

CHILD PROTECTION POLICY

Presented to:

**Full Trustees Meeting
3 October 2019**

Based on recommended wording from Local Authority Safeguarding Officer

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¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

CHILD PROTECTION POLICY

This policy must be read in conjunction with Appendices A and B

Key Contacts for each MAT school are listed in Appendix B.

INTRODUCTION

The Four Cs MAT fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2019). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Keeping Children Safe in Education' (September 2019) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015)

Through their day-to-day contact with students and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating.
- Provide a safe environment in which children can learn.
- Identify children who may benefit from early help.
- Know what to do if a child tells them he/she is being abused or neglected.
- Follow the referral process if they have a concern (See 'Keeping Children Safe in Education', 2018, flowchart p13).

This policy sets out how the Trust discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at its schools. Our policy applies to all staff and volunteers working in schools, including governors. Learning Support Assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

PROCEDURES, for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A).

SUPPORTING CHILDREN, particularly those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents/carers on request and is on the Trust school websites.

1.0 PREVENTION

1.1 We recognise that for our students, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

1.2 The Trust will therefore:

1.2.1 Establish and maintain an ethos where children feel safe, including in a digital context, and are encouraged to talk, and are listened to.

1.2.2 Ensure children know that there are adults in schools whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.2.3 For Primary / Special Schools

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice eg family, school and/or other sources.

1.2.4 For Secondary Schools

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

1.3 **Prevention of Peer on Peer Abuse**

We recognise that peer on peer abuse can manifest itself in many ways. This can include, but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse and upskirting.

- 1.3.1 **All** forms of peer on peer abuse are unacceptable and will be taken seriously. The Trust will therefore:
- 1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual harassment, will not be tolerated.
- 1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment, as an inevitable part of growing up.
- 1.3.5 Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2.0 **PROCEDURES**

- 2.1 The Trust will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:
<http://www.safeguardingcambspeterborough.org.uk/children-board/>

- 2.2 The Trust will:
- 2.2.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Leads, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.2.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description.
- 2.2.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.
- 2.2.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills eg via bulletins, meetings or further reading **at least annually**.
- Ensure that every member of staff, paid and unpaid, and the Trust / Local Governing Committee knows who the Designated Safeguarding Leads and deputies are and the procedures for passing on concerns from the **point of induction**.
- 2.3 The Local Governing Committee (LGC) has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.
- 2.3.1 The Trust should ensure every member of staff and every governor knows:
- The name of the DSL/DDSLS and their role.
 - How to identify the signs of abuse and neglect.
 - How to pass on and record concerns about a student.
 - That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DDSLS.
 - That they have a responsibility to provide a safe environment in which children can learn.
 - Where to find the Inter-Agency Procedures on the Safeguarding Children Partnership Board website.
 - Their role in the early help process.
 - The process for making referrals to Children's Social Care.
- 2.3.2 The Trust should ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.
- 2.3.3 The Trust should ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.3.4 The Trust should ensure that parents/carers are informed of the responsibility placed on the schools and staff in relation to child protection by setting out these duties in the school websites.
- 2.3.5 The Trust should ensure that this policy is available publically, either via the school websites or by other means.

2.3.6 Where students are educated off site or in alternative provision, the Trust schools and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the Trust. See the Trust's Remote Lone Worker Policy for relevant procedures.

2.4 **Liaison with Other agencies**

The Trust will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all students.

2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children 2018', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3 Notify the relevant Social Care Unit immediately if:

- It should have to exclude a student who is subject to a Child Protection Plan (fixed term or permanently).
- There is an unexplained absence of a student who is subject to a Child Protection Plan.
- There is any change in circumstances to a student who is subject to a Child Protection Plan.

2.4.4 When a student who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

2.5 **Record Keeping**

The Trust will:

2.5.1 Keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately.

2.5.2 For paper records – ensure all paper records are kept securely, separate from the main student file, and in a locked location.

For electronic records – ensure all electronic records are stored on an identified, purpose-built, secure platform (eg My Concern or CPOMS).

2.5.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with 'Keeping Children Safe in Education' (September 2019) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.4 Make parents/carers aware that such records exist, except where to do so would place the child at risk of harm.

2.5.5 Ensure all actions and decisions will be led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

- 2.6.1 The The General Data Protection Regulations 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.6.2 The Trust will:
- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE, July 2018).
- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the General Data Protection Regulations 2018) from a pupil or parent/carer they will refer the request to the DSL or Headteacher.
- 2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.
- 2.6.6 The Designated Safeguarding Lead/Deputies will:
- Disclose information about a pupil to other members of staff on a 'need to know' basis. Parent/carer consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children', July 2018).
- Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE, July 2018).

