that a student has left school and is at risk.

Children That Have Gone Missing

Where students have gone missing, the “Missing Children Process” January 2014 will be followed.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a student for a period of 28 days or more, with the agreement of the student’s parents. It applies to students under the age of 16, or under the age of 18 if the student is disabled. Students who are looked after by the local authority or who are placed in a residential school, Children’s home or hospital are not considered to be privately fostered.

Most privately fostered students remain safe and well, but safeguarding concerns have been raised in some cases where so called “sofa surfing” has been evident. It is important that schools are alert to possible safeguarding issues, including the possibility that a student has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the Academy becomes aware of a private fostering arrangement for a student that has not been notified to Children’s Social Care, the Academy will encourage parents and private foster carers to notify Children’s Social Care and will share information to Children’s Social Care as appropriate.

Drug and Substance Misuse

Madeley Academy has a zero tolerance policy in relation to drug and substance misuse. If on the rare occasion an issue comes to the attention of Madeley Academy in relation to drug and substance misuse, we will follow our guidelines set out in our Drugs Policy.

Domestic Violence and Serious Harm

Madeley Academy will liaise with agencies in a two way process where Domestic Violence/Serious Harm is a factor in the household. Children within our care will be supported where needed. To achieve this, we will be part of any agency referral such as the Domestic Violence MARAC (Multi Agency Risk Assessment Conferences), MAPPA (Multi Agency Public Protection Arrangements) or any other named agencies where these specific issues are a factor that may impair and impact on a child’s development.

Fabricated and Induced Illness

“The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information”. **Taken from “Safeguarding Children in whom illness is fabricated or induced” HM Government. This supplementary guidance to “Working Together to Safeguard Children” will be adopted by Madeley Academy and we will adhere to our duties to refer as set out on pages 31 & 32 paragraphs 3.84-3.89.**

Youth Violence and Gang Activity

“The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.” **Taken from the Home Office “Preventing youth violence and gang involvement Practical advice for schools and colleges”** In light of this Madeley Academy will embrace the Home Office document and follow this guidance which clearly sets out understanding of the issue, seeking support, working with local partners, early intervention and legal powers for staff. Madeley Academy has a duty and a responsibility to protect our students and staff and we recognise dealing with violence also helps attainment. To this end we will ensure students must;

- feel safe at Madeley Academy all the time
- understand very clearly what safe situations are; and
- be highly aware of how to keep themselves and others safe

Further information is available via: www.education.gov.uk and www.direct.gov.uk

Extremism, Radicalisation & the PREVENT Agenda

The Counter- Terrorism and Security Act – 12th February 2015, places a duty on specific authorities, including LA's, education and other children's providers.

Schools are required to have regard to Keeping Children Safe in Education and are listed as partners in the Channel Panel having due regard to the need to prevent people from being drawn into terrorism ('Prevent Duty').

Madeley Academy takes this role very seriously and any expression of extremist views by anyone in Madeley Academy will not be tolerated. **Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention.**

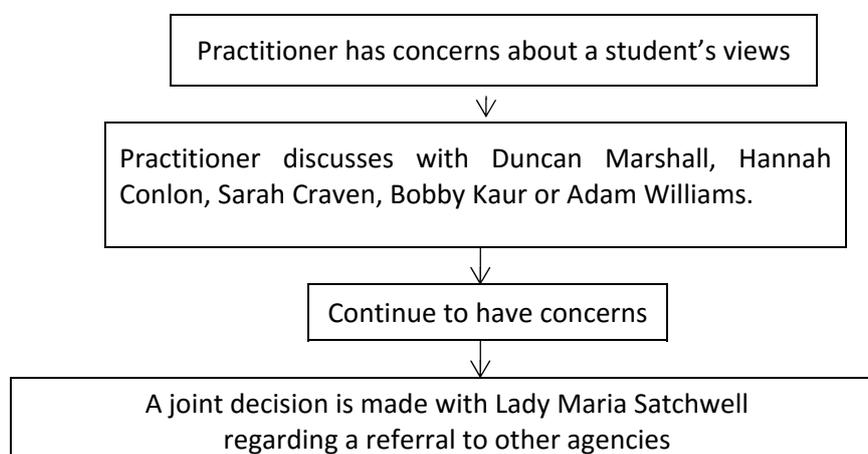
- Staff will encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs or those of no faith. **We will treat extremism and radicalisation like any other child protection referral.**

At Madeley Academy we have procedures in place to monitor IT usage and have a duty to seek advice and explore by filtering suspicious content being viewed. Those within and outside the academy community should be left in no doubt that our duty is to cooperate under the law.

