

Madeley Academy



Child Protection & Safeguarding Policy

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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’ July 2018, ‘Keeping Children Safe in Education’ (KSIE) September 2018, ‘What to Do If You Are Worried a Child is Being Abused’ March 2015 (Advice for practitioners) and ‘Information Sharing’ July 2018 (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 students at Madeley Academy under section 175 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 2018 (KSIE) at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children July 2018 at:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Information Sharing July 2018 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/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

All of the above documents should be read together in conjunction with each other. The links provided above are current as at 1 September 2018. All staff have read Part 1 of KSIE and have signed as such.

All documents can be found in the staff shared area/Safeguarding/2018-19

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 Academy 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 Academy will assess each incident as it appears. In respect of assessing any bruising to a child this Academy 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 KSIE September 2018, p14 & 15 and in Safeguarding Information for all staff September 2018 p13 & 14 which précis Part 1 of KSIE

The document 'Keeping Children Safe in Education' can be accessed by staff from the staff shared area/Safeguarding/2018-19/KCSIE Sept18.

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, Adult's Mental Health Impact on children, Special Educational Needs, Children With a Disability, Female Genital Mutilation, Honour Based Violence, Child Trafficking, Modern Slavery, Forced Marriage, Suicide Intervention, Young Carers, Children in the Court System, Homelessness, Adoption, Children returned to their family from care, Sexual Violence, Sexual Harassment, Sexual Exploitation, Initiation or hazing, Drug and Substance Misuse, Gang Activity, County Lines, Fabricated and Induced Illness.

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

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 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 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 support the student's development in ways that will foster security, confidence and independence.
- 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.
- The Academy recognises its responsibilities for safeguarding within the remit of Ofsted "The common inspection framework: education, skills and early years"
http://www.telfordsafeguardingboard.org.uk/lscb/downloads/file/345/ofsted_inspecting_safeguarding_in_early_years_and_skills_setting
- 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.

The safety and protection of all children is of paramount importance to all those involved in Education. For avoidance of doubt the role of governing bodies of all schools is set out in "Keeping Children Safe in Education" September 2018 (KCSIE), effective from September 3rd 2018. This guidance coupled with

“Working Together to Safeguard Children” July 2018 Chapters 2 & 3 and the areas identified above within the context, is the blueprint for all inter agency working and should be available and accessible to all those responsible for children’s welfare. This school policy reflects the “Keeping Children Safe in Education” 2018 making it clear to Governing Bodies that staff in all schools and colleges should ensure that all staff read at least part one of KCSIE and signed as such ***although best practice would be for all staff to be acquainted with all five parts of KCSIE 2018. We also acknowledge that Appendix A & C of KCSIE 2018 shall be referred to all circumstances where further support and advice is required by this school.***

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

Our policy will be published on the Academy website and reviewed annually. However, if need be, it may be reviewed and refined before this yearly commitment so that it is flexible to change and current with new legislation. Wherever possible there should be a conversation with Designated Safeguarding Lead (or Deputy), who will help staff to decide what to do next. Options include:

- Managing any support for the child internally via the school’s own pastoral support
- An early help assessment
- A referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

In exceptional circumstances where the Designated Lead or Deputy is not available, this should not delay appropriate action being taken.

Staff within the Academy may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care assessment for statutory services if the child’s situation does not appear to be improving or is getting worse.

Staff within this Academy will also be made aware of the process for making referrals to children’s social care and statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral (as identified on page 10 of KCSIE 2018), along with the role they might be expected to play in such assessments. Also staff will be made aware of the flowchart from KCSIE 2018 page 13 “Actions where there are concerns about a child.”

On occasions the Academy may be asked to participate in multi-agency meetings and in cases of sexually harmful behaviour (including social media and youth produced sexual imagery known as “sexting”), 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. This will be recorded and kept under review within the Academy and with other partner agencies. 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. Any intervention will consider the victim, alleged perpetrator, all other children and if appropriate adult students and staff. Also we will engage with parents to manage and agree this process for all involved. 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.

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).

