



The Wells Academy Safeguarding and Child Protection Appendix

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

This policy is written in conjunction with the Greenwood Academies Trust Safeguarding Policy which can be found at: <https://www.greenwoodacademies.org/attachments/download.asp?file=2950&type=pdf>

This policy should be read alongside the following documents:

- Greenwood Academies Trust: Managing Allegations Against Adults Working within the Trust Policy
- Greenwood Academies Trust: Safeguarding Practice Guidance (Internal)
- Greenwood Academies Trust: Safeguarding Training Guidance (Internal)
- DfE Keeping Children Safe in Education – September 2020
- Working Together to Safeguard Children – July 2018
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002
- Covid-19 safeguarding in schools, colleges and other providers 2020
(Taken from Trust Policy)

COVID-19

This policy applies throughout the response to Covid-19 and must be applied along with the most recent addendum to the policy.

Aims

The Academy aims to ensure that it:

- Protects children from any maltreatment and prevent impairment of their health and/or development
- Ensures all staff are aware that safeguarding is ***everyone's responsibility***
- Offers a safe and supportive environment for all children under its care
- Ensures that staff have the ability, knowledge and resources to safeguard the general welfare of children with a clear process for referring concerns to specific key safeguarding personnel
- Enables all children, no matter what their background or circumstance, to have optimum life chances beyond school

The Wells Academy will therefore ensure the following arrangements are in place to safeguard and promote the welfare of children:

Prevention - We will provide an environment and establish and maintain an ethos where all students feel secure, are encouraged to talk and in which they are listened to carefully. Staff and volunteers will be trained regularly to understand their responsibilities with regards to reporting safeguarding or child protection concerns.

Protection - We will ensure that each member of staff, governor and other visitor involved in regulated activity with students have an up to date DBS check and are sufficiently trained and supported to respond appropriately and sensitively to Child Protection concerns.

Support - We will ensure our ethos provides structured systems of support for all students. This includes teaching students, as part of the curriculum, to keep themselves safe from all forms of abuse and appointing appropriately

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qualified and experienced staff (DSLs and Deputy Designated Safeguarding Leads (DDSLs)) to provide advice, training and support around safeguarding concerns.

Working with parents and external agencies - We will work closely with parents to ensure appropriate communication and actions are undertaken. The Wells Academy will develop and maintain links with relevant external agencies in all matters relating to safeguarding and child protection.

The Wells Academy is committed to providing an environment which safeguards and promotes the welfare, safety, health and guidance of our students. We have a strong culture of vigilance embedded across the Academy and strive to ensure all our students are safe and stay safe.

Key contacts for safeguarding and child protection at the Academy:

Name	Role
Marcus Shepherd	Principal Contact: mshepherd@thewellsAcademy.org
Beena Sisodia	Senior Vice Principal & Designated Safeguarding Lead Contact: bsisodia@thewellsAcademy.org
Tracey Keeling	Deputy Designated Safeguarding Lead Contact: tkeeling@thewellsAcademy.org
Sophie Gascoyne	E-safety Officer Contact: sgascoyne@thewellsAcademy.org
Beena Sisodia	Prevent Duty Lead Contact: bsisodia@thewellsAcademy.org
Nicola Rees	Designated Teacher Looked After Children and Previously Looked After Children Lead Contact: nrees@thewellsAcademy.org
Terri Mitchell	Attendance Officer Contact tmitchell@thewellsAcademy.org
All the above can be contacted via the Academy office on 0115 7483390	

Other Useful Contacts

Agency / Contact	Contact Details
Safeguarding Helpline Greenwood Academies Trust	0115 748 3262 safeguarding@greenwoodacademies.org
Mike Hamlin – Chair of Trustees / Safeguarding Trustee. Greenwood Academies Trust	0115 748 3262 admin@greenwoodacademies.org



Designated Officer (LADO) Nottingham City Council	Tina Wright- LADO Karen Shead/ Lisa Hurst- Safeguarding Coordinator: 0115 8764762
Nottingham City Council Children's Social Care	Tel: 0115 876 4800 Email: candfdirect@nottinghamcity.gov.uk
NSPCC	NSPCC Free Helpline on 0808 800 5000 . www.nspcc.org.uk/
Childline	0800 1111

The Principal is responsible for implementing this policy, publishing it on the Academy's website and ensuring that all staff at the Academy are aware of and comply with it.