2.7 Communication with parents/carers

- The Trust will:
- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school websites.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- 2.7.3 Seek advice from Social Care if the school believes that notifying parents/carers could increase the risk of harm to the child. *[Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board]*. Particular circumstances where parents/carers **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.

- 2.7.4 Record what discussions have taken place with parents/carers or if a decision has been made not to discuss it with parents/carers, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 2.6.1)

2.8 **Dealing with Sexual Violence and Sexual harassment between children**

The Trust recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The Trust will:

- 2.8.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.8.3 Make decisions on a case-by-case basis.
- 2.8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.8.5 Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.
- 2.8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.8.7 Liaise closely with external agencies, including police and social care when required.
- 2.9 Further guidance can be found in 'Keeping Children Safe in Education 2019' Part Five, 'Sexual violence and sexual harassment between children in schools and colleges' (DfE May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UKCCIS).

3.0 **SUPPORTING CHILDREN**

The Trust recognises that **any** child may be subject to abuse and neglect and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying Trust schools' behaviour policies effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student's sense of self-worth. The Trust will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaising with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

- 3.5 Developing productive and supportive relationships with parents/carers.
- 3.6 The Trust recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for:

3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

- i. We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Trust staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- ii. The Trust has students with emotional and behavioural difficulties and/or challenging behaviours. The Trust will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- iii. As part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home..
- iv. The Trust has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- v. The Trust promotes high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.6.2 Children who are Young Carers

- i. The Trust recognises that a home environment which requires children to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol, can increase their vulnerability and that they may need additional support and protection.
- ii. The Trust will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.3 Children at risk of Criminal Exploitation

- i. Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

- ii. The Trust will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.
- iii. The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.
- iv. The Trust recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.10).

3.6.4 Children Frequently Missing Education

- i. The Trust recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.
- ii. The Trust monitors attendance of individual students closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.
- iii. The Trust endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- iv. When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.5 Children Misusing Drugs or Alcohol

- i. The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the Trust will consider such action in the following situations:
 - ii. When there is evidence or reasonable cause:
 - To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
 - To believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults.
 - Where the misuse is suspected of being linked to parent/carer substance misuse.
 - Where the misuse indicates an urgent health or safeguarding concern.
 - Where the child is perceived to be at risk of harm through any substance associated criminality.

3.6.6 Children at risk of Child Sexual Exploitation (CSE)

- i. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- ii. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.
- iii. The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.
- iv. The Trust recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.10).

3.6.7 Children Living with Substance Misusing Parents/Carers

- i. Misuse of drugs or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.
- ii. When the Trust receives information about drug and alcohol abuse by a child's parent/carer they will follow appropriate procedures.
- iii. This is particularly important if the following factors are present:
 - Use of the family resources to finance the parent/carer's dependency, characterised by inadequate food, heat and clothing for the children.
 - Children exposed to unsuitable care givers or visitors, eg customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
 - Disturbed moods as a result of withdrawal symptoms or dependency.
 - Unsafe storage of drugs and/or alcohol or injecting equipment.
 - Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

3.6.8 Children Living with Domestic Abuse

- i. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.
- ii. The Trust recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.
- iii. Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The Trust will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.
- iv. The Trust works in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.
- v. In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.
- vi. On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

3.6.9 Children at risk of 'Honour-based' Violence, including Female Genital Mutilation (FGM)

- i. So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The Trust takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.
- ii. FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents/carers will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.
- iii. In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s

which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.6.10 Children who have returned home to their family from care

- i. The Trust recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'.

3.6.11 Children showing signs of Abuse and/or Neglect

- i. The Trust recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- ii. The Trust will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.6.12 Children at risk of Radicalisation

- i. The Trust recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the Trust's safeguarding response.
- ii. The Trustees and Local Governing Committees will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.
- iii. Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.
- iv. See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.6.13 Privately Fostered Children

- i. Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a period who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.
- ii. The Trust will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

3.6.14 Children with Family Members in Prison

- i. The Trust is committed to supporting children and young people who have a parent/carer or close relative in prison and will work with the family to find the best ways of supporting the child.
- ii. The Trust recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.
- iii. The Trust will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.
- iv. The Trust will work with the family and the child to minimise the risk of the child not achieving their full potential.