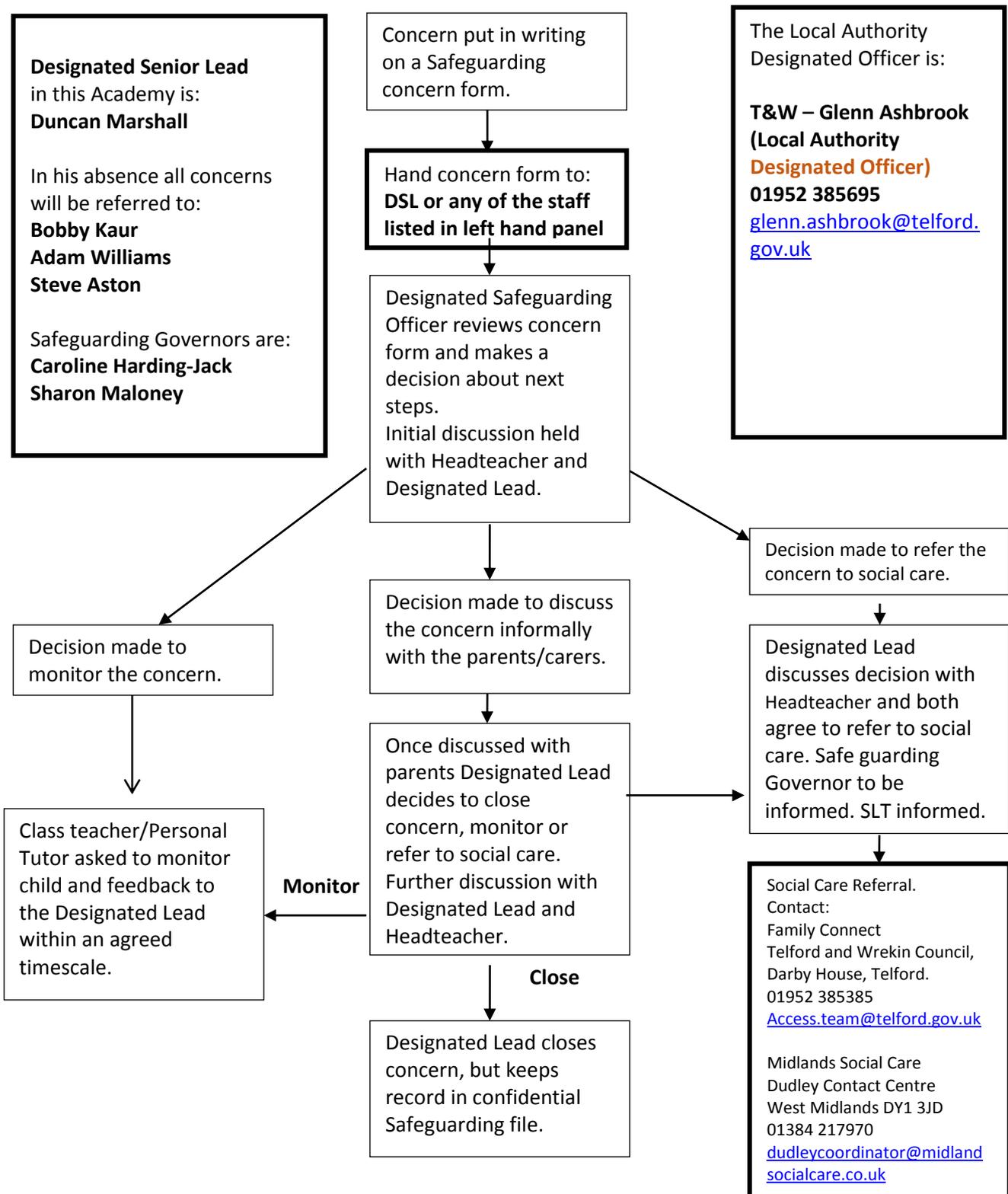
All staff at Madeley Academy work to the Safeguarding Children Board procedures where allegations may be made by a student/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the SCB, managing allegations against 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' 2018.

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.