The Principal will ensure that the Academy has a designated safeguarding lead (DSL) from the Academy's leadership team, and one or more deputies if he/she deems this appropriate, in order to provide support to staff to carry out their safeguarding duties and who will liaise closely with other services, such as Children's Social Care. The designated safeguarding lead's duties are clearly outlined in his/her job description in line with the guidance in Annex B of Keeping Children Safe in Education 2020.

Information sharing

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Legislation and statutory guidance

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

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children



- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. This policy also complies with our funding agreement and articles of association.

The following three safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017).

They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

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

Equality statement

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

We give special consideration to children who:

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

Roles and responsibilities

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

All staff have a responsibility to provide a safe environment in which children can learn.

They must:

1. **'Think the unthinkable'** and accept that child abuse can happen anywhere, including in schools, **'it could happen here'**
2. Make sure they have a copy of and have read and understood Part 1 and Annex A of Keeping Children Safe in Education September 2020.
3. Treat all abuse seriously, including peer-on-peer abuse, and never tolerate abuse or pass it off as 'banter', 'just having a laugh' or 'part of growing up'
4. Understand that any adult in school can report their concerns directly to Social Care or the Police



5. Recognise that children are capable of abusing their peers and treat any concerns about peer-on-peer abuse in the same way as that involving adults
6. Understand that different gender issues can be prevalent, and girls are more frequently victims and boys' perpetrators, when dealing with peer-on-peer abuse; for example, sexting, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence
7. Apply the Academy's behaviour for learning policy and anti-bullying policy in addition to child protection procedures when dealing with any issue of peer on-peer abuse.
8. Understand that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and can involve children who are not the Academy's students. Staff must consider the context in which behaviours/incidents occur and whether wider environmental factors are a threat to a child's safety and/or welfare. This is known as contextual safeguarding.
9. Have a clear understanding about the wide range of safeguarding concerns, including those listed below. Further information about all of these is available in Keeping Children Safe in Education.
10. Understand their responsibility in ensuring all students at the Academy are safe.
11. Understand and follow the Academy's safeguarding policy and procedures when reporting a concern

The Designated Safeguarding Lead

The DSL is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns. The DSL will:

1. Takes lead responsibility for safeguarding and child protection (including online safety) in the school.
2. Ensure all staff are aware of the Academy policy and procedures and understand the role of the designated safeguarding lead.
3. Promote a culture of vigilance
4. Will ensure that he/she, and any deputies, have a complete safeguarding picture of the Academy,
5. Ensure that new staff (including temporary staff and volunteers) receive safeguarding training by or on their first day of working at the Wells Academy
6. Co-ordinate annual statutory training as well as regular training and information updates for all staff to keep child protection and the welfare of children paramount.
7. Develop effective links with relevant statutory and voluntary agencies to support the protection of children.
8. Will always be available during term time and school hours for staff in school to discuss any safeguarding concerns and act as a source of advice.
9. Will undergo appropriate training which will be updated every two years in addition to updating his/her knowledge and skills at regular intervals to keep up to date with any developments relevant to the role
10. Will have an overview of all safeguarding concerns and follow the procedures set out in local guidance and in Keeping Children Safe in Education to ensure that appropriate action is taken in every case
11. Will monitor all safeguarding concerns and press for reconsideration of any referrals where a child's situation does not appear to be improving
12. Will support staff who make referrals to the Channel programme
13. Will maintain written records, which must be signed and dated, of all child protection concerns, ensuring these are kept secure and confidential to those individuals and organisations that need to know.
14. Ensures that, when a student under the age of 18 years leaves the school/college, all child protection records are passed to the new school/college (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the student's social worker is also informed.
15. Make links with the local safeguarding board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.



Deputy Designated Safeguarding Lead(s)

The Academy will appoint at least one Deputy Designated who will formally provide cover and additional capacity for the DSL. Each Deputy DSL will be trained to the same level as the DSL. In the event of the long-term absence of the DSL, the Principal will identify a Deputy DSL to undertake the duties of the DSL listed above. All DSL's support the Lead DSL in day to day safeguarding duties and the above responsibilities apply.

