

Child Protection and Safeguarding Policy

Hill Avenue Academy



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Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Chair of Directors of Manor MAT	David Coles	dcoles@manormat.com 01902 556460
CEO of Manor MAT	Anita Cliff	acliff@manormat.com 01902 556460
Chair of governors at Hill Avenue Academy	Katy Morgan	kmorgan@manormat.com 01902 558750
Designated safeguarding leads (DSL) at Hill Avenue Academy	Elliott Hateley	ehateley@hillavenueacademy.com 01902 558750
Deputy DSL at Hill Avenue Academy	Harj Kahlon	hkahlon@hillavenueacademy.com 01902 558750

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Local authority designated officer (LADO)	Interim LADO(s)	wscb@wolverhampton.gov.uk 01902 550477
Channel helpline		020 7340 7264
Local Authority Prevent Lead, West Midlands Police	Nathan Hazlehurst	nhazlehurst@wolverhampton.gov.uk
Police Prevent Lead	Deborah Smith	Deborah.Smith@wolverhampton.gov.uk
Early Help Team, Wolverhampton MASH		01902 551 979
NSPCChelp@nspcc.org.uk		0121 200 4600

1. Aims

The school aims to ensure that:

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

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

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

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

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

- We give special consideration to children who:
 - Have special educational needs (SEN) or disabilities (see section 9)
 - Are young carers
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - Have English as an additional language
 - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
 - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member's mental health needs
 - Are looked after or previously looked after (see section 11)

5. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All Staff

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

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Miss Harj Kahlon. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Email: hkahlon@hillavenueacademy.com

Telephone: 01902 558750

When the DSL is absent, the deputy – Mrs Gurbax Kaur-Heyward – will act as cover.

If the DSL and deputy are not available, Mr Peter Harvey Assistant Headteacher will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- The full responsibilities of the DSL and deputy are set out in their job description.

5.3 The Governing Board

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education.

Section 15 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

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

Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

Communicating this policy to parents when their child joins the school and via the school website

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- Ensuring the relevant staffing ratios are met, where applicable

- › Making sure each child in the Early Years Foundation Stage is assigned a key person

6. Confidentiality

- › We recognise that all matters relating to child protection are confidential.
- › The Headteacher (DSL) or will disclose any information about a child to other members of staff on a need to know basis only.
- › All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- › All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being.
- › We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Multi Agency Support Hub (MASH)

GDPR

Manor MAT's Data Protection Officer (DPO) has a due regard to the relevant data protection principles, which allows all school's in Manor MAT to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- › being confident in the school's processing conditions which allow Hill Avenue Academy to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- › understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- › Timely information sharing is essential to effective safeguarding
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- › If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- › Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

The School's Three Safeguarding Partners

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners

1. The Local Authority
2. Chief Officer of Police, and
3. The Clinical Commissioning groups.

All schools in Manor Multi-Academy Trust work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area and work with other agencies in line with Working together to safeguard children.

Multi-agency working

Schools and Academies in Manor Multi-Academy Trust have a pivotal role to play in multi-agency safeguarding arrangements. Manor Board of Directors ensure that the schools in Manor MAT contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of children, including identifying and responding to their needs.

The DSL and DDSL at Hill Avenue Academy has received full Level 3: Child Protection and Safeguarding Training; Safer Recruitment Training, Working Together from Wolverhampton's Safeguarding partners. All staff receive annual safeguarding training as well as regular internal training offered at each school in line with new legislation and government guidance.

The designated safeguarding lead and any deputies liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

NPCC- When to call the police should help designated safeguarding

The school's safeguarding leads understand when they should consider calling the police and what to expect when

Contacting the Police

In an emergency dial 999. This should be used if:

- > There is a danger to life or
- > Risk of serious injury or
- > A serious crime is in progress or about to happen.

For example:

- > Assault
- > Criminal damage
- > Cyber crime
- > Drugs
- > Harassment
- > Sexual offences
- > Theft
- > Weapons

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.

When an incident occurs in which a crime has or may have been committed, the school will consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school's behaviour policy contains guidance on how to deal with and record such incidents.

Operation Encompass

Operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Clinical Commissioning Groups

Clinical commissioning groups are one of the three statutory safeguarding partners. NHS Health practitioners are in a strong position to identify welfare needs or safeguarding concerns regarding individual children and, where appropriate, provide support. This includes understanding risk factors, communicating and sharing information effectively with children and families, liaising with other organisations and agencies, assessing needs and capacity, responding to those needs and contributing to multi-agency assessments and reviews.

A wide range of health practitioners have a critical role to play in safeguarding and promoting the welfare of children including: GPs, primary care practitioners, pediatricians, nurses, health visitors, midwives, school

nurses, allied health practitioners, those working in maternity, child and adolescent mental health, youth custody establishments, adult mental health, sexual, alcohol and drug services for both adults and children, unscheduled and emergency care settings, highly specialised services and secondary and tertiary care.

The children of Hill Avenue receive regular health checks and visits by the school nurse to ensure their development is supported. The school nurse will also attend various meetings to support children and families, including: Early Help Assessments and Child Protection Conferences and Core Group meetings. The school holds half termly meetings with the school nurse to discuss the development and welfare of the children. The will also contact the school nurse regarding non-urgent medical inquiries.

Multi-Agency Safeguarding Referral Hub (MASH)

Everyone has a responsibility for the protection of children and there is a duty placed on all those working with children and families to report concerns. This is not a matter for individual choice. All schools must have clear in-house procedures which describe what should happen if anyone has concerns for the welfare of a child and all staff must abide by those procedures.

The Multi Agency Safeguarding Hub (MASH) is the single point of contact for all early help and safeguarding concerns regarding children and young people in Wolverhampton. It brings together expert professionals, from a range of services that have contact with children, young people and families, making the best possible use of their combined knowledge and information to meet children's needs and keep them safe from harm.