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 Chapters 2 & 3 of 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' (KSIE) September 2018 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
- Where our Academy uses alternative provision and work experience placements we continue to be responsible for the safeguarding of that pupil as identified in Part 3 of KCSIE 2018. Therefore, the Academy will obtain written confirmation from the setting that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the Academy would otherwise perform in respect of its own staff.
- Appropriate Safeguarding policies are adopted, monitored and evaluated which will include areas such as:
 - Child protection and safeguarding
 - Suicide intervention
 - 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
 - Code of conduct for staff and governors
 - Meeting the needs of students with special medical conditions
 - Intimate care
 - Meeting the needs of students in disseminating prescribed medications
 - Academy security
 - Issues which may be specific to our local area or population
 - Emergency procedures plan
 - Whistleblowing
- 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 2018 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 Governor Safeguarding Lead has a Workbook of roles and responsibilities available which will ensure the completion of the Safeguarding s11 audit, on a yearly basis-[TWSCB s11 Safeguarding Self Assessment Toolkit Audit for Governors](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

The Designated Lead and Responsibilities

The Designated Lead for child protection is: **Duncan Marshall** and in his absence any concern must be referred to **Bobby Kaur, Adam Williams or Steve Aston** who will take appropriate advice. They have received DSL child protection training and will liaise in accordance with the TWSCB. It is the professional responsibility of the DSL's to update their own training gaps/needs with enhanced updates and training which are held throughout the year and regularly offered by the TWSCB, conferences/workshops offered by private providers and other mainstream providers. If in doubt, "Keeping Children Safe in Education" September 2018 Annex B should be referred to for clarification about the role of DSL's. The Role of DSL's and their Deputy's is made explicit within Job Descriptions.

The Designated Lead will ensure that whole Academy child protection training is made available to all staff, including induction of temporary staff and satisfy themselves that members of staff understand their responsibility for sharing a concern and with whom. 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. This will also allow staff to contribute to and shape safeguarding arrangements and child protection policy.

All Academy staff will be given a copy of Madeley Academy's Child Protection & Safeguarding Policy (which explicitly refers to processes in school where there may be concerns for a child's welfare and how to respond), Behaviour Policy, Part 1 of KCSIE 2018, a copy of the flowchart from KCSIE 2018 page 13 "Actions where there are concerns about a child" and Annex A & B of KCSIE 2018.

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 **Bobby Kaur, Adam Williams, Steve Aston** 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' and 'What to do if you're worried a child is being abused' March 2015).

The DSL will ensure that they have received training and are confident in dealing with online safety issues. It is the responsibility of the DSL to assess their own confidence and skill set and to ensure that they have the skills to support and report if need be. It is recognised that online safety is an ever changing process and any information that is cascaded down should also be shared on a whole school basis if it is of generic content, such as new and existing social media applications that may be harmful to a child's welfare.

The DSL will have due regard to safeguarding incidents and/or behaviours that can be associated with factors outside the Academy and/or can occur between children outside the Academy. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so our Academy will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here;

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

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 Deputy are available to attend/assist in any meetings/verbal responses in relation to:

- Child Protection Strategy Meetings
- Child Protection Resolution Meetings
- Child Protection S17's Children In Need Meetings (CIN)
- Child Protection S47's Visits/Meetings (and other Social Care enquiries if requested/desired to be in attendance by Police/Social Worker)
- Child Protection Child Conferences
- Child Protection Core Groups
- Child Protection Professionals Meetings
- CAF/TAC/TAF (Common Assessment Framework/Team Around Child/Family)
- Special Education Need Meetings (SEN)
- Disabled Children's Team
- Sensory Inclusion Service Meetings (SIS)
- Vulnerable Learners
- Children In Care Meetings (CIC)
- Multi-Agency Public Protection Arrangements (MAPPA Meetings)
- Multi-Agency Risk Assessment Conference Meetings(MARAC)-Domestic Violence
- Operation Encompass-Domestic Violence Notifications
- Local Authority Designated Officer Position of Trust Meetings (LADO/POT's)
- Child Sexual Exploitation (CSE) & Children Abused Through Exploitation (CATE) Risk Panel Meetings
- PREVENT-Channel Panel Meetings & Referrals
- Multi-Agency Child Enquiries checks (MACE) within Family Connect

or any planning meetings as deemed necessary in the remit of child protection and safeguarding. 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, Bobby Kaur, Adam Williams or Steve Aston can be contacted on **01952 527700** or via:

dmarshall@madeleyacademy.com

bkaur@madeleyacademy.com

awilliams@madeleyacademy.com

saston@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 **Bobby Kaur, Adam Williams or Steve Aston** 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