The Academy Principal

The Principal of The Wells Academy is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high quality services to safeguard and promote the welfare of children and young people accessing provision from their Academy including:

- Offer day to day support and guidance to the DSL as necessary;
- Oversee the promotion of safeguarding throughout the Academy, ensuring all staff are appropriately trained and aware of their responsibilities;
- Ensure cover is provided where necessary in the absence of the DSL;
- Offer supervision to the DSL in relation to their role and decisions made;
- Ensure that a senior member of staff is designated as the person in charge of Looked After Children and receives appropriate training;
- Encourage students and parents to inform the Academy of any concerns;
- Work with the representative of the Academy Advisory Council to put mechanisms in place to ensure that students requiring safeguarding measures are monitored in relation to their situation and progress with their learning;
- Ensure all recruitment procedures follow safeguarding best practice based on advice from the Director of HR;
- Contribute as appropriate to quality assurance processes; and
- Ensure sufficient allocation of time given to DSLs to undertake the role.

The Academy Senior Leadership Team

The Academy Senior Leadership Team will support the Principal to discharge the duties to safeguard children and young people. The Academy Senior Leadership Team will:

- Promote the importance of safeguarding throughout the Academy;
- Oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required;
- Support the work of the DSL to ensure an effective process for dealing with concerns; and
- Ensure that the Academy fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

All staff

- All staff must attend all relevant training and development provided by Greenwood Academies Trust and the Academy in which they are based.
- It is the responsibility of all staff to ensure they have read and understood the Keeping Children Safe in Education document (Part 1) and this policy and have signed a declaration confirming this has been undertaken.



- All staff must be aware of who the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead/s are within the Academy and have their contact details.
- It is the responsibility of all staff to be aware of how to deal with a disclosure made by a student, in line with this policy. All staff must also be alert to the signs of harm and abuse.

The Trust

The Trust Safeguarding Team will provide strategic leadership within the Greenwood Academies Trust for all aspects of safeguarding children and young people.

The Trust Safeguarding Team will:

- Ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all Academies;
- Ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and supervision as appropriate;
- Ensure that there is available to Academy Principals someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff;
- Ensure Quality Assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks; and
- Produce information to the Trust Board in relation to Safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.

The Executive

The Chief Executive, as Accounting Officer, through line management, will provide appropriate challenge and support to the Trust Safeguarding Team to ensure the Trust and the Academies it sponsors are taking all opportunities to safeguard and protect the children and young people that access their services.

Definitions

Safeguarding and promoting the welfare of children means:

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

Child abuse is covered by the term "significant harm" and is defined in the Adoption and Children Act 2002 in the following way;

- "harm" means ill-treatment or the impairment of health or development
- "development" means physical, intellectual, emotional, social or behavioural development
- "health" means physical or mental health
- "ill-treatment" includes sexual abuse and forms of ill-treatment which are not physical

All Academy staff have the responsibility to act if they have any concerns about the behaviour of an individual towards a student. All staff should be aware of the main categories of abuse:



- Physical
- Emotional
- Sexual
- Neglect
- Female Genital Mutilation
- Child Sexual exploitation
- Domestic violence

All staff should be concerned about a student if he/she presents with indicators of possible significant harm (Refer to *Appendix 1 – Signs and Symptoms of Possible Significant Harm*).

All staff should have an understanding and awareness of safeguarding incidents and/or behaviours associated with factors outside the Wells Academy. **These should be considering the context within which such incidents or behaviours occur, known as ‘contextual safeguarding’.**

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Therefore, children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Further Information: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

For our Locality the main issues are:

Main issues identified in the area	How our curriculum addresses these issues	Training staff have received to address these issues	How our Academy promotes positive messaging about tackling these issues with key stakeholders
Gangs & County Lines	Personal Development Curriculum	Safeguarding training, DSL specialist training, regular staff briefings	Assemblies, safeguarding briefings, school website, parent/ carer information evenings, safeguarding curriculum
Knife Crime	Personal Development Curriculum	Safeguarding training, DSL specialist training, regular staff briefings	Assemblies, information sharing on social media, knife crime awareness workshops, safeguarding curriculum.