7. Recognising abuse and taking action

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

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

MASH:

- Is a 'front door' to manage early help and safeguarding referrals;
- Provides a secure and confidential environment for professionals to share information;
- Enables early identification of potential safeguarding concerns and facilitates access to timely and effective interventions;
- Prioritises referrals using Red, Amber & Green (RAG) rating;
- Makes sure that cases that don't meet the Threshold for Children's Social Care are picked up by other agencies as Early Help or other appropriate support;
- Where necessary, activates 'immediate response' social work services to provide protection for a child or young person(s).
- When a referral is made to MASH - Early Help and Social Care staff in the MASH will carry out a range of information checks to see what if any additional information there is in partners' files to ensure the best possible picture of the family is used to inform decisions about keeping children safe and the sort of help and support the family might need.
- Once a telephone referral is made, the DSL/DDSL (or staff/student/volunteer) making the referral must fill out and return a completed MULTI-AGENCY REFERRAL FORM (MARF) to the MASH within 24 hours. The completed form should then be sent to:
 - MASH@wolverhampton.gov.uk or
 - MASH@wolverhampton.gcsx.gov.uk (secure email) or
 - posted to: The Multi-Agency Safeguarding Referral Hub (MASH), Civic Centre, St Peters Square, Wolverhampton, WV1 1RT.
- The better the information you put on the MARF, the more likely it is that the staff in the MASH will be able to make an accurate, safe and swift decision about how best to manage any risks and help both the child(ren) and their family. The written referral should be acknowledged by the MASH within three working days of receipt of the initial contact indicating the actions to be taken.

- Please follow the link below to the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

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

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil must speak to the DSL and follow our local safeguarding procedures.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.
- It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

- Figure 1 on page 11 illustrates the procedure to follow if you have any concerns about a child's welfare.
- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

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

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

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

7.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Manor Multi-Academy Trust has employed an Educational Psychologist who can diagnose a mental health problem. Staff also receive annual mental health training and are well placed to observe children day-to-day and

identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

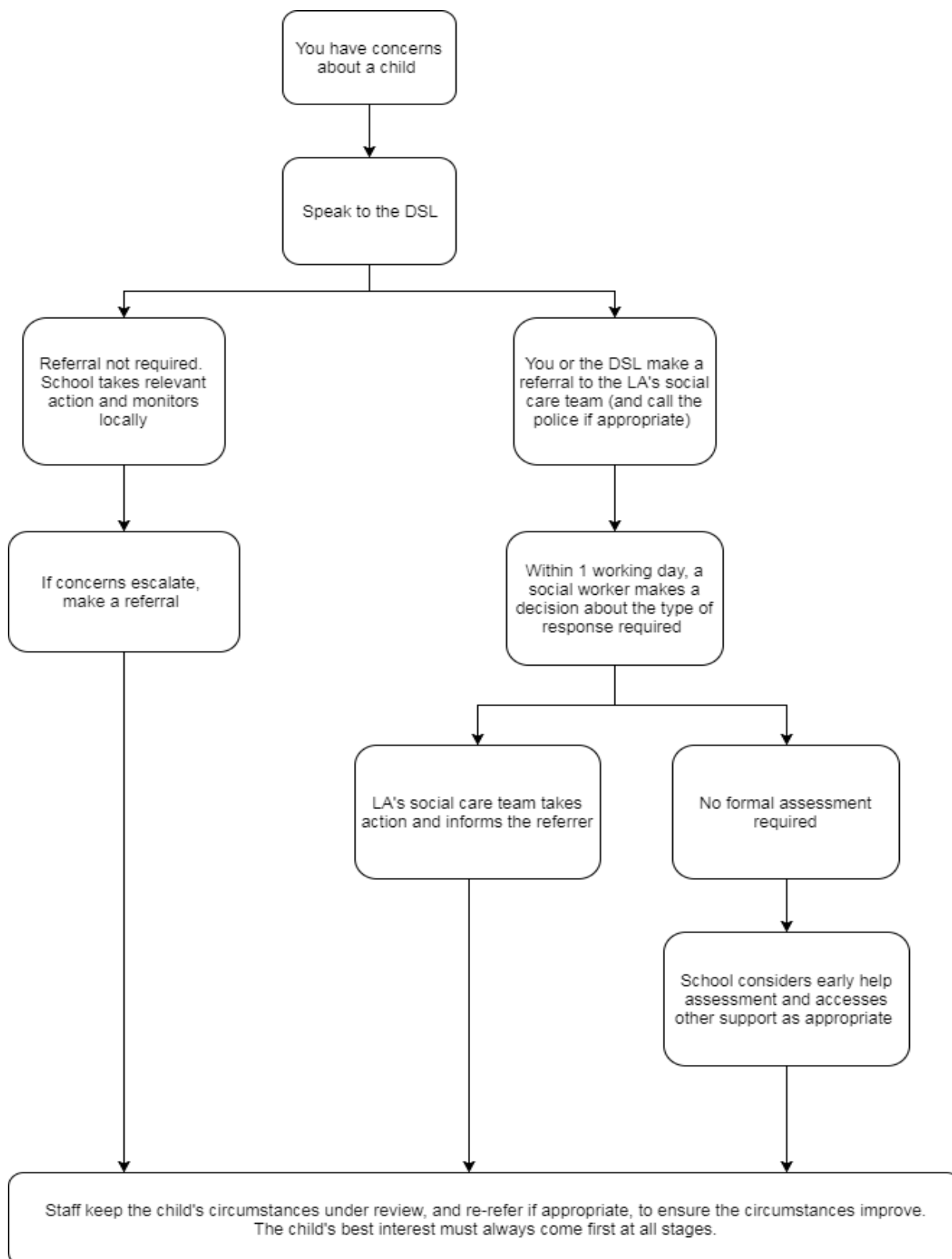
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- If a pupil makes an allegation of abuse against another pupil:
 - You must record the allegation and tell the DSL, but do not investigate it
 - The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
 - The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
 - The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by regular reassurance and guidance
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