Duncan Marshall and Bobby Kaur have received a **Workshop to Raise Awareness of PREVENT (WRAP 3 Training)** as identified in the **PREVENT Duty Guidance 2015** and delivered by an approved WRAP 3 trainer.

If Madeley Academy are concerned that a student is being abused through extremism or being radicalised we will consult directly with the police PREVENT Team to seek advice. This is done with a PREVENT referral form (please see the flowchart below). As with all referrals this referral will be dealt with appropriately by professionals. If it is deemed from the PREVENT Team that the intervention is not criminal and does not warrant a Channel Panel but needs local support, we will work with professional leads at Telford & Wrekin Council who are currently **Paul Fenn and Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825 or 591816** and at prevent@warwickshireandwestmercia.pnn.police.uk

If you are concerned that a student has extreme views you need to follow the Academy's Prevent Procedures immediately:



Prevent Lead at Madeley Academy is **Duncan Marshall** and in his absence, **Hannah Conlon, Sarah Craven, Bobby Kaur and Adam Williams**.

Any concerns must be reported to the Prevent Lead immediately or in his absence the Headteacher. The concern will be logged and reported to the LA Prevent Team.

Health and Safety

Policies on **Health & Safety** and Physical Intervention are set out in separate documentation. This reflects the consideration we give to the protection of our students both in the Academy environment and when away from the Academy, undertaking Academy trips and visits. There is separate documentation: Educational Visits and Health and Safety Policy.

Training

Madeley Academy will ensure all staff complete **Child Protection Training** on a three year cycle. A record of all training is kept by the Headteacher's PA stating type of training and date received.

All new staff receive knowledge of how to access the SCB policies and procedures on induction and access to whole Academy training when held.

Safer Recruitment and E- Safety

All staff are recruited through Madeley Academy safer recruitment procedures.

All staff working at Madeley Academy will be subject to enhanced Disclosure Barring Service (DBS) checks on a five year rolling programme agreed with governors.

A member of SLT or Governor who will be involved in interviewing an applicant for a post of Headteacher, Deputy Headteacher, Teacher or member of the whole Academy support staff, will have completed the Safer Recruitment training. This is part of Madeley Academy's policy on Child Protection. If this requirement changes we will review our position.

All within the Academy community must adhere to The **E-Safety, Acceptable Use policy** and social media guidance for Employees; the Academy will make all aware of its existence and importance through regular annual training. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion. All monitoring software that is used within the Academy is reviewed and checked regularly by IT services.

It is recognised by Madeley Academy that all Information Technology, whether personal or work based, is a **whole Academy issue** and all staff have a duty to be vigilant. The Telford & Wrekin Safeguarding Children Board issued guidance "Raising Awareness in the Safe Use of ICT Systems at home and in the workplace". **The policies already mentioned cover the extent of this activity and its suitability. Staff and students are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.**

Sexting

In cases of 'sexting' Madeley Academy will follow guidance given to school and colleges by the UK Council for Child Internet Safety (UKCCIS) August 2016 – 'Sexting in schools and colleges, responding to incidents and safeguarding young people'. Madeley Academy will investigate incidents of sexting in accordance with its Behaviour policy which is invoked to deal with such cases of serious misbehaviour.

Some useful guidance around Facebook social networking has been produced by the www.UKSaferInternetcentrefacebook.com

E safety is a major concern for all professionals. For information and support in this area the following websites below are available for all staff to view. The sites are for all age groups, parents and carers and form the basis of e safety education and policy in our school; www.thinkuknow.co.uk & www.virtualglobaltaskforce.com

Taking Photographs

Permission from parents/carers to allow Madeley Academy to take images of the students is gained annually when parents/carers update the Comprehensive Data Form. Please refer to Madeley Academy E-Safety Policy.

Curriculum and Wider Activity – Work Placement

Madeley Academy will work in line with the ‘Keeping Children Safe’ guidance P 27/28 - students on work experience. Work experience placements and other short term visitors are covered by Madeley Academy Risk Assessment process.

All staff will be asked to sign to say they have read a copy of the Child Protection and Safe Guarding and E- Safety policies and Part 1 of ‘Keeping Children Safe’ September 2016. This record will be kept in a separate file by the Designated Lead.