Child Sexual Exploitation	Personal Development Curriculum	Staff Inset (Safeguarding training), External agency RSE training for pastoral staff	Assemblies, information sharing on social media, CSE awareness workshops, safeguarding curriculum.
Family issues: DV, Alcohol and Drug Misuse	Personal Development Curriculum	Safeguarding training, DSL specialist training, regular DDSL/DSL meetings, regular updates to staff	Letters home, information sharing on social media, website, signposting parents to support, Drug and Alcohol Abuse workshops, safeguarding curriculum.
Mental Health	Personal Development Curriculum	Safeguarding training, DSL specialist training, regular DDSL/DSL meetings, regular updates to staff	Assemblies, school counsellor, CAMHs Trailblazers programme, information sharing on website, PSHE curriculum, wellbeing events.
E-Safety	Personal Development Curriculum	Staff training, staff updates, Digital Citizenship Policy	Assemblies, PSHE curriculum, IT curriculum, E-safety awareness days, information sharing on school website.

Key safeguarding issues that staff should be aware of:

- Child Sexual Exploitation (CSE) (definition included in Appendix 2)
- So-called honour-based violence including Female Genital Mutilation and Forced Marriage (definition included in Appendix 2)
- Domestic Violence (definition included in Appendix 2)
- Drug and Substance misuse (definition included in Appendix 2)
- Honour Based Violence (HBV) (definition included in Appendix 2)
- Issues specific to a particular area, for example gang activity
- Britishness (Appendix 2 describes this in more detail)
- Extremism, Radicalisation and Prevent (definition included in Appendix 2)
- Sexting
- Child Trafficking & Human Slavery (definition included in Appendix 2)
- Fabricated illness (definition included in Appendix 2)
- Gender based violence
- Peer to peer abuse, including 'upskirting'
- Children Missing from Education (CME) (definition included in Appendix 2)
- Sexual harassment and violence (definition included in Appendix 2)
- Child Criminal Exploitation (CCE), including county lines (definition included in Appendix 2)
- Contextual safeguarding (definition included in Appendix 2)
- Serious violence (definition included in Appendix 2)
- Other safeguarding issues as relevant



Key areas where staff should have a heightened awareness of safeguarding:

- Student's Health and Safety
- Bullying, including cyber-bullying (by text message, sexting, social networking sites etc)
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of students with medical conditions (outlined in The Child and Families Act 2014)
- Providing First Aid
- Intimate care
- Mental Health
- Teenage relationship abuse
- Faith abuse
- Self-Harm
- Educational visits
- Road Safety
- Private fostering
- Homelessness (definition included in Appendix 2)
- Children in the court system (definition included in Appendix 2)

The Wells Academy provides safeguarding training and support to staff regularly. Safeguarding briefings are delivered to all staff including regular safeguarding updates. This briefing helps communicate key information, provides a regular forum for safeguarding training and updates. The Academy plays an active role in multi-agency networking meetings and sharing collaborative working with feeder primary schools. Training is sought from the Trust and Local Authority and other specialists on a range of safeguarding concerns e.g. FGM, PREVENT, substance misuse and online safety.

Procedures for Reporting

Reporting a concern:

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a factual written record (see Record Keeping), informing the child that you are doing so
- Pass the information to the DSL and Deputy Designated Safeguarding Lead without delay, either in person (for immediate, priority cases) or through the use of CPOMS (lower-level concerns) depending on the nature of the concern.