Any child identified with extra vulnerability in their lives is prone to more peer group isolation than other children. They will be made aware of the Academy’s pastoral worker and offered access to that or any other appropriate service if needed and offering that extra support if required. Especially vulnerable are the areas of Special Educational Need (SEN), Care Leavers, Children with a Disability, Children in Care and those experiencing any form of abuse.

The Designated Safeguarding Lead and along with any Designated Teachers will also have any details of the local authority Personal Advisors so that they can assist within the setting and onto transition. The DSL will liaise with the appropriate person when the child leaves the host setting sharing full information of the Child’s Journey.

The student should be made aware of the Academy pastoral worker 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 PSHEE 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) and those previously looked after have access to a DSL in our Academy, where they can seek support, where in certain circumstances the needs are specific or different. This may be the same DSL for all Academy child protection issues but in some cases it is not. Our Academy recognises the Children in Care Policy and which we will adhere to it. This school recognises that this group of children are especially vulnerable and holistic agency working is essential.

In addition on the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers and virtual heads will be assigned to have responsibility for promoting the

educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales (see link below) <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Virtual school heads manage pupil premium plus for looked after children which they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. (See link below).

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

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 takes seriously its duties to assist parents and help them with on line safeguarding resources. As such, we will make them aware of the web page Parent Info which is a comprehensive, free resource for schools and parents covering a range of safeguarding topics and information about apps and when they are updated etc. The content is updated by CEOP (Child Exploitation & Online Protection Centre) and can be found at <http://parentinfo.org/>

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 08456 40445.

On occasions Ofsted may forward complaints that **may** raise a safeguarding concern about our Academy via Family Connect. In such instances we will work with all agencies within Family Connect to clearly respond to Ofsted on a case by case basis. We wish to make it clear that there is a separate standalone formal school complaints procedure which can also be used to raise concerns of any nature, please see the schools website for familiarisation of that route. ***We would hope that the need to elevate those concerns is a rare occurrence but for transparency we wish to make it clear that that route is available for parents. Parents can also speak to the Headteacher/Governing Body if clarification is needed.***

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.

The school will in addition also work within and alongside all agencies relating to Part 4 of KCSIE 2018 "Allegations of abuse made against teachers and other staff"

We will liaise with our Human Resources Team to provide support to staff going through the disciplinary and LADO process. This will support referrers, investigators and those affected in any such dealings and gravity.

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 **Bobby Kaur, Adam Williams or Steve Aston** 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 <http://westmidlands.procedures.org.uk/> Section 1.14 "Allegations against Staff or Volunteers".

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, **Bobby Kaur, Adam Williams or Steve Aston** 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 parents’ 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.**

In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board [“Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” \(September 1st 2018\)](#) to keep our systems robust with the latest current advice.

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, Bobby Kaur, Adam Williams or Steve Aston.**

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.

In respect of files being released when requested by the Police under [Section 29 of the Data Protection Act 2018 a form entitled “Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6\(1\)d\)”](#) should accompany that release and a copy will be retained for our records. Also we will consider the [7 Golden Rules for Information Sharing](#). This school will also seek advice and adopt HM Government Information Sharing Advice July 2018.

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

If in any doubt we will seek advice from our **chosen Data Protection Officer.**

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

No named statistics in relation to Child Protection are an important part of performance information. Since 1 September 2017 each DSL and nominated Governor has access to a DSL/Governor s11

Workbook. This information will be collated in the Workbooks and will inform the Head and the Governing Body of how our school is coping with child protection issues. These will be entered and updated on a regular basis either in the Workbook or within the CPOMS process. [The Workbook for DSL's and Governors can be downloaded here.](#)

The Workbook for [DSL's](#) and [Governors](#) can be downloaded here.