4 **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The Trust will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2019). This section should be read in conjunction with the Trust's Safer Recruitment Policy.
- 4.2 The Trust will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 4.3 Any allegation of abuse made against a member of staff or volunteer will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of the allegation, it will be reported to the Chair of Trustees. The Trust will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2019).
- 4.4 The Trust will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2019) and the Personnel Manual from the personnel advisors.
- 4.5 The Headteacher or Chair of Trustees will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken. Please note that the Headteacher or Chair of Trustees should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.6 The Trust will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed by the Trust and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.7 Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

- 4.9 The Trust will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.10 All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).
- 4.11 The Trust will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 4.12 The Trust will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5. **OTHER RELATED POLICIES**

5.1 This policy links to the following policies:

- i. Anti-bullying Policy
- ii. Attendance Policy
- iii. Behaviour Policy
- iv. Complaints Policy
- v. Equality Policy
- vi. First Aid Policy
- vii. Health and Safety Policy
- viii. Intimate Care Policy
- ix. Mobile Phone Policy (where applicable)
- x. Remote and Lone Workers Policy
- xi. Online Safety and Acceptable Use Policies (E-Safety/ICT Policies)
- xii. Physical Intervention Policy
- xiii. Safer Recruitment Policy
- xiv. Staff Code of Conduct
- xv. Staff Disciplinary and Grievance Policies
- xvi. Supportint Pupils with Medical Conditions Policy
- xvii. Whistleblowing Policy

5.2 Use of Mobile Phones Policy

5.2.2 Trust policy on use of mobile phones, cameras and sharing of images is set out in either school E-Safety or Mobile Phone Policies which are reviewed as appropriate. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the Trust outlines the required protocol for all staff, students, volunteers and parents/carers.

6. **TRUSTEE AND GOVERNING COMMITTEE CHILD PROTECTION RESPONSIBILITIES**

6.1 The Trust fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

6.2 The Trust will:

- Ensure Local Governing Committees nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the Full Local Governing Committee, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the Trust and school websites.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

7. **Extended Schools and Before and After School Activities (on or off school site**

7.1 If Trust schools provide extended school facilities or before or after school activities directly under the supervision or management of school staff, the Trust's arrangements for child protection as written in this policy shall apply.

7.2 Where services or activities are provided separately by another body, either on or off school sites, the Trust will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the Trust on these matters where appropriate.

8. Policy Review

8.1 The Trust will review this policy in line with the procedure for policy review.

8.2 Date for Review

This policy to be updated annually at the first meeting of the Trustees each academic year.

Appendix A

Four categories of abuse

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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- Not giving the child opportunities to express their views
- Deliberately silencing them
- 'Making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- Interactions that are beyond the child's developmental capability
- Overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

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.

This may involve:

- Physical contact including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities involving:
 - Children in looking at, or in the production of, sexual images,
 - Children in watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- 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.

Appendix B

Key local contacts: <http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre		(01733) 864170	
Out of hours		(01733) 234724	
MASH Police Child Abuse Investigation Unit		(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov.uk
Designated Officer (LADO)	Alison Curtis	(01733) 864038	Alison.curtis@peterborough.gov.uk

Key Contact list for Safeguarding at Arthur Mellows Village College

	Name	Telephone contact	
Designated Safeguarding Lead	J Sludds – Assistant Headteacher	01733 252235	office@arthurmellows.org
Deputy Designated Safeguarding Lead	N Steele – Senior Management Team C Phillips – Pastoral Team		
Safeguarding Governor	S Humble – Link Governor and Chair of Students and Safeguarding		

Key Contact list for Safeguarding at Fulbridge Academy

	Name	Telephone contact	Email
Designated Safeguarding Lead	Ben Erskine	01733 566990	office@fulbridgeacademy.co.uk
Deputy Designated Safeguarding Lead	George Edwards		
Safeguarding Team members	Amy Wright Karen Burton Scott Biggs Tracey Thorne Sam Barrasso		
Designated Teacher for looked after children	Karen Burton		
Domestic Violence Lead	George Edwards		
SPOC (for all Prevent referrals)	Ben Erskine		
Safeguarding Governor	Helen Bath		

Key Contact list for Safeguarding at Hampton Vale Primary Academy

	Name	Telephone contact	Email
Designated Safeguarding Lead	Helen Daniels	01733 247000	office@hvp.org.uk
Deputy Designated Safeguarding Lead	Emma Krstonosic		
Safeguarding Team members	Helen Daniels Amy Wright Emma Krstonosic Lynne Lowe Scott Collins (Extended Services)		
Designated Teacher for looked after children	Candyce Rumbles		
Domestic Violence Lead	Emma Krstonosic		
SPOC (for all Prevent referrals)	Helen Daniels		
Safeguarding Governor	Jemma Finch		

Key Contact list for Safeguarding at Discovery Primary Academy

	Name	Telephone contact	Email
Designated Safeguarding Lead	Claire Freeman	01733 325001	office@discovery.peterborough.sch.uk
Deputy Designated Safeguarding Lead	Michelle Siequien		
Safeguarding Team members	Mrs Freeman Ms Siequien Mrs Waliszewski		
Designated Teacher for looked after children	Claire Freeman		
Domestic Violence Lead	Claire Freeman		
SPOC (for all Prevent referrals)	Claire Freeman		
Safeguarding Governor	Clare Andrew		