7.9 Sexting

Guidance adopted from Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

- Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:
- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through West Midlands Police by dialling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

What it is

How it is most likely to be encountered

The consequences of requesting, forwarding or providing such images, including when it is and is not abusive

Issues of legality

The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

Specific requests or pressure to provide (or forward) such images

The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

8. Notifying parents

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

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

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

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

9. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Pupils being more prone to peer group isolation than other pupils

The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- One-to-one sessions with the school's Special Educational Needs Coordinator
- One-to-one sessions with the school's Educational Psychologist
- One-to-one or family Art Therapy sessions with the school's Art Therapist
- Sessions may also be carried out through Microsoft Teams (a trusted professional platform)

Virtual meetings should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

10. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

Responding to unauthorised absence or missing education where there are known safeguarding risks

The provision of pastoral and/or academic support

11. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Miss Harj Kahlon (Head of School) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

12. Mobile phones and cameras

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
- Staff will not take pictures or recordings of pupils on their personal devices including mobile phones, tablets, cameras, laptops, etc.
- We follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Children are not permitted to bring mobile phones to school.
- If a for exceptional reasons a parent requires their child to bring a phone to school and this has been agreed by the Head/ Deputy/ Assistant Head then the child must bring the phone to the main School Office when they arrive in school and then collect it at the end of the day when they leave.
- The school accepts that employees will bring their mobile phones to work. Employees are not permitted to make/receive calls/texts during work time (excluding break times and then this should only be done in a phone designated space – staff room, PPA room, school offices).
- Employees should ensure that mobile phones are turned off or on silent at all times during the hours children are in school while on school premises. They should be kept in a locked cupboard that is not accessible to children.
- In the event that an employee has an exceptional reason for having their phone on them, they may request to the Head of School and then their phase leader that they leave their phone on during working hours.
- Usually if someone needs to contact staff for emergency reasons during the school working day they should ring the school phone and someone from the office will inform the member of staff immediately.
- Staff are not at any time permitted to use recording equipment or their mobile phones, for example to take photographs or videos of children.
- When on an educational visit, trip, event, local walk, staff should carry a phone with them to keep contact with school and inform the school on arrival/departure times and any issues which may occur during the visit.
- Staff are not permitted to take pictures of children on an educational visit on their personal mobile phones or devices. The teacher's school iPad should be used to take any photos.
- Once the photos have been safely and securely saved back in school then the teacher should delete the photos immediately from the iPad/device

iPads and Digital Technology

Senior staff and Early Years teachers at Hill Avenue Primary are provided with a school iPad, and iPad case. The iPad's are used to enhance learning opportunities in the classroom environment and when on school educational visits. Photographs and videos of children learning can be taken and safely stored on the iPad

which is password protected. iPads also aid teachers with planning and preparation through the use of educational applications which can be downloaded onto the iPad.

- All iPads remain the property of Hill Avenue Primary School, and should a member of teaching staff leave, the iPad must be returned to the head teacher/deputy/assistant head at the earliest convenience.
- Applications/software which are downloaded onto the individual iPad are purchased by the teacher in use of the iPad.
- All personal data on the iPad should be stored in a folder entitled 'Personal'. Staff should seek assistance from the ICT coordinator and ICT Technician, Online Officer for assistance if they have any difficulty doing this.
- Children are able to use the 'Teacher iPad' when in the classroom environment and when in the presence and under the supervision of staff members.
- It is acceptable to save photographs of children learning the curriculum, on the iPad, for evidence of the learning opportunities undertaken. Photographs of children with individuals not associated with Hill Avenue Academy should not be shared. Photographs should be deleted from the iPad once saved securely on the school's network.
- Staff should password protect the iPad using the 4-digit password code. Staff should seek assistance from the ICT co-ordinator, ICT technician, Online Safety Officer for assistance if they have any difficulty doing this.
- Staff are responsible for the iPad and due care and respect should be taken when using them in school and at home

13. Complaints and concerns about school safeguarding policies

13.1 Complaints Against Staff

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

13.2 Other Complaints

- We believe that our academy provides a good education for all our children, and all senior leaders and other staff work very hard to build positive relationships with all children and parents. However, the academy is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the academy follows in such cases.
- If any parent is unhappy with the education that their child is receiving, or has any concern relating to the academy, we encourage that person to talk to the child's class teacher immediately.
- We deal with all complaints in line with advice given by Manor Multi-Academy Trust. If the academy cannot resolve any complaint itself, those concerned can ask Manor Multi-Academy Trust to intervene.

Aims and objectives

- Our academy aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

The complaints process:

- If a parent is concerned about anything to do with the education that we are providing at our academy, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.
- All teachers work very hard to ensure that each child is happy at academy, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.
- Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head of School.

- Teachers consider any complaints very seriously and investigate each case thoroughly. Most complaints are normally resolved at this stage.
- Should a complaint not be resolved by the Head of School, to the parent's satisfaction, s/he should make a formal complaint, as outlined below.
- This complaint must be made in writing, stating the nature of the complaint and how the academy has handled it so far. The parent should send this written complaint to the Chair of the board of Governors (Katy Morgan, kmorgan@manormat.com)
- The governors must consider all written complaints within two weeks of receipt. Two governors, selected by the chair of the board of Governors, arrange a meeting to discuss the complaint, and invite the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The academy gives the complainant at least three days' notice of the meeting.
- After hearing all the evidence, the governors consider their decision and inform the parent and the Head of School in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.
- If the complaint is not resolved, a parent may make escalate their complaint to Wolverhampton's Local Authority. Further information about this process is available from the academy or from the Wolverhampton Local Authority.
- An independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint, chairs a further meeting.

13.3 Whistle-blowing

Whistleblowing – Allegations

At Hill Avenue Academy we recognise that adults working in schools may pose risks or harm children. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues i.e.