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. The DSL, if thought appropriate, may wish to share relevant safeguarding information in advance of new children arriving if they need continuing support e.g. in response to sexual abuse. 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. The current host school in this process should **not** photocopy and retain child protection records as this is deemed from the Information Commissioners Office that this would contravene The Data Protection Act 2018 (DPA 18), but rather produce a chronology to pass on with the child protection records and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice. We will follow the Workbook Guidance in all circumstances where we need to or seek advice from our data officer.

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. . Also a useful document to be familiar with is the ["Records Management Toolkit for Schools" Version 5 February 2016 guidance from the Information and Records Management Society](#) and ["Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" TWSCB September 1st 2018](#)

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. The Academy will comply with the statutory guidance 'Children Missing Education' September 2016.

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

In addition to the above and where reasonably possible we shall endeavour to hold more than one emergency contact number for each student. This goes beyond the legal minimum and is good practice to give the Academy additional options to make contact with a responsible adult when a child is missing education and poses a potential welfare/safeguarding concern.

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 **Bobby Kaur, Adam Williams or Steve Aston**. Madeley Academy adopts the local TWSCB "FGM Practice Guidelines" and Resource Pack.

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 **Bobby Kaur, Adam Williams or Steve Aston** as a matter of urgency. National and local protocols for multi-agency liaison with police and children's social care will be activated.

Child Trafficking and Modern Slavery

Modern slavery, including child trafficking, is child abuse. If as an Academy we become aware or have suspicions that a child may have or is being exploited or trafficked, we will contact Family Connect in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to safeguarding and protection under the law. This school recognises this as any normal child protection referral and potential victims of trafficking and modern slavery can be of any nationality and may include British children. This may cover not only those trafficked for sexual exploitation but those trafficked as drug carriers internally in the UK.

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 and the CATE Referral Form will be completed. In addition we have noted and made relevant staff aware of the “Child Sexual Exploitation-Definition and guidance for practitioners” issued by the DfE February 2017. Along side this we have taken the same steps and made all staff aware of the CSE Warnings Checklist. Sexual exploitation signs and indicators can be found in Appendix 1 – Four Defined Categories of Abuse.

Children Leaving Academy Premises Without Permission

The Madeley Academy Behaviour Policy covers incidents where students leave the Academy without permission. If a student is no longer on the 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 the Academy and is at risk.

In respect of this and at a local Telford & Wrekin Council level, the school will require behaviour and attendance leads to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, [“Policies and Procedures for Identifying Children Not Receiving Education \(CNRE\) and Children Missing Education \(CME\)” Telford & Wrekin Council \(September 2016\)](#). This document has a further two supplementary elements that will be complied with and adhered to [“Modified Timetable Protocol” Telford & Wrekin \(September 2016\)](#) and [“Children Out of School Protocol” Telford & Wrekin Council \(September 2016\)](#).

Children That Have Gone Missing

- Where students have gone missing and not in the manner above we will follow the [“Local Missing Children Process” January 2016](#).

Private Fostering, Homelessness and Homestay Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or under the age of 18 if the child is disabled, this extends to children who are within homestay arrangements. Children 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 children 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 child has been trafficked into the country. The Academy also recognise that children whether through family difficulties or through their own choice could be at risk of **becoming homeless**. Madeley Academy recognises that we will refer and consult with relevant agencies to support any families/child or children in this situation.

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.

In the case of Homestay arrangements we will ensure that our Academy fall within the duties as set out in Annex E (pages 96-98) of KCSIE 2018, “Host families-homestay during exchange visits”. For avoidance of doubt these include any arrangements at home or abroad.

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 the 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.