This policy will be reviewed on an ongoing basis to reflect any changes in government legislation or changes in the duty of statutory agencies in Child Protection and the wider Safeguarding agenda. If it is not appropriate to refine the policy during the year it will be reviewed by the named person on an annual basis.

Appendix 1 - Four Defined Categories of Abuse

Understanding and Identifying abuse and neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults or another child or children.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. –*revised guidance 'What to do if you're worried a child is being abused' (2015)*

Some of the following signs might be indicators of abuse or neglect:

Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
Children with clothes which are ill-fitting and/or dirty;
Children with consistently poor hygiene;
Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
Children who don't want to change clothes in front of others or participate in physical activities;
Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
Children who talk about being left home alone, with inappropriate carers or with strangers;
Children who reach developmental milestones, such as learning to speak or walk late with no medical reason;
Children who are regularly missing from school or education;
Children who are reluctant to go home after school;
Children with poor school attendance and punctuality or who are consistently late being picked up.
Parents who are dismissive and non-responsive to practitioners' concerns;
Parents who collect their Children from school when drunk, or under the influence of drugs;
Children who drink alcohol regularly from an early age;
Children who are concerned for younger siblings without explaining why;
Children who talk about running away; and
Children who shy away from being touched or flinch at sudden movements.

Physical abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. **Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.**

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

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones; and
Children with unexplained: <ul style="list-style-type: none"> ▪ bruises or cuts; ▪ burns or scalds; or ▪ bite marks.

Emotional abuse

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

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

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

Sexual abuse and child sexual exploitation

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

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

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

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

Children who appear with unexplained gifts or new possessions;
Children who associate with other young people involved in exploitation;
Children who have older boyfriends or girlfriends;
Children who suffer from sexually transmitted infections or become pregnant;
Children who suffer from changes in emotional well-being;
Children who misuse drugs and alcohol;

There are three main types of child sexual exploitation:

- Inappropriate relationships – usually involves one abuser who has inappropriate power-physically, emotionally or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with the abuser.
- Boyfriend/Girlfriend – Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafes or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/woman and threatened with violence if they try to seek help.
- Organised exploitation and trafficking – Victims are trafficked through criminal networks – often between towns and cities –and forced or coerced into sex with multiple men. They may also be used to recruit new victims.

Some of the following signs may be indicators that *Female Genital Mutilation (FGM)* may have already taken place. These may include:

The child may have difficulty walking, sitting or standing – may look uncomfortable.
The child may be spending longer than normal in the toilet.
The child may show signs of frequent urinary, menstrual problems.
The child may have repeated absences or behaviour changes – withdrawn or depressed.
The child may find confiding in a professional due to embarrassment or fear.
The child may talk about pain or discomfort between their legs.

Risk factors of FGM include:

- Low level of integration into UK society.
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PHSE
- Visiting female elder from the country of origin
- Being taken on holiday to the country of origin

- Talking about a special procedure to become a woman

Some of the following signs may be early indicators of - *Recognising Extremism and Radicalisation*

Showing sympathy for extremist causes.
Glorifying violence, especially to faiths and culture.
Making remarks or comments about being at extremist events or rallies outside of school.
Evidence of possessing illegal or extremist literature.
Advocating messages similar to illegal organisations or other extremist groups.
Out of character changes in dress, behaviour and peer relationships.
Secretive behaviour.
Online searches or sharing extremist messages or social profiles.
Intolerance of difference, including faith, culture, gender, race or sexuality.
Attempts to impose extremist views or practices on others.
Verbalising anti-Western or anti British Values.
Advocating violence towards others.

Neglect

Neglect is a pattern of failing to provide for a student’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a student’s health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Some of the following signs may be indicators of neglect:

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

Taking action

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect/FGM.

If a child is in immediate danger or is at risk of harm, you should:

1. Refer to children’s social care and/or police
2. Be alert to signs of abuse and neglect
3. Question behaviours
4. Ask for help

Concerns about a student's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help.

Each has its own specific warning indicators, which you should be alert to. **Working Together to Safeguard Children (2015)** statutory guidance sets out full descriptions.

This is a revised policy statement about the signs to look in line with the revised document **'What to do if you're worried a child is being abused' – Advice for practitioners March 2015.**

Expert and professional organisations provide up to date guidance and practical support on specific safeguarding issues. Information for schools and colleges can be found on the TES, MindEd and NSPCC websites.