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

Reporting Concerns

Any concerns about the conduct of other adults in the school should be taken to the Head of School without delay (or where that is not possible, to the Deputy Designated Safeguarding Lead). Any concerns about the Head of School should go to the Chair of Governors - without notifying the Head of School. David Coles, Chair of Governors can be contacted via email: dcoles@manormat.com or by telephone: 01902 556460. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy. The LADO must be contacted within one working day in respect of all cases in which it is alleged that a member of staff, a student, volunteer or any other person in a position of trust working with the children has:

There may be up to three strands in the consideration of an allegation:

1. a police investigation of a possible criminal offence;
2. enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
3. consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

We understand that allegations may be made against a member of staff, a student or a volunteer.

- Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the LADO and Personnel Consultant in making this decision.
- In the event of an allegation against the Head of School, the decision to suspend will be made by the Lead Director with advice as above.
- We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Whistle-blowing - Process

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

14. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In accordance with the requirements outlined in the GDPR, personal data will be:

- Processed lawfully, fairly and in a transparent manner in relation to individuals.
- Collected for specified, explicit and legitimate purposes and not further processed in a manner that is
- incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or
- historical research purposes or statistical purposes shall not be considered to be incompatible with the initial
- purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate and, where necessary, kept up-to-date; every reasonable step must be taken to ensure that personal

- data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified
- without delay.
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes
- for which the personal data are processed; personal data may be stored for longer periods, insofar as the
- personal data will be processed solely for archiving purposes in the public interest, scientific or historical
- research purposes or statistical purposes, subject to implementation of the appropriate technical and
- organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals.
- Processed in a manner that ensures appropriate security of the personal data, including protection against
- unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

Categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and contact details)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- National curriculum assessment results
- Special educational needs information
- Relevant medical information
- Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil information

- Manor Multi Academy Trust and its schools keep information about you on computer systems and also sometimes
- on paper. We hold your education records securely until you change school. Your records will then be transferred
- to your new school, where they will be retained until you reach the age of 25, after which they are safely
- destroyed. There are strict controls on who can see your information. We will not share your data if you have
- advised us that you do not want it shared unless it is the only way we can make sure you stay safe and healthy
- or we are legally required to do so.

Who do we share pupil information with?

- We may routinely share limited required pupil information with:
- Schools or other education establishments that the pupils attend after leaving us
- The Local Authority (City of Wolverhampton Council) and their commissioned providers of Local Authority Services
- The Department for Education (DfE)
- 3rd Party Companies Operating a Service Level Agreement with School (Must be GDPR Compliant)

Why we share pupil information?

- We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

- We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.
- To find out more about the data collection requirements placed on us by the DfE (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>
- We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013. To find out more about the pupil information we share with the department, for the purpose of data collections, go to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupildatabaseuser-guide-and-supporting-information>

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by conducting research or analysis, producing statistics and providing information, advice or guidance.

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of data requested: and
- The arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which

project), please visit the following website: <https://www.gov.uk/government/publications/national-pupildatabaserequests-received>

Securing your personal data

Manor Multi Academy Trust operates secure procedures to protect all Personal information of all individuals. The processes include the secure handling and destroying of any manual records as well as the use of ICT and enhanced protection of our IT infrastructure security. The School Data Protection Policy and Online Safety Policy outlines in more detail the methods used to ensure personal data remains secure in every possible way. All staff attend training and adhere to School policies relating to security.

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact info@hillavenueacademy.com

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress

- Prevent processing for the purpose of direct marketing
- Object to decisions being taken by automated means
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- Claim damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact:

If you would like to get any further clarification of the information about you that Manor Multi Academy Trust (and it's trust Schools) shares with the DfE or how they use your information, please contact:

Email: info@manorprimary.com

Manor Multi Academy Trust

Ettingshall Road

Wolverhampton

West Midlands

WV14 9UQ

Telephone: 01902 556460

<http://www.manormat.com>

To contact DfE: <https://www.gov.uk/contact-dfe>

If you would like to discuss anything in this privacy notice, please contact: info@manorprimary.com

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

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

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

15.2 The DSL and Deputy

The DSL and Deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

15.3 Governors

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

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

15.4 Recruitment – interview panels

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

15.5 Staff who have contact with pupils and families

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

16. Monitoring arrangements

This policy will be reviewed **annually** by Elliott Hateley, Executive Headteacher and Harj Kahlon, Head of School. At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

Behaviour

Staff Code of Conduct

Complaints

Health and safety

Attendance

Online safety

Equality

Sex and relationship education

First aid

Curriculum

Designated teacher for looked-after and previously looked-after children

Privacy notices

Whistle Blowing

Anti Bullying

ICT Acceptable Use

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

Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

Protect a child from physical and emotional harm or danger

Ensure adequate supervision (including the use of inadequate care-givers)

Ensure access to appropriate medical care or treatment

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

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

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

New staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

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

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

We believe the individual has engaged in [relevant conduct](#); or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

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

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

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

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

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

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors, directors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]

Identity

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

The chair of the board will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

Identity

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

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

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

Pupils staying with host families

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

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

Appendix 3: allegations of abuse made against staff

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

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

Possibly committed a criminal offence against or related to a child, or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children

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

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

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

Suspension of the accused until the case is resolved

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

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

Redeployment within the school so that the individual does not have direct contact with the child or children concerned

Providing an assistant to be present when the individual has contact with children

Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

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

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where

the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The individual may contact their trade union for advice, the senior leaders, and/or representatives from the trust. The trust will also support advise on appropriate arrangements for welfare counselling or medical advice.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

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

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

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 4: specific safeguarding issues

Department for Education hyperlinks:

- [Keeping Children Safe in Education 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [Information Sharing Guidance for Practitioners 2018](#)
- [Wolverhampton Safeguarding Partnership](#)
- [What to do if you are worried about a child being abused 2015](#)

At Hill Avenue Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment in line with the Department for Education (DfE) statutory guidance *Keeping Children Safe in Education (2020)* and *Working Together to Safeguard Children (2018)*.

