



# GREENWOOD ACADEMIES TRUST

**Medeshamstede Academy Site Specific  
Arrangements  
for Safeguarding and Child Protection**

<b>Document Owner</b>	Martin Bentham
<b>Version</b>	5
<b>Effective From</b>	01/09/2021
<b>Next Review Date</b>	31/08/2022

The relevant Teaching Unions have been consulted with in the process of preparing this document

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## **Introduction**

This document sets out the arrangements for Safeguarding and Child Protection at Medeshamstede Academy.

Medeshamstede Academy is committed to Safeguarding and encourages a strong culture of vigilance in this area.

This document forms part of the integrated safeguarding portfolio and should be read alongside:

- Greenwood Academies Trust: Trust Safeguarding Policy;
- Greenwood Academies Trust: Managing Allegations Against Adults Working within the Trust Policy;
- DfE Keeping Children Safe in Education – September 2021;
- Working Together to Safeguard Children – July 2018;
- Local arrangements for managing allegations issued through the relevant Local Safeguarding Partnership;
- Sexual violence and sexual harassment between children in schools and colleges 2021;
- The Children Act 1989 and 2004;
- The Children and Social Work Act 2017;
- The Education Act 2002;

For the purpose of this document the following terminology should be considered:

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing impairment of children's mental and physical health and 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the Academy, full-time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the Designated Safeguarding Lead at the Academy.

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

**Parents** refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents and LA corporate parents.

## Key Staff and Contacts

### Academy Based Contacts

Name	Role
Martin Bentham	Interim Principal
Cheryl Toshack	Designated Safeguarding Lead
Sarah Hurrell	Deputy Designated Safeguarding Lead
Jon Eames	eSafety Officer
Cheryl Toshack	Prevent Duty Lead
Sarah Hurrell	Designated Teacher for Looked After Children
Sarah Hurrell	Designated Teacher for Previously Looked After Children
Jamie Jones	Attendance Officer
<b>All of the above can be contacted via the Academy office on 01733 821403</b>	

### Other Useful Contacts

Agency / Contact	Contact Details
Safeguarding Helpline Greenwood Academies Trust	0115 748 3262 safeguarding@greenwoodacademies.org
Claire Knee, Safeguarding Trustee Greenwood Academies Trust	0115 748 3262 admin@greenwoodacademies.org
Children's Social Care Contact Centre Peterborough Council	01733 864170 or 01733 864180
Children's Social Care – Emergency Duty yTeam Peterborough Council	01733 234724
Local Authority Designated Officer (LADO) Peterborough Council	01733 864038
Child Line	0800 1111
NSPCC Information Service	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285

### **The Designated Safeguarding Lead (DSL):**

- is a member of the Senior Leadership Team;
- has the status and authority within the Academy to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is available during school hours during term time either in person or remotely to discuss any safeguarding concerns (or delegates responsibility for this to a Deputy DSL);
- refers cases of concern to children's social care, the Channel Programme or police as appropriate;
- acts as a source of support, advice and expertise to the Academy community;
- encourages a culture of listening to children and ensures the child's voice is included in all decision making processes;
- develops effective links with relevant statutory and voluntary agencies including the Local Safeguarding Partnership (LSP);
- liaises with the 'case manager' and the Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a staff member;
- liaises with other relevant staff (Academy and multi-agency) on matters of wellbeing, safety and safeguarding;
- liaises with relevant mental health leads/agencies where safeguarding concerns are linked to mental health;
- promotes engagement with parents, particularly where families are facing challenging circumstances;
- liaises with the Principal and strategic leads to take responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children are or have experienced and identifies the impact these issues may have on attendance, engagement, and achievement – including providing information regarding all students with social worker involvement and supporting teaching staff to provide any additional adjustments to ensure the best outcomes for the student;
- keeps detailed written records of all concerns using CPOMS and ensures all records meet Trust expectations in terms of content;
- understands the importance of information sharing (within relevant data protection legislation and regulations – including GDPR) within the academy and with other relevant agencies;
- ensures that when a pupil leaves the Academy, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) within five days of transfer or five days of a new term and confirmation of receipt is obtained. Consideration should also be given to the sharing of additional information to ensure continued support for students within the new placement;
- ensures all staff have access to and knowledge of the academy safeguarding procedures – including during induction for new, part-time, agency and supply staff;
- ensures that the child protection policy and procedures are reviewed and updated annually, liaises with the Trust Senior Safeguarding Adviser and where the role is not carried out by the Principal, the Principal as appropriate;
- makes staff aware of training courses and the latest policies on safeguarding;
- makes the child protection policy available publicly, on the Academy's website or by other means making clear the fact that referrals to external agencies will be made regarding suspected abuse or neglect and the academy's role in this;
- is appropriately trained, with regular updates;
- has a working knowledge of local procedures, including Early Help and Local Authority social