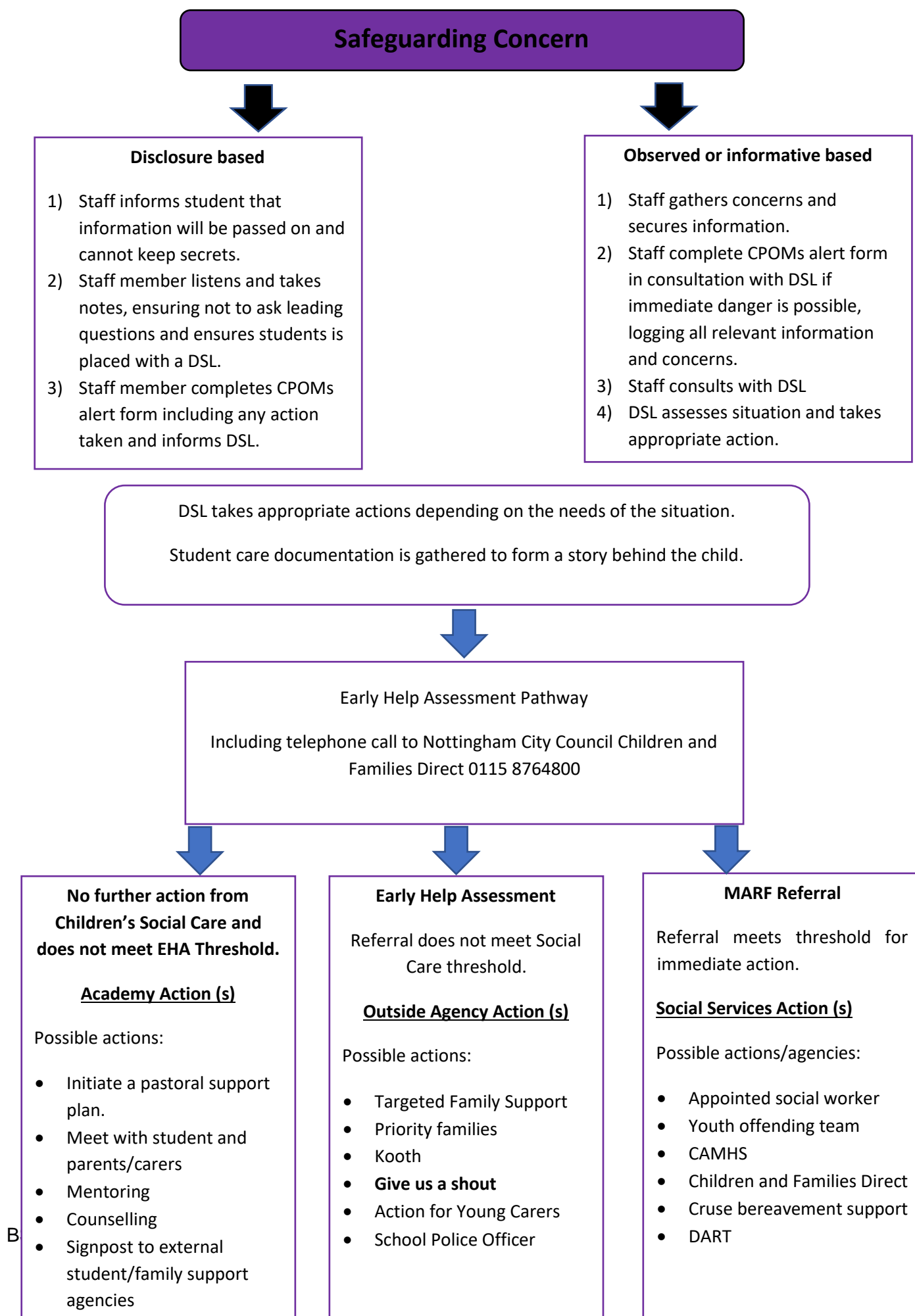
Reporting Concerns: CPOMS

- Staff should use the online system CPOMS to record safeguarding concerns and alert the DSL and or Deputy Designated Safeguarding Lead within 30 minutes of receiving this information. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.
- Any member of staff that suspects or has evidence of child abuse must **immediately** contact the DSL or the Deputy Safeguarding Lead within the Academy for handling these issues. They must not start their own investigation. Contact must also be made with the DSL if a member of staff has any suspicion or act of child abuse or neglect reported to them.
- From this point on, the DSL or the Deputy Safeguarding Lead will keep a confidential record of all comments, actions and observations. These records will be filed, kept securely and access will only be given to the DSL, the Deputy Safeguarding Lead and the Secondary Education Advisor/Principal.
- The DSL or the Deputy Safeguarding Lead will automatically inform the Principal of any new cases and from that point on, any further developments. The DSL or the Deputy Safeguarding Lead will then advise on the next step or steps and liaise with any external agencies outside Academy that may be necessary.
- The Academy will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL or the Deputy Safeguarding Lead will make contact with the parent in the event of a concern, suspicion or disclosure.
- However, if the DSL or the Deputy Safeguarding Lead 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.
- If the DSL or the Deputy Safeguarding Lead believes that "a child is experiencing or may have already experienced abuse or neglect" or "is at risk of suffering significant harm" either now or in the future, then the Academy will comply with the procedures of the Local Safeguarding Partners.
- **All staff must note that CPOMS should only be used to report safeguarding concerns.**