Suicide Intervention

Madeley Academy accepts and understands that thoughts of suicide are common and the leading cause of death in young people. As such suicide intervention is our business too. The Academy wants to work with our students and work in partnership to support anyone in our Academy community that may have thoughts of suicide. We will follow our Suicide Intervention Policy to assist wherever we can in making those in our care as safe as possible. We will also make staff aware of the following useful link in raising awareness of the subject;

<http://zerosuicidealliance.com/>

Madeley Academy recognises that **suicide bereavement has been described as “grief with the volume turned up”** the effects on families, communities and society as a whole are devastating and tragic. The Academy will support in any way we can and the link below will be signposted as appropriate;

http://www.petesdragons.org.uk/Bereavement_Support_2369.aspx

Children with Family Members in Prison and within the Court system

Madeley Academy will be aware that some children will have family members in prison and within the court system and also may be subject to the court system themselves when parents are in the process of separating. We recognise that they may need extra support during this traumatic time in their lives. We will provide whatever support is needed and in respect of the child's wishes, work with the family to support them. We will only do this with consent of the parents and wider family and any agency asking for us as an Academy community to support. Where necessary we may seek specialist help and direct those needing it to the website; <https://www.nicco.org.uk/>. In relation to children in the court system we recognise that assistance is hyperlinked and available within Annex A of KCSIE 2018 to support staff.

Sexual Violence and Sexual Harassment between children

Madeley Academy accepts that sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

The Academy will treat sexual violence and sexual harassment in line with any other child protection concern and refer onto relevant agencies as stated within our policy, as such the Academy will adopt the DfE document: [Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads : May 2018](#)

Context: Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, it may also include initiation/hazing they can occur online and offline (both physical and verbal) and are never

acceptable. It is important in our setting that **all** victims are taken seriously and offered appropriate support in a non-judgemental way and on a case by case basis. Staff will act in the best interest of the child. In light of this this will consider;

- The wishes of the victim in terms of how they want to proceed.
- The nature of the alleged incident
- The ages of the children involved
- Any power imbalance between children
- Is the incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children and school staff
- Contextual safeguarding issues
- The rights of children to receive an education

Established research suggests it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. The Academy will have a whole school approach in;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Research states that disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers.

Established research found that children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Madeley Academy will ensure that designated academy staff understand consent. It will be especially important if a child is making a disclosure that suggests they might have been raped. Additional information from the CPS around consent will be sought and will be especially helpful for the academy’s designated safeguarding lead and their deputies where the above definition is clearly set out. Consultation will be sought through Family Connect for practical advice and support in this particularly sensitive area.

In addition and where necessary for effective safeguarding the Academy will utilise/seek resources and seek support from established sources. Madeley Academy will consider and in some cases access the toolkit [Peer-on-peer abuse toolkit \(PDF\)](#) to assist in our decision making and will also consider the <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> For an initial scoping we may consider the [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#)

The Academy will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole academy approach. We will consult in the first instance with Family Connect for advice and support and seek advice around how best to deal with any issues.

In relation to sexting, also known as youth produced sexual imagery, the Academy will where necessary consult with guidance produced by The UK Council for Child Internet Safety (UKCCIS) Education Group “Sexting in Schools and Colleges” and Department of Education document “Searching, screening and confiscation” January 2018. The Designated Safeguarding Lead (or Deputy) will take the lead on these issues <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

It is important in this Academy that policies and procedures are developed in line with legal obligations, including the Human Rights Act 1998 and the Equality Act 2010 and especially the Public Sector Equality Duty.

Madeley Academy will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole academy approach. We will contact/signpost as necessary to Rape Crisis <https://rapecrisis.org.uk/> or the Survivors Trust for the nearest contact points <http://thesurvivorstrust.org/>. Also we will seek advice from the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/signs> and NICE guidance <https://www.nice.org.uk/guidance/ng55> for advice on developing interventions; working with families and carers; and multi-agency working.

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 set out in “Working Together”.**

Youth Violence, Gang Activity & Child Criminal Exploitation (County Lines)

“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.

Furthermore, criminal exploitation of children is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Missing episodes are key to identifying potential involvement in county lines.