care referral arrangements;

- understands the lasting impact that trauma and adversity can have on behaviour, mental health and wellbeing;
- is alert to specific needs of children in need, SEND pupils and those with health conditions and young carers;
- attends and/or contributes to child protection conferences;
- coordinates the Academy's contribution to child protection plans;
- understands the requirements of the Prevent Duty and able to provide advice and support regarding children at risk of radicalisation; and
- understands the unique risks of online safety and ensures students are aware of how to keep themselves safe online within the Academy and at home.

### **The Deputy Designated Safeguarding Lead:**

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

### **Children and Young People who may be particularly vulnerable**

Any child may benefit from Early Help, but some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse can occur and contextual safeguarding issues. To ensure that all of our pupils receive equal protection, we will give special consideration to children who:

- are subject to Child In Need or Child Protection Plans or have other social care involvement;
- are disabled or have certain health conditions and have specific additional needs;
- have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- are young carers;
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- are frequently missing/go missing from care or from home;
- are at risk of modern slavery, trafficking, sexual exploitation or criminal exploitation;
- are at risk of being radicalised or exploited;
- have a family member in prison or is affected by parental offending;
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- are misusing drugs or alcohol themselves;
- have returned to their family from care;
- are at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- are privately fostered;
- are persistently absent from education, including persistent absences for part of the school day;
- are asylum seekers;
- are vulnerable to being bullied, or engaging in bullying;
- are living in temporary accommodation;
- are living transient lifestyles;
- are living in chaotic and unsupportive home situations;



- are homeless;
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- do not have English as a first language;
- are within the court system.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### **Children with special educational needs or disabilities**

As a Special School for pupils with autism, Medeshamstede Academy recognises that children and young people with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect such as:

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

### **Allegations against staff or volunteers**

When an allegation is made against a member of staff, our set procedures **must** be followed. The full procedures for dealing with allegations against staff can be found in the Trust's Managing Allegations Against Adults Working Within the Trust Policy.

If you have a concern about an adult working within the Academy, please contact:

<b>Name</b>	<b>Role</b>	<b>Contact Number</b>
Martin Bentham	Interim Principal	01733 821403

If your concern relates to the Principal, please contact:

<b>Name</b>	<b>Role</b>	<b>Contact Number</b>
Clive Lawrence	Strategic Director of Academies (SEND)	0115 748 3310

### **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

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, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

If it becomes necessary to consult outside the school, they should follow the Trust Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff will undertake training each September as directed by the Safeguarding Directorate, covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety);
- Local procedures for responding to concerns;
- The Academy's behaviour policy;
- Response to children that go missing in education;
- The staff code of conduct; and
- Allegations management.

Any staff joining the Academy throughout the academic year, whether permanent, part time, agency or supply staff must also receive this training in a format appropriate to the setting and circumstances.

The level of additional training staff will receive is based on their role. More information on this can be found within the GAT Safeguarding Training Curriculum.

## **Safer Recruitment**

All Safer Recruitment processes are overseen by the Trust People Directorate and our Academy complies with the requirements of Keeping Children Safe in Education 2021 and the LSP by carrying out the required checks and verifying the applicant's identity, qualifications, and work history.

- At least one member of each recruitment panel will have completed safer recruitment training within the last **2 years**;
- All relevant staff are made aware of relevant legislation and their obligations to disclose relevant information;
- The Academy obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked;
- Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained; and
- The Academy maintains a single central record of recruitment checks undertaken.