Responding and Referring

- The first step outlined in these procedures is for the DSL to contact Children's Social Care after which a course of action will be agreed, and the guidance of Social Care will be followed. If it is advised that a referral should take place the process shall be as follows:
- The referral shall be made to Children and Families Direct through a MARF
- The referral will be made initially by telephone contact to prevent any delay placing the child at further risk of harm
- Where practical, concerns will be discussed with the family and notified that a referral to Children and Families Direct will be made, unless the Social Care advise that contact should not be made by the Wells Academy. This will be recorded on the inter-agency form.
- The Academy will be guided by Children's Social Care as to the appropriate outcome e.g. complete an Early Help Assessment (EHA) or refer to a relevant specialist agency.
- All Child Protection records will be maintained in a confidential file at the Wells Academy In light of the ongoing Goddard Inquiry, no records will be destroyed until the Inquiry has been concluded, and only after the child has reached the age of 25.

Refer to child protection referral procedures and protocol diagram on next page.





Allegations Against Members of Staff or Volunteers

Staff who are concerned about the conduct of a colleague towards a student may worry that they have misunderstood the situation and may wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount.

The Greenwood Academies Trust Whistleblowing policy and Safeguarding- Managing Allegations Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Trust Whistleblowing Policy:

<https://www.greenwoodacademies.org/attachments/download.asp?file=2945&type=pdf>

Trust Safeguarding -Managing Allegations Policy:

<https://www.greenwoodacademies.org/attachments/download.asp?file=2940&type=pdf>

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal or Lead DSL. Complaints about the Principal/Lead DSL should be reported to the Senior Education Advisor Peter Kirkbride: Pete.Kirkbride@greenwoodacademies.org

Any concerns relating to the Chief Executive should be raised with the Chair of the Trust and any concerns about the Chair of the Trust should be raised with the Chair of the Audit Committee and vice-versa.

Types of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The definitions below are from Keeping Children Safe in Education. This publication provides additional information and links to other sources about specific types of abuse. Staff members should refer to these sources and to the designated safeguarding lead for further information.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: 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.

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



Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative 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 (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. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: 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.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Peer on peer abuse can also include 'upskirting'. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence.

All concerns relating to peer on peer abuse should be reported as a safeguarding concern in line with section reporting concerns of this policy.

The Academy does not accept and will not tolerate peer-on-peer abuse of any kind.

In all cases of alleged child-on-child sexual violence, staff and the DSL will refer to the detailed guidance contained in Keeping Children Safe in Education and the additional documents it refers to, in addition to seeking advice from the local authority and the police as appropriate.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult decisions to be made quickly, but staff will always adhere to the procedures set out in this policy.

Victims will always be reassured that they are being taken seriously, that they will be supported and kept safe. Where possible, two members of staff, including the DSL, will be present when managing reports from students.

Where a report of sexual violence has been made, the DSL will make an immediate risk assessment. This will take account of: protection and support for the victim; management of the alleged perpetrator; and consideration for other children and staff. The implementation of a risk assessment to protect a victim, perpetrator or others in the Academy will not be delayed pending the outcome, or even the start, of police or local authority investigations.

The DSL will liaise with local authority specialist services and the police as required, following their advice and updating the risk assessment accordingly.



Following the completion of investigations and any police action, perpetrators will be managed through the Academy's behaviour for learning and anti-bullying policies.

Serious violence

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from school, changes in friendships, a decline in performance, significant changes to well-being and unexplained injuries, gifts or possessions.

Staff should seek advice from the DSL if they are concerned.

Radicalisation and extremism

The DSL or Deputy DSL will undertake Prevent awareness training and ensure that all staff are suitably trained and kept up to date in order that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The DSL or Deputy DSL will guide staff to ensure that any concerns that a child might be vulnerable to radicalisation are referred to Channel when appropriate.