In respect of the above we will ensure staff and students must;

- feel safe at our setting all the time
- understand very clearly what safe situations are; and
- be highly aware of how to keep themselves and others safe
- monitor thoroughly missing episodes
- aware that any child of any age and gender may be vulnerable to grooming activity by others of any age and gender
- aware a child of any age may be susceptible
- aware that it is exploitation even if consensual
- aware that it may be typified by a form of power imbalance

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.

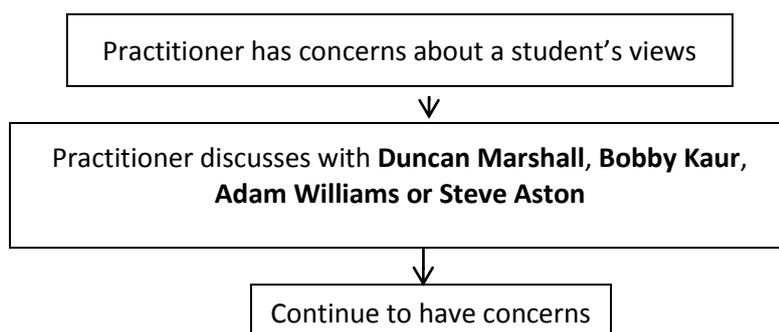
Duncan Marshall and **Bobby Kaur** have received a **Workshop to Raise Awareness of PREVENT (WRAP 3 Training)** as identified in the [PREVENT Duty Guidance 2015](#) and delivered by an approved WRAP 3 trainer.

The PREVENT Duty is seen by the Academy as part of its wider safeguarding obligations. Our Designated Safeguarding Lead and any other senior leaders will familiarise themselves with the [Revised PREVENT Duty Guidance for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The four general themes being; Risk assessment, working in partnership, staff training and IT policies.

If Madeley Academy is 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). For avoidance of doubt any PREVENT referral will be sent to **Family Connect and the Police**. 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:





A joint decision is made with **Lady Maria Satchwell** regarding a referral to other agencies

Prevent Lead at Madeley Academy is **Duncan Marshall** and in his absence, **Bobby Kaur, Adam Williams or Steve Aston**.

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, Physical Intervention & The Use of “Reasonable Force”

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 for this and we will liaise and contact Jo Barnett (T&W Outdoor Education Service Manager 382057) for the relevant guidance to follow. Refer to www.twccommercial.co.uk/educationalvisits

When considering arrangements for safe changing of children for PE and in respect of recommendations from Serious Case Reviews, Madeley Academy will consider the NSPCC document “Best Practice for PE Changing Rooms”. This consideration will come under our duty and remit of Health & Safety and in the context of children’s welfare. Any individual school policy stance will take this best practice guidance into account. The guidance includes: what we as an academy need to consider when organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations where drama productions require careful planning and additional thought and using off-site changing rooms. [NSPCC factsheet](#)

For avoidance of doubt for parents and the whole Academy community there are circumstances when it is appropriate for staff in the Academy to use “reasonable force” to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be retrained to prevent violence or injury. For avoidance of doubt reasonable force will only be used where de-escalation processes have failed.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the Academy will consider the risks carefully recognising the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 where we make reasonable adjustments, non-discrimination and the Public Sector Equality Duty. This school will by planning positive and proactive behaviour support where necessary by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers. By doing this we will as far as is possible reduce and minimise the occurrence of challenging behaviour and the need to use reasonable force.

“Reasonable” in these circumstances means “using no more force than is needed”. The use of force may involve either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of the classroom. The Department for Education believes that the adoption of a “no contact” policy at a school can leave staff unable to fully support and protect those in their care. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances (see link below)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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 and be in no doubt on induction of how to access the TWSCB Policies & Procedures, the Academy Child Protection & Safeguarding in Schools Policy (which includes signposting for online safety for pupils and staff), a copy of the schools behaviour policy, Code of Conduct and accessing of whole school training. The same principle applies to current staff where refresher training may be considered by the Designated Safeguarding Lead. This may be done in a format such as regular briefings, e mails, newsletters or thematic workshop approaches.