## **Volunteers**

All volunteers working with the Academy will be risk assessed and will undergo checks commensurate with their work in the Academy, their contact with students and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

## **Contractors**

The Academy checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

## **Site security**

Visitors to the Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

## **Teaching our students about safeguarding**

Through our curriculum we teach children to stay safe and happy. We encourage the understanding that any problem or worry that they may have is legitimate, and to share their worries, big or small with a trusted adult; at home; school or with organisations such as the NSPCC or ChildLine.

All pupils are taught a full and holistic curriculum that enables them to have their needs fully met. Esafety is taught to pupils throughout the curriculum, including computing and PSHE.

Details of the intent of our curriculum and curriculum subjects can be found on the Academy's website, including the Behaviour Policy and Step On Therapeutic Approach to behaviour intervention. The curriculum includes personal, social and healthy relationships education, including sex education for pupils in secondary phase.

Pre-formal stage learners, who are still acquiring spoken language, are supported to have a voice through their individual communication system and all pupils' communication and interaction needs are supported through the academy's autism strategy and interventions, also contained on the website.

## **Child Protection Procedures**

### **Recognising abuse**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2021 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

### **Taking action**

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999;
- report your concern as soon as possible to the DSL, definitely by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern; and
- seek support for yourself if you are distressed.

### **If you are concerned about a student’s welfare**

There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns following the agreed Academy process. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

### **If a student discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL. The point at which they tell the student this is a matter for professional judgement. During their conversations with the pupil staff will:

- listen carefully and allow them to speak freely;
- remain calm and not overreact;
- take it seriously;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’ and confirm that it was right to tell;
- not be afraid of silences – do not stop the student from speaking freely;

- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the student’s mother think about it;
- not speculate or accuse anyone or jump to conclusions (especially about the abuser);
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- report verbally to the DSL even if the child has promised to do it by themselves;
- Record the concern on CPOMS (or complete the record of concern form) immediately and hand it to the DSL as soon as possible; and
- seek support if they feel distressed

### **Notifying parents**

The Academy will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a ‘need- to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education 2021 emphasises that any member of staff can contact children’s social care or the dedicated NSPCC helpline if they are concerned about a child.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely; and
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Child protection information will be stored separately from the pupil's pastoral file within CPOMS.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal to consider in line with the Trust Data Governance Policies and inform the Trust Governance Team.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

### **Early Help Peterborough 01733 863649**

#### **Referral to children's social care**

The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

#### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the Trust Safeguarding Directorate are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; and
- for any other reason they make a judgement that direct referral is in the best interests of the child.

#### **Escalating concerns**

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied about the decision of the DSL or Principal;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from an Academy when it is felt one is needed; or
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to DSLs, Principals, other senior staff or if necessary, to the Trust Safeguarding Directorate.

If there are concerns about the work of an external agency the Academy will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution.

If the options above have been explored fully and the concern still isn’t being handled effectively and therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via Greenwood House or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

### **Specific Safeguarding and Child Protection Issues**

#### **Mental Health and Wellbeing**

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 appropriately trained professionals should attempt to make a diagnosis of a mental health problem, however, academy staff are well placed to identify where a child’s behaviour suggests 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 experiences, this can have a lasting impact throughout childhood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.

All staff are made aware of the indicators of potential mental health concerns and will share these with the DSL.

All pupils have social, emotional and mental health (SEMH) as an area of need on their EHCP. The EHC plan contains details of the provision and approaches that teachers must deliver to meet the pupil’s individual SEMH needs. The EHC plan is reviewed yearly with the child, parents/carers and other professionals at the Annual Review.

The Academy follows a PSHE curriculum specific to the needs of pupils with autism and recognises that mental health is a need associated with autism. Therefore, our research-based autism strategies and holistic curriculum are designed to fully meet pupils’ SEMH needs at a universal level. However, there may be times an individual requires differentiated and targeted support to maintain good mental health. The Academy employs an Educational Psychologist who is trained in CBT and other approaches, such as counselling, to support individual mental health and wellbeing needs.