All stakeholders in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

Safeguarding and Child Protection

“Safeguarding” is wider all arching Rainbow. Safeguarding is Government agenda of keeping children safe – e.g. traffic calming measures outside schools, restricting sale of fireworks to under 16 year olds. “Child Protection” is a small segment of that rainbow. Child Protection is the process and framework that protects specific children.

In practice, Safeguarding is the policies and practices that schools and Governing Bodies employ to keep children safe and promote their well-being. Child Protection is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

Safeguarding and promoting the welfare of children is defined by the DfE as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of
- safe and effective care; and
- taking action to enable all children to have the best outcomes

Safeguarding

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families or carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all stakeholders should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding is:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe & effective care
- Taking action to enable all children to have the best outcomes (*Working Together to Safeguard Children, 2018*)

All staff at Hill Avenue Academy are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only the school’s appropriately trained professionals (Educational Psychologist or Art Therapist) should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. We work closely with parents/carers to provide the best possible support for children and their families.

In order to properly safeguard children, we need a clear and accurate understanding of their life in school and away from it including; attendance records, contact details, fostering/care arrangements.

COVID-19

- Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).
- Our school has followed the non-statutory interim guidance on [safeguarding in schools, colleges and other providers during the coronavirus outbreak](#). This guidance has supported Hill Avenue's governing body, senior leadership team and designated safeguarding leads to continue to have appropriate regard to KCSIE and in keeping our children safe.

The Three Safeguarding Partners

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners

1. local authorities
2. chief officers of police, and
3. clinical commissioning groups).

All schools in Manor Multi-Academy Trust work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area and work with other agencies in line with Working together to safeguard children.

Multi-Agency Working

Schools and Academies in Manor Multi-Academy Trust have a pivotal role to play in multi-agency safeguarding arrangements. Manor Board of Directors ensure that the schools in Manor MAT contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of children, including identifying and responding to their needs.

The DSL and DDSL at Hill Avenue Academy has received full Level 3: Child Protection and Safeguarding Training; Safer Recruitment Training, Working Together from Wolverhampton's Safeguarding partners. All staff receive annual safeguarding training as well as regular internal training offered at each school in line with new legislation and government guidance.

- The designated safeguarding lead and any deputies liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- NPCC- When to call the police should help designated safeguarding
- The school's safeguarding leads understand when they should consider calling the police and what to expect when

Contacting the police

In an emergency dial 999. This should be used if:

- There is a danger to life or
- Risk of serious injury or
- A serious crime is in progress or about to happen.

For example:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.

When an incident occurs in which a crime has or may have been committed, the school will consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school's behaviour policy contains guidance on how to deal with and record such incidents.

Operation Encompass

Operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Clinical commissioning groups

Clinical commissioning groups are one of the three statutory safeguarding partners. NHS Health practitioners are in a strong position to identify welfare needs or safeguarding concerns regarding individual children and, where appropriate, provide support. This includes understanding risk factors, communicating and sharing information effectively with children and families, liaising with other organisations and agencies, assessing needs and capacity, responding to those needs and contributing to multi-agency assessments and reviews.

A wide range of health practitioners have a critical role to play in safeguarding and promoting the welfare of children including: GPs, primary care practitioners, paediatricians, nurses, health visitors, midwives, school nurses, allied health practitioners, those working in maternity, child and adolescent mental health, youth custody establishments, adult mental health, sexual, alcohol and drug services for both adults and children, unscheduled and emergency care settings, highly specialised services and secondary and tertiary care.

The children of Hill Avenue receive regular health checks and visits by the school nurse to ensure their development is supported. The school nurse will also attend various meetings to support children and families, including: Early Help Assessments and Child Protection Conferences and Core Group meetings. The school holds half termly meetings with the school nurse to discuss the development and welfare of the children. The will also contact the school nurse regarding non-urgent medical inquiries.

Multi-Agency Safeguarding Referral Hub (MASH)

Everyone has a responsibility for the protection of children and there is a duty placed on all those working with children and families to report concerns. This is not a matter for individual choice. All schools must have clear in-house procedures which describe what should happen if anyone has concerns for the welfare of a child and all staff must abide by those procedures.

Multi Agency Safeguarding Hub (MASH)

The Multi Agency Safeguarding Hub (MASH) – full contact details on above - is the single point of contact for all early help and safeguarding concerns regarding children and young people in Wolverhampton. It brings together expert professionals, from a range of services that have contact with children, young people and families, making the best possible use of their combined knowledge and information to meet children's needs and keep them safe from harm.

MASH:

- Is a 'front door' to manage early help and safeguarding referrals;
- Provides a secure and confidential environment for professionals to share information;
- Enables early identification of potential safeguarding concerns and facilitates access to timely and effective interventions;
- Prioritises referrals using Red, Amber & Green (RAG) rating;
- Makes sure that cases that don't meet the Threshold for Children's Social Care are picked up by other agencies as Early Help or other appropriate support;

- Where necessary, activates 'immediate response' social work services to provide protection for a child or young person(s).

When a referral is made to MASH - Early Help and Social Care staff in the MASH will carry out a range of information checks to see what if any additional information there is in partners' files to ensure the best possible picture of the family is used to inform decisions about keeping children safe and the sort of help and support the family might need.

Once a telephone referral is made, the DSL/DDSL (or staff/student/volunteer) making the referral must fill out and return a completed Multi-Agency Referral Form (MARF) to the MASH within 24 hours. The completed form should then be sent to:

- MASH@wolverhampton.gov.uk or
- MASH@wolverhampton.gcsx.gov.uk (secure email) or
- posted to: The Multi-Agency Safeguarding Referral Hub (MASH), Civic Centre, St Peters Square, Wolverhampton, WV1 1RT.