Safer Recruitment and E-Safety

It was proposed that Safer Recruitment Training was a requirement from January 2010.

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 and the Academy will adhere and comply with ["Keeping Children Safe in Education" Statutory Guidance \(September 2018\)-Part 3 "Safer Recruitment" and where necessary Part 4 "Allegations of abuse made against teachers and other staff"](#)

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 staff should make the Headteacher or Chair of Governors (if this is the headteacher) aware of any relationships and associations both within and outside of the workplace (including online) that may have implications for the safeguarding of children in school. The Designated Safeguarding Lead (Deputy) will make themselves aware of the requirements in relation to the Parts 3 and 4 of KCSIE identified above and seek advice where needed.

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.

Online safety is a growing and complicated area for all agencies. This school recognises that staff need to be aware that children with Special Education Needs and Disabilities (SEND) are particularly vulnerable and the unique risks associated with online safety because of their SEND recognition. That is not to say that the principle doesn't apply to any other children in our care. However in light the heightened vigilance needed in school for all, the links below will be made aware to staff in the quest for them to be confident to keep children safe online whilst they are at school. By doing this we wish staff to recognise the additional risks from online bullying, grooming and radicalisation and giving staff the capability to support all children.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers this school to protect and educate the whole school community in our use of technology and we will work with our Information Technology partners to identify, intervene in and escalate any incident where appropriate. ***Parents need to be in no doubt and work with us, support us in and out of school and be aware of this to assist us with effective online safeguarding. We CANNOT do this alone.***

The breadth of issues classified within online safety is considerable:

content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults and

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Online safety is a major concern for all professionals not only Social Media forums but issues around youth produced sexual imagery known as “sexting”. For information and support in these areas the following websites below are available for all staff and parents to view. The sites are for all age groups, parents and carers which will form the basis and assist with e safety education, support and policy in our school;

<http://swgfl.org.uk/>

www.thinkuknow.co.uk

www.virtualglobaltaskforce.com

www.parentsprotect.co.uk www.lucyfaithfull.org.uk www.stopitnow.org.uk <http://parentinfo.org/>

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Collecting Evidence

Any recorded telephone or video images (CCTV) or photographic evidence collected as part of investigations will be processed fairly and lawfully in accordance with Data Protection Act 2018 insofar as it will be:

- Adequate, relevant and not excessive
- Used for the purposes(s) stated in this policy only and not used for any other purposes
- Accessible only by the senior member of staff conducting the investigation and after securing permission from the Headteacher
- Treated confidentially
- Stored securely

Data collected by use of CCTV may be used for prevention and detection of crime, staff disciplinary and pupil behaviour, discipline and exclusions are required.

Data may be stored and viewed from the CCTV provider, or downloaded onto other digital platforms, that may include, but are not exclusively, portable storage devices, laptops, school servers. It may be shared with school staff, used as evidence in tribunal or exclusion proceedings and may be shared with third party agencies such as the Police, the LA or Social Care, subject to internal Data Protection processes.

Taking Photographs

Madeley Academy will follow good practice guidance from the Information Commissioners Office, on taking photographs in educational institutions will be followed. In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area. A full copy of the guidance can be viewed at [Taking photographs in schools guidance 2014](#).

Madeley Academy and its staff will under **no** circumstances photograph injuries seen on children. Staff in schools are not Crime Scene Investigators nor are they trained to the standard of hospital

photographers. These experts are the only people who should be photographing injuries. Professional Crime Scene Investigators who undertake injury photographs present their evidence at court as an expert witness. School staff are not expert witnesses.

If the concern is around non-accidental injury then that is a matter that requires immediate attention on the day resulting in an appropriate referral to Family Connect. Those professionals will control getting the process of photographic evidence gathering underway and assessment.

We will as an academy make sure staff should record all visible injuries on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

Curriculum and Wider Activity – Work Placement

Madeley Academy will work in line with the 'Keeping Children Safe' guidance - 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 Safeguarding and E-Safety policies and Part 1 of 'Keeping Children Safe' September 2018. 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.