The Academy ensures all staff receive training in the area of SEMH needs, including self-harm, mental health and wellbeing support, specific to the Academy's special school context for pupils with autism. The Academy's pupil welfare leader and SENCOs make referrals to outside agency's such as CAMHS for individuals who may need further specialist support. We work with other agencies including therapists, such as occupational therapists, who also contribute to an individual's programme to maintain good mental health. For example, the provision of a sensory diet to maintain and teach pupils' self-regulation.

As part of a therapeutic approach to behaviour, the interrelated approaches of emotional literacy, Social Thinking and Zones of Regulation, are explicitly taught throughout our curriculum. This enables pupils to express how they feel and to know what activities can help their wellbeing and self-regulation. All pupils have an individual Zones of Regulation Map to support regulation needs throughout the day. The Academy implements TEACCH Autism from the University of North Carolina as its universal approach to meet the learning characteristics of pupils with autism and therefore help maintain good mental health and wellbeing. As part of this approach, designated quiet, outdoor and classroom spaces are designed to address pupils' needs for time to relax and calm in a structured environment throughout the day in avoiding the sensory and/or emotional overload that is often associated with autism.

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 appropriately trained professionals should attempt to make a diagnosis of a mental health problem, however, academy staff are well placed to identify where a child's behaviour suggests 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 experiences, this can have a lasting impact throughout childhood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. All staff are made aware of the indicators of potential mental health concerns and will share these with the DSL. We can refer to YOUNited and offer other routes to support mental health such as Chums. Our PSHE curriculum and wider curriculum offer promotes strategies for good mental health and well-being amongst our pupils.

### **Child abduction and community safety incidents**

Child abduction is the removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents or other family members, by people known but not related to the victim and by strangers.

Staff should be vigilant regarding community safety incidents within the vicinity of the academy and ensure that all information is passed to the DSL in a timely manner – examples of incidents of concern may be loitering by unknown people or unknown adults engaging in conversation with students.

Children should also be provided with information in order to ensure they are able to keep themselves safe focussing on building confidence rather than simply stranger warnings.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child

arrangements processes through the family court system

We recognise that both circumstances may be stressful for children and appropriate support will be provided in line with local and national guidance.

### **Children missing education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation as well as criminal exploitation, including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. The Academy will monitor unauthorised absence and take appropriate action including notifying the Local Authority, particularly where children go missing for extended periods of time, on repeated occasions and/or are missing for periods during the Academy day.

### **Children with family members in prison**

Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The Academy recognises that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders and local agencies.

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Staff should be aware that different forms of harm overlap and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim.

There are a range of factors that could contribute to a child's vulnerability to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Exploitation does not just include face to face contact, it can also occur on online.

The definition of Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or threat of violence.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or possessions;
- Children who associate with other young people involved with exploitation;
- Children who suffer from changes in emotional well being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

This list is not exhaustive, staff should remain vigilant, and any concerns should be raised immediately

with the DSL.

The definition of Child Sexual Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity a) in exchange for something the victim needs or wants, and/or b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any young person, male or female, under the age of 18 years, including 16 and 17 year olds who can legally consent to sexual activity.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Indicators of CSE (in addition to those indicators for CCE) can include:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections, display sexual behaviours beyond expected development or become pregnant

CSE can be a one off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff should be made aware of the indicators of sexual exploitation and all concerns must be reported immediately to the DSL.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK – no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of CCE and CSE indicators may also be applicable to where children are involved in county lines. Some additional specific indicators are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’; where drugs are concealed internally to avoid detection;
- are found in accommodation they have no connection with, often called a ‘trap house’ or cuckooing or hotel room where there is drug activity;
- owe a debt to their exploiters; and
- have their bank accounts used to facilitate drug dealing

Academy staff will remain vigilant to those children and concerns will be shared with the DSL.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Concerns regarding these issues must be reported to the DSL and Principal (or other member of SLT) without delay.

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’) for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDos) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supply or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cybercrime.