The better the information you put on the MARF, the more likely it is that the staff in the MASH will be able to make an accurate, safe and swift decision about how best to manage any risks and help both the child(ren) and their family. The written referral should be acknowledged by the MASH within three working days of receipt of the initial contact indicating the actions to be taken.

Bail Conditions and Children with Family Members in Prison

It is unlikely that a child will be on police bail with conditions attached, so it is essential that when there is a criminal investigation that there is joined up working between the school, children's social care and the police so that the victim, alleged perpetrator and other children involved are supported.

- Managing any delays in the criminal process
- There may be delays in any criminal case but we should not wait for the outcome before protecting the victim, alleged perpetrator and other children in the school

Regardless of whether a child is convicted of a crime or not, all the children involved should be protected.

National Information Centre on Children of Offenders (NICCO) Supporting all professionals to work with offenders' children and their families www.nicco.org.uk

County Lines

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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years (including 16 and 17 year olds who can legally consent to have sex)
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse

Recognising Child Sexual Exploitation

Indicators of child sexual exploitation may include:

- Receiving gifts or gifts from unknown sources e.g. money, clothes, mobile phones, etc. without plausible explanation and having unaffordable expensive habits (alcohol, drugs)
- Changes in appearance
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers) and/or having multiple mobile phones and worrying about losing contact via mobile
- Frequenting areas known for sex work and/or hotels or other unusual locations to meet friends
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being
- in girls, repeat pregnancy, abortions, miscarriage
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual) e.g. mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- injuries from physical assault, physical restraint, sexual assault

Potential Vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that:

- a. not all children with these indicators will be exploited
 - b. child sexual exploitation can occur without any of these issues
- Having a prior experience of neglect, physical and/or sexual abuse;
 - Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
 - Recent bereavement or loss;
 - Social isolation or social difficulties;
 - Absence of a safe environment to explore sexuality;
 - Economic vulnerability;
 - Homelessness or insecure accommodation status;
 - Connections with other children and young people who are being sexually exploited;
 - Family members or other connections involved in adult sex work;
 - Having a physical or learning disability;
 - Being in care (particularly those in residential care and those with interrupted care histories); and
 - Sexual identity.

More information can be found in: *Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)*

Neglect

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Prevent - Extremism and Radicalisation

As part of the *Counter Terrorism and Security Act (2015)*, schools have a duty to 'prevent people being drawn into extremism and radicalisation – which can lead to terrorism. This has become known as the 'Prevent Duty'.

“Radicalisation” is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

“Extremism” is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our

definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- For advice specific to further education, [the Education and Training Foundation](#) (ETF) hosts the Prevent for FE and Training.

Potential Vulnerabilities

Extremists often target the vulnerable, including the young, by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Recognising Extremism and Radicalisation

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside 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 (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

All staff at Hill Avenue Academy have received Prevent Training.

As a result we assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual

children who may be at risk of radicalisation and what to do to support them. We have clear procedures in place for protecting children at risk of radicalisation.

The Prevent duty builds on existing local partnership arrangements. For example, our Directors ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Partners.

The Prevent training and guidance from DfE has equipped staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a school we are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, we ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We also ensure all staff have received prevent training.

We ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We ensure that suitable filtering is in place. We also ensure that we teach pupils about online safety more generally.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

Channel

We are aware that it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for us as a schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Honour Based Abuse (HBA)

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Female Genital Mutilation (FGM)

FGM is a form of abuse. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

- FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. According to UNICEF in half the countries, half the girls were cut before the age of five.
- An estimated 137,000 women in the UK are affected by FGM. However, the true extent is unknown, due to the "hidden" nature of the crime.
- There are many traditional and local terms used for FGM – a full list can be found at www.forwarduk.org.uk/key-issues/fgm

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act").

4 Types Of Procedure:

1. Clitoridectomy – partial/total removal of clitoris
2. Excision – partial/total removal of clitoris and labia minora
3. Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
4. All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why Is It Carried Out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Potential Indicators

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage or a "special procedure"

Recognising FGM (Has Taken Place)

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Mandatory Reporting

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Any member of staff, students and volunteers must immediately report any suspicions of FGM to the DSL/Deputy DSL. If they cannot be contacted, the staff, student or volunteer must report it to the police directly via the non-emergency 101 number. Those failing to report such cases as detailed above will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Breast Ironing

Breast ironing is where young girls are put through torture, a hot iron or stone is placed on their breasts to compress the breast tissue. By doing this it destroys a women’s breasts, it can take a few days or even a few weeks.

When breast ironing takes place it is often done as part of culture, tradition or religion. However, this is cruel and horrific and no women should be exposed to this abuse. It is most commonly seen in Western and Central Africa countries.

Girls as young as ten are forced to go through this brutal, horrific ordeal, and the only reason this is done is to control a women’s sexuality, preventing attraction from males.

Breast ironing is often performed by mothers. Stones, hammers and hot spatulas are used to thin the breast tissue. It is said that mother’s carry out this brutal process to prevent their daughters from being raped.

It is essential that more people in the UK are made aware of this abuse, as unfortunately figures show that this horrific abuse is on the rise in the UK. Not only is this a form of abuse, but it can also expose girls to health problems later on.

As this type of abuse happens in the home, it can often go unnoticed, meaning young girls are not getting the help they need.

It is everyone’s duty to stop this from happening and protect anyone being exposed to this.

Forced Marriage (FM)

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is using violence, threats or any other form of causing another person to enter into marriage without free and full consent. This is an entirely separate issue from arranged marriage.

Forced Marriage can happen in the UK or children and young people can be taken abroad to be married against their will — in such cases, the victims are often not aware that they are being taken overseas to be forced into marrying someone. Sometimes, they may have no access to money, their return ticket or passport, and no one to talk to about their situation.

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. The practice is illegal in the UK (and applies to all UK nationals even when they are abroad).