The Academy will work closely with parents, unless it has specific reason to think that this would put the child at risk, to identify early signs of radicalisation, keeping them informed about any concerns in school and pointing them towards the right support mechanisms.

Through the Trust Digital Citizenship Contract, the Academy will have in place measures to prevent children from accessing terrorist and extremist material on the internet.

Prevention through Education

Through the curriculum, students learn about the range of risks they may be exposed to, know how to seek support and stay safe from abuse.

All students, through the curriculum, are encouraged to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. There are also opportunities for students to learn about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Vulnerable children

Any child may benefit from early help, but all Academy staff should be particularly alert to the potential need for early help for a child who:

1. is disabled and has specific additional needs
2. has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
3. is a young carer
4. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
5. is frequently missing/goes missing from care or from home
6. is misusing drugs or alcohol themselves
7. is at risk of modern slavery, trafficking or exploitation
8. is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse



9. living away from home or in temporary accommodation
10. has returned home to their family from care
11. is showing early signs of abuse and/or neglect
12. is at risk of being radicalised or exploited
13. is a privately fostered child.

The DSL will maintain a list of students who the school has identified to be at potential risk and ensures that relevant staff are made aware and that these pupils are monitored closely. Many of these children will be looked after children (LAC), or previously LAC, or have special educational needs or disabilities (SEND).

Looked After children/Previously Looked After Children

The most common reason for children becoming LAC is as a result of abuse and/or neglect. Staff must be clear about the care arrangements for individual LAC and be especially vigilant with regard to their well-being.

All staff must be aware of the issues regarding safeguarding for looked after and previously looked after children which is identified as a vulnerable group. Leaders must ensure that staff possess the necessary skills, knowledge and understanding to keep looked after children safe.

All appropriate staff will hold the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL or the designated teacher of looked after must have details of each LAC's social worker and the name of the virtual school Headteacher.

When dealing with looked after children The Wells Academy commits to work closely with all relevant agencies to ensure that prompt action is taken when necessary to safeguard these children.

The Principal must appoint a designated teacher. Designated teachers have the responsibility to promote the educational achievement of children who are looked after and previously looked after (as outlined in the DfE statutory guidance, The designated teacher for looked after and previously looked-after children, 2018). They must be appropriately qualified and experienced to fulfil this role.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after and previously looked after children will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the child's personal education plan.

Children with Special Educational Needs and Disabilities

The Wells Academy fully recognises the importance of awareness around additional vulnerabilities of children with special educational needs (SEN) and disabilities with regards to additional safeguarding challenges.

Staff at each Academy will be supported through training and development in order that they are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include:

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



- Being more prone to peer group isolation than other children
- Students with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Staff must be especially vigilant for any signs of abuse and neglect with these children and not assume that any signs relate to a child's disability or special educational needs.

Alternative Provision

The Academy is responsible for safeguarding the students when they have been placed in an alternative provision. The Academy should obtain a written statement from the external provider that they have completed all the vetting and barring checks that are necessary on their staff. A record of the providers DfE grading, risk assessments and public liability insurance should be filed securely.

Mobile phones and cameras

The use of personal mobile phones or cameras by students or staff is not permitted at any time when students are present. The only exception to this is the use of a mobile phone to make calls during an emergency situation. Staff and supervised students may use Academy cameras for educational purposes with the approval of the Principal.

Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will record the notes as soon as possible (within half an hour of the disclosure), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

All records must be uploaded onto Child Protection Online Management System (CPOMS), the safeguarding referral system (or in hard copy where this system is not accessible) – all records should be signed and dated clearly. Students will not be asked to make a written statement themselves or to sign any records.

Hard copies of any concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held on CPOMs or in the secure safeguarding file.

Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Principal and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 is in place to protect the personal information of individuals. It does not prohibit information about children being shared with specific authorities if it is for the purposes of safeguarding children and individuals at risk. Information that could be relevant to keeping a child safe should be shared so that informed decisions can be made about a child's welfare. We have a duty of care for our students and safeguarding is of upmost importance to us.



GDPR does not 'trump' safeguarding. Processing