If there are concerns regarding a student in this area, this must be reported to the DSL and Principal (or other member of SLT) without delay in order to access additional support

### **Domestic abuse**

The Domestic Abuse Act received Royal Assent on 29 April 2021. The act creates a statutory definition of domestic abuse based on the existing cross-government definition.

‘Abusive behaviour’ is defined in the act as any of the following:

- physical or sexual abuse;

- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse; and/or
- psychological, emotional or other abuse.

For the definition to apply, both parties must be aged 16 or over and ‘personally connected’

‘Personally connected’ is defined in the act as parties who:

- are married to each other;
- are civil partners of each other;
- have agreed to marry one another (whether or not the agreement has been terminated);
- have entered into a civil partnership agreement (whether or not the agreement has been terminated);
- are or have been in an intimate personal relationship with each other;
- have, or there has been a time when they each have had, a parental relationship in relation to the same child; and/or
- are relatives.

The Act also recognises the impact of domestic abuse on children, as victims in their own right. All children can witness and be adversely affected by exposure to domestic abuse in the context of their home life where domestic abuse occurs between family members. This can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people this may not be recognised in law under the statutory definition of ‘domestic abuse’. However, as with any child under the age of 18, standard safeguarding procedures should be followed.

Staff will remain vigilant to incidents of this type and will ensure support and intervention is available and provided to young victims and young perpetrators.

### **Operation Encompass**

This operates in all police forces across England. DSL’s (or Principals) will receive notification of when Police have been called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident. This should occur before the next school day.

Usual Academy safeguarding procedures should be followed if any further action is required following an Operation Encompass notification.

### **Homelessness**

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

The DSL (and deputies) should be aware of the contact details and referral routes into the Local Housing Authority so concerns can be raised and progressed in a timely manner. They will then be better able to support students facing homelessness by supporting and signposting through appropriate agencies and support networks within the locality.

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

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. Abuse committed in the context of 'preserving honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such by Academy safeguarding staff.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia or other injury to the female genital organs. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Academy staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by a female **student** about going on a long holiday during the summer vacation period.

There is a statutory duty upon teachers (section 5B of the Female Genital Mutilation Act 2003) which mandates that they must personally report to the police cases where they discover (either through disclosure by the victim or visual evidence – although visual evidence is likely to be an extremely rare occurrence for education staff and they should not be examining students) that an act of FGM appears to have been carried out on a girl under 18. Failure to do this may result in disciplinary action. This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable the Academy to support the staff member through this process.

Suspected cases, with no direct disclosure or visual evidence should be reported to the DSL without delay and usual academy safeguarding procedures should be followed.

### **Forced Marriage**

A forced marriage is a marriage 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. A lack of consent can be where a person does not consent or where they cannot consent (if they have learning disabilities for example). Some perpetrators use perceived cultural practices as a way to coerce a person into marriage. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Academy staff receive training and should be particularly alert to suspicions or concerns raised by a student about

being taken abroad and not being allowed to return to England, they play an important role in safeguarding children from forced marriage.

### **Preventing Radicalisation**

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

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

**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 of threat **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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Background factors combined with specific influences such as family or friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods, such as via social media or within the home environment.

Academy staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the Academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The Academy has an identified Prevent Lead who will co-ordinate all concerns and necessary referrals related to extremism, radicalisation and terrorism.

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the Academy's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

### **Peer-on-Peer / child-on-child abuse**

The Academy recognises that students may become victims of abuse from other students. This can take many forms and occur inside and outside of school and online.

This is most likely to include, but may not be limited to, abuse within intimate partner relationships; bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and

initiation/hazing type violence and rituals.

Sexual violence and harassment can occur between children of any age and sex, although evidence suggests that it is gendered, and girls are more likely to be victims and boys perpetrators. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All staff are trained to recognise incidents of peer on peer abuse and will report instances including, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser. It will be made clear that no form of peer-on-peer abuse, sexual violence or sexual harassment will be tolerated or accepted as an inevitable part of growing up or banter, any behaviour of this type will be challenged by all adults working within the Trust and not normalised. Staff are aware that addressing inappropriate behaviour (even if it appears relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The Academy website states our position in relation to sexual violence and sexual harassment:

‘Our position as a trust and within all our academies is clear: sexual violence and sexual harassment are never acceptable, will never be tolerated and are not an inevitable part of growing up. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently with to promote mutual respect.