- Forced marriage is a serious abuse of human rights
- It is estimated that approximately 8-10,000 forced marriages of British citizens take place every year.
- School summer holidays are a peak time for young people to be taken overseas and forced into marriage against their will.
- 79% female victims
- Youngest recorded case involves a 2 year old victim

- The top 3 countries where forced marriage takes place are Pakistan, India, and Bangladesh. Forced marriages are also known to take place in the Middle East, parts of Africa, Turkey and Eastern Europe.
- People found guilty of forcing marriage can be imprisoned or fined or both.

Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Stakeholder Responsibilities

The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Hill Avenue Academy.

The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and safeguarding/child protection partners (clinical commissioning group for the LA, chief officer of police for the LA) on matters of safety and safeguarding;
- undertake the required safeguarding/child protection training as well as safer recruitment training;
- raise awareness of safeguarding and child protection amongst all stakeholders through a whole school ethos and age specific curriculum;
- ensure that child protection information is transferred to the pupil's new school effectively and all Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Where children leave the school or college ensure that the file transferred to the new school or college securely and confirmation of the receipt should be obtained
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records.
- Liaising with other agencies, professionals and safeguarding partners.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff which may become an annual requirement
- Providing an annual report for the Directors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Directors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- Always seek advice from the designated safeguarding lead or deputy about concerns and options for what to do next. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy), who will help staff decide what to do next. Options include:
 - safeguarding partners are informed
 - The Head of School is has the Designated Safeguarding Lead (DSL) responsibility
 - On appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years

- The DSLs who are involved in recruitment (and at least one Director) will also complete safer recruitment training (currently on-line on the DfE website) to be renewed as required (at least every 5 years)

The designated Safeguarding Leads are responsible for:

- managing any support for the child internally via the school or college's own pastoral support processes;
 - an early help assessment; or
 - a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm
- The immediate response, concern and chronology reports must be completed as soon as possible. All victims must be taken seriously, supported and kept safe.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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

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

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

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

Appearing with unexplained gifts or new possessions

Associating with other young people involved in exploitation

Suffering from changes in emotional wellbeing

Misusing drugs and alcohol

Going missing for periods of time or regularly coming home late

Regularly missing school or education

Not taking part in education

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

Having an older boyfriend or girlfriend

Suffering from sexually transmitted infections or becoming pregnant

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

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#). The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL Deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

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

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

Indicators that FGM has already occurred include:

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

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

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

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

Forced marriage

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

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

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

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

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

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

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the curriculum policy, behaviour policy, online safety policy and PSHE policy.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Curriculum

- One concept that permeates KCSiE is by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents, particularly in their social settings beyond school. Her research is about informing policy and practise. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school. More information can be found on the Contextual Safeguarding Network's website: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>.
- Safeguarding is taught throughout the curriculum at Hill Avenue Academy. British Values, Science, PHSE, RE, SMSC, Aspects of English, RE, PE, ICT, Geography, History.
- Our curriculum includes opportunities to discuss feelings and emotions, and helps our children to think about their own personal safety and their rights as individuals to be kept safe from harm.
- We teach our children about the uses and misuses of drugs, including legal highs, at an age appropriate time and level.
- Our Relationships Sex Education (RSE) teaches our children about keeping themselves safe from harm, at an age appropriate level.
- Our curriculum teaching children about radicalization and how to recognize they are being negatively influenced by external groups with bias views
- We have clear guidance to help children to use the internet (including social media) safely and have appropriate filters in place to prevent pupils accessing inappropriate materials.
- Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations for safeguarding children at school.

Online Safety

Across the MAT, the ICT Director using a monitoring and filtering system ensures our children in school cannot access any inappropriate content when using technology for their learning. At Hill Avenue, we have on line safety guidance contained within our e-safety policy. Through the curriculum, SRE and SMSC we actively seek to teach our children how to be safe on line. At Hill Avenue, this means that we not only think about filtering and monitoring within the school's infrastructure, we also have a policy about children accessing the internet whilst they're at school.

Children are taught about:

- Online relationships

- Privacy and Security
- Online reputation
- Online bullying
- School's motto 'Zip It, Block It, Flag It'

Any online safeguarding concerns should be referred immediately to the DSL and/or the online safety officer who will decide whether to report the concerns to the police or support the case within school.

Our curriculum for online safety follows these 3 principles:

1. content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
2. 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
3. conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Educational Resources to support children, staff and families:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Education at home

Where children are being asked to learn online at home, Hill Avenue Academy follows the DfE's advice to support schools and colleges do so safely: [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#).

To keep children safe during remote learning, parents/carers will be aware of:

- Specific sites their children will be asked to use by Hill Avenue Academy
- The Hill Avenue staff their child will interact with

Reporting concerns

Any online safeguarding concerns should be raised initially with the school's Online Safety Officer who will investigate the concerns with the DSL.

Harmful or upsetting content

Hill Avenue Academy is supported by:

- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online

The school is able to:

- get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command
- get advice and support from Anti-Bullying Alliance for children who are being bullied

Hill Avenue also uses [Tootoot](#) to provide a confidential route for pupils to report bullying or abuse.

Our staff access the free Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals (Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm).

Communicating with parents, carers and pupils

It is our aim to maintain professional practice as much as possible. When communicating online with parents and pupils, we:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Virtual lessons and live streaming

Hill Avenue Academy has followed the advice of the National Cyber Security Centre (NCSC) on our remote education offer to children. In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) has provided the school with platform-specific advice.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

Further information can be found in our Remote Learning policy and procedures.

Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families. As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

At Hill Avenue we consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). This may be conducted through Microsoft Teams trusted professional platform.