Our Safeguarding and Child Protection Policy has guidance within it around the indicators of peer on peer abuse and harmful sexual behaviour along with our response procedures. All relevant Safeguarding Policies are available on individual academy websites.

The appropriate means for disclosing an allegation of abuse relating to another student is always to inform a member of the specific academy’s safeguarding team directly or a member of the Trust Safeguarding Directorate. In the event that an allegation is made against a member of staff, this must be sent to the Academy Principal or directly to the Trust Safeguarding Directorate. We will always act on concerns raised’.

See Appendix 3 for further information regarding sexual violence and sexual harassment between children and Academy response and reporting procedures.

## **Serious Violence**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self harm or significant change in wellbeing;
- signs of assault or unexplained injury; and/or
- unexplained gifts or new possessions.

These can all suggest that children have been approached by, or are involved with, individuals



associated with criminal networks or gangs and may be at risk of CCE.

There are a range of risk factors which all staff should be aware of which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery

### **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the Academy should notify the Local Authority of the circumstances.

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

### **Work experience**

The Academy has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2021).

### **Children staying with host families**

The Academy may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable. In such circumstances the Academy follows the guidance in Annex E of Keeping Children Safe in Education (2021) to ensure that hosting arrangements are as safe as possible.

## **Appendix One**

### **Four categories of abuse**

#### **Physical abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by proxy but is now more usually referred to as fabricated or induced illness).

#### **Emotional abuse**

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

#### **Sexual abuse**

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

#### **Neglect**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or

- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

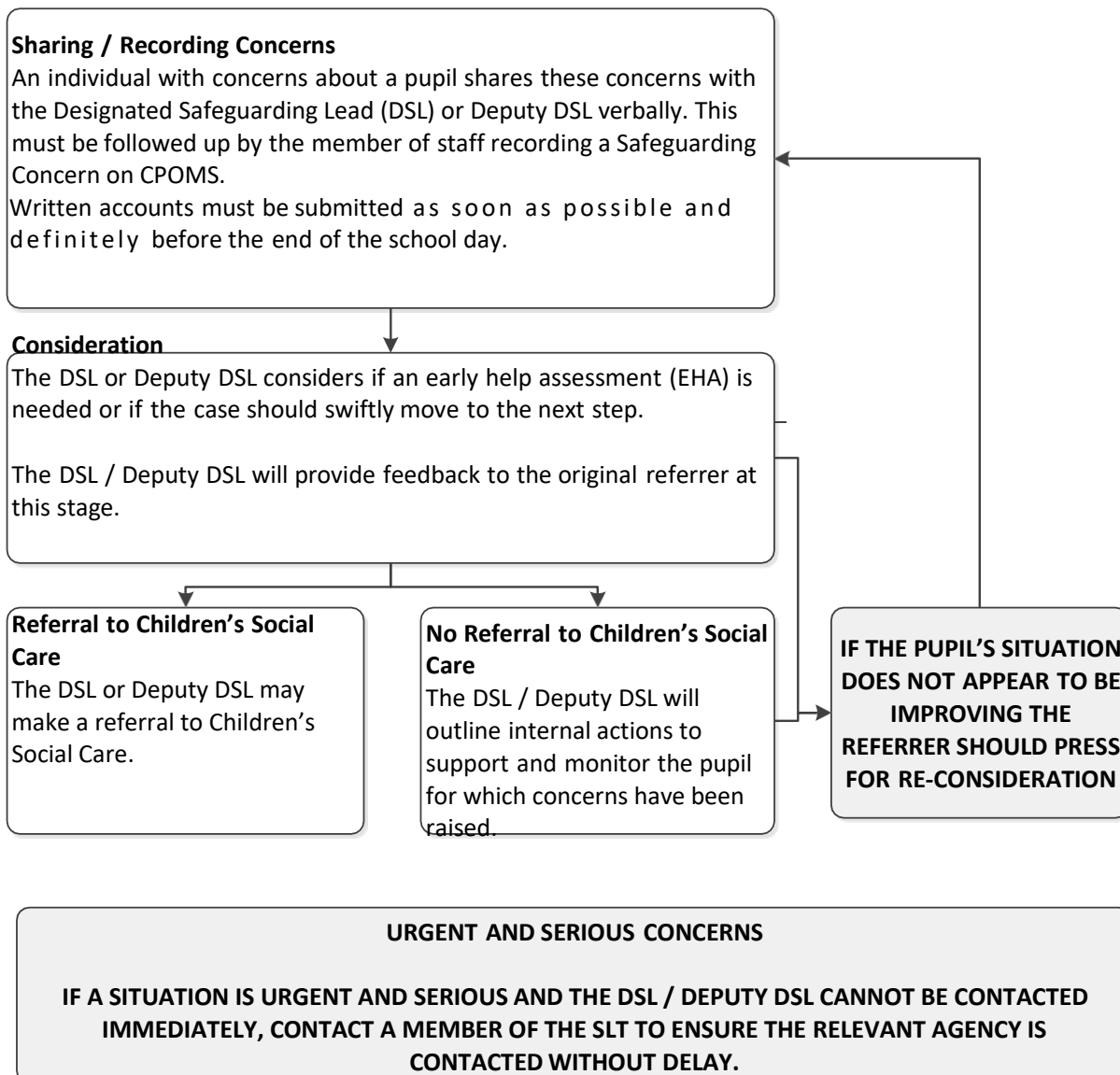
This is not an exhaustive list and individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

All staff must be aware that safeguarding indicators and/or behaviours can be associated with factors outside of school and/or can occur between children outside of these environments. Extra familiar harms take a variety of different forms and children can be vulnerable to multiple harms.

All staff must also be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Children can also abuse their peers online, this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images and the sharing of abusive and pornographic images to those who do not wish to receive such content.

**Appendix Two – Concerns Flowchart**



## Appendix 3 – Sexual violence and sexual harassment between children in schools and colleges

### Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just having a laugh’ or ‘boys being boys’; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### What is sexual violence and sexual harassment?

#### Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact that children can, and sometime do, abuse their peers in this way and that it can happen inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not believe that B consents.

**Assault by Penetration:** A Person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a

single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information can be found at Rape Crisis England & Wales – Sexual consent.

It is important to remember that:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

### **Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberately brushing past someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing nudes and semi-nudes images and/or videos – taking and sharing nude photographs of under 18's is a criminal offence;
  - sharing of unwanted explicit content;
  - upskirting (is a criminal offence);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including on social media;
  - sexual exploitation; coercion and threats.

### **Upskirting**

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Any child within any Greenwood Academies Academy will be listened to and supported by experienced and trained safeguarding staff. All staff should report any concerns to the Designated Safeguarding Lead as soon as possible.

All DSL's and Deputy DSL's should be familiar with Part 5 of Keeping Children Safe in Education (2021). The Trust Safeguarding Directorate will support with any sexual violence or sexual harassment concerns following Trust and Government Guidance.



## Appendix Four – Online Safety

As our students increasingly use electronic equipment on a daily basis to access the internet, share content and images via social media and for online learning, the Academy recognises the importance of safeguarding children from potentially harmful and inappropriate online material. There is an effective Trust wide approach to online safety followed within the Academy which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The Trust ensures online safety is a running and interrelated theme and considers how online safety is reflected as required in all relevant policies and whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

### Remote learning

All staff must refer to Academy specific remote learning guidance and follow the Trust Safeguarding Guidance for the use of Microsoft Teams for delivering online learning and communicating with students.

The document can be found here [Teams Safeguarding Guidance](#)

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Trust is committed to doing all that we reasonably can to limit children’s exposure to the above risks from the Academy’s IT system. As part of this process, the Trust will ensure the Academy has appropriate filters and monitoring systems in place.

## Appendix Five – Administering Medicines

**\*\*Please refer to the full Trust Medical Support for Pupils Policy for full details and all forms for completion referenced throughout this appendix\*\***

Medicines should only be administered at the Academy if it would be detrimental to the pupil's health not to do so. Wherever clinically possible, medicines should be prescribed in dose frequencies which enable them to be administered outside of school hours.