Virtual meetings should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

If a child is not collected by his/her parents at the end of the school day then the DSL must be informed immediately as well as the office manager. All parties will follow the necessary administration procedures via SIMS to check the parents' whereabouts. In the event that a parent or family representatives cannot be contacted/located then the police must be informed as well as completing a referral to MASH

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
- Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

Emergency Contacts for Children

At Hill Avenue parents/carers are required to provide more available emergency contacts for children. Keeping Children Safe in Education (2020) says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

We monitor attendance carefully and address poor or irregular attendance without delay. In accordance with the guidance in Keeping Children Safe in Education the school has:

- professionals who follow procedures when children do not attend regularly
- appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- procedures to inform the Local Authority when pupils are taken off-roll for:
 - a. leaving the school to be home educated
 - b. moving away from the school's location
 - c. remaining medically unfit beyond compulsory school age
 - d. being in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

If a child goes missing in the school building during the hours of the school day then the DSL must be informed immediately as well as the office manager. All parties will follow the necessary administration procedures via SIMS to check the child's whereabouts then begin a full search of the building. In the event that a child cannot be located then the parents and police must be informed as well as a referral to MASH completed.

Referral Form

Body Map: Child

Name of Child:

School child attends:

Date marks observed:

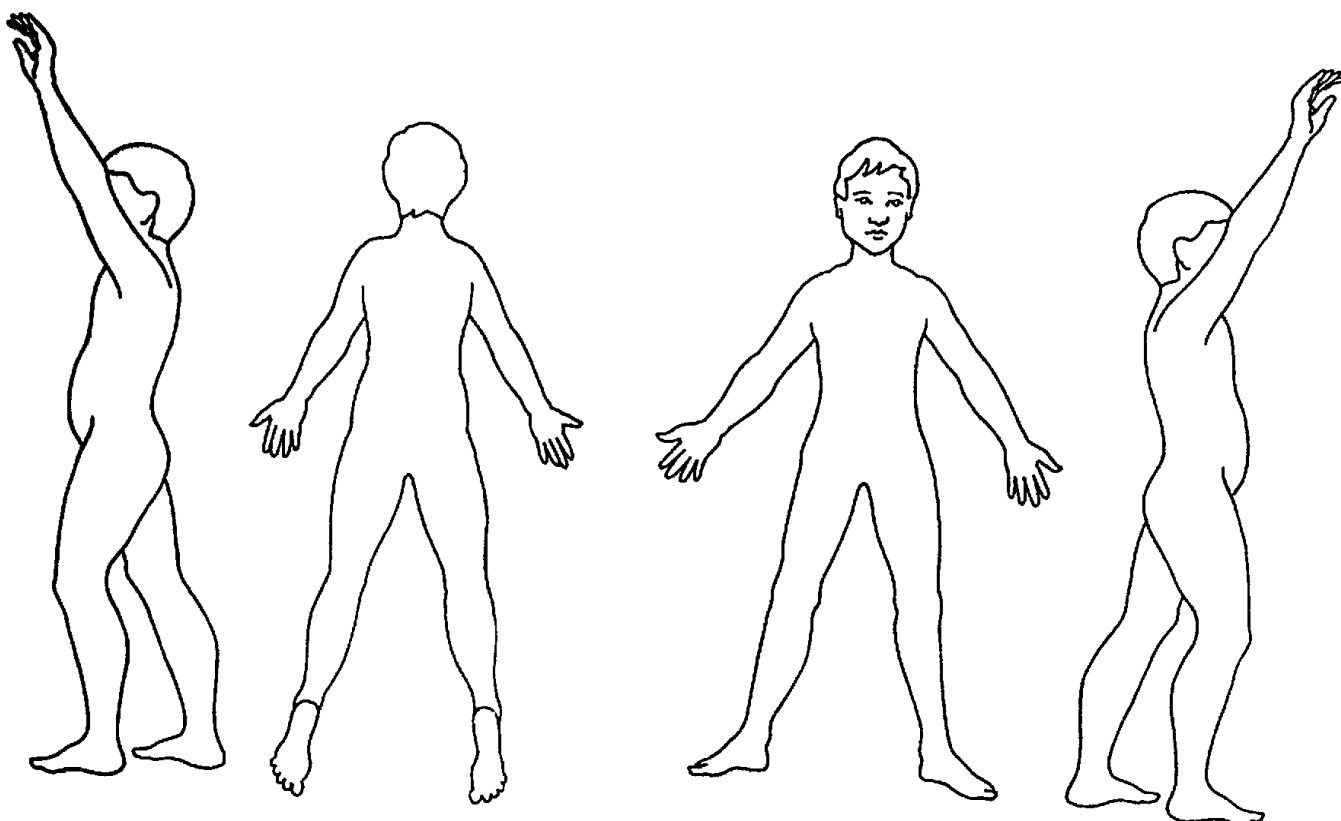
Name of adult completing this form:

Signature of adult completing this form:

When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Body Map: Child



Name of Child:

School child attends:

Date marks observed:

Name of adult completing this form:

Safeguarding Referral and Notification Checklist

Case: _____ (child/staff name)

MASH/First Response (Worried a child is being abused)		
Were you given advice only or did you make a formal referral? (please circle below)	Advice/Formal Referral (please circle below)	
Advice	Follow up email within 24 hours?	Date and time of advice/referral
Formal Referral	Follow up form within 24 hours?	Date and time of advice/referral

LADO (Allegation against staff, students and volunteers)		
Were you given advice only or did you make a formal referral? (please circle)	Advice/Formal Referral (please circle)	
Advice	Follow up email within 24 hours?	Date and time of advice/referral
Formal Referral	Follow up form within 24 hours?	Date and time of advice/referral

Notification Checklist:

Body	Required (Yes or No)	Timeframe	Date notified	Notified by
Board of Directors		ASAP but always within 14 days (in writing)		
LADO		ASAP (in writing)		
DBS		If you terminate employment or they resign (in writing)		
Other e.g. RIDDOR (HSE) (please specify)		Physical injury or fatality		

Safeguarding Referral Chronology

Example:

Date	Time	Action	Document(s)
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