### A) Prescription Medication

This policy is relevant for tablets, medicines, creams and sprays prescribed by a GP or other authorised healthcare professional.

1. All parents/carers will be asked to complete the Parental Agreement Form (Appendix A1, A3 or Appendix A4 in the full Medical Support for Pupils policy) in the presence of the designated person before medicine can be administered by the Academy
2. All prescribed medicines must be brought to the Academy in the original container with the prescriber's instructions for administration and dosage and must be in-date. NB insulin may be in a pen or pump rather than the original container
3. All medication (see item 6 for exceptions) must be handed in to the Academy reception with a covering letter from the parent/carer on the day that it is brought in to the Academy (the letter must be filed with the Parental Agreement Form (Appendix A2, A3 or Appendix A4) and moved to the individual pupil's file at the end of each term
4. Storage of Medication
  - (i) All medication (see item 6 for exceptions) will be secured in a locked cabinet/container. The pupil will be made aware of where the medicine is stored and how to access it immediately
  - (ii) A safe container for the disposal of sharp needles will be kept in a locked cabinet and handed to the site manager for safe disposal
  - (iii) Medicines requiring refrigeration should be kept in a secure, clearly labelled box in the fridge
5. Administration of Medication
  - (i) Prescription medication will be administered in accordance with the prescriber's instructions by the member(s) of staff named in the parent/carer agreement and/or IHP or by one of the following:
    - Principal
    - Designated person(s)

Academy staff will be appropriately instructed on the administration of medication

(ii) The Academy will keep a daily log of all medicines dispensed (Appendix C2)

(iii) Administration will always be recorded and witnessed and countersigned by an

additional member of staff (See Appendix C2)

## 6. Exceptions

- (i) Secondary age pupils who have an inhaler for asthma will keep it in their Academy bag, to be used by themselves only as necessary. The inhaler must be clearly marked with the pupil's name
- (ii) Secondary age pupils who have an Epi Pen for allergic reactions will keep it in their Academy bag clearly labelled with their name. This is to be administered by one of the staff named in Section 5.
- (iii) Pupils who have a signed Appendix C3 or C4 authorising self-administration

## **B) Non-Prescription Medicine**

Non-prescription medication will not normally be administered by the Academy. Non-prescription medication will only be administered where the Academy has written parental consent

7. Where a pupil's medical or care needs are covered under the Equality Act 2010, staff will be informed of any reasonable adjustments necessary to the curriculum and its delivery, the Academy environment and equipment.  
Consideration will be given to the potential impact of:
  - time and effort
  - inconvenience
  - indignity or discomfort
  - loss of opportunity
  - diminished progress.\* See the SEN and Disability Policy
8. A copy of the DfE guidance Supporting pupils at school with medical conditions (September 2014) is published with the Medical Support for Pupils policy and will be kept available in the Academy for reference.

**Appendix 6 – Further Reading / Additional Information Sources** (recommended for all Lead and Deputy Designated Safeguarding Leads)

[Keeping Children Safe in Education 2021](#)

[Working together to safeguard children 2018](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Sharing nudes and semi-nudes advice for education settings working with children and young people](#)

[Searching, screening and confiscation advice for schools](#)

[What to do if you're worried a child is being abused](#)

[Mental health and behaviour in schools](#)

[Child sexual exploitation - definition and guide for practitioners](#)

[Lucy Faithfull Foundation Harmful Sexual Behaviour Toolkit](#)

[Contextual Safeguarding Network - Beyond Referrals](#)

[When to call the police - guidance for schools and colleges](#)

[Advice to schools and colleges on gangs and youth violence](#)

[Criminal exploitation of children and vulnerable adults - County Lines](#)

[Safeguarding Practitioners: information sharing advice](#)

[Data Protection Toolkit for Schools](#)

[Relationships and sex education \(RSE\) and health education](#)

[Remote education safeguarding guidance](#)

[Ofsted Inspection Framework 2021](#)

[Use of Reasonable Force in Schools](#)

[Education Recovery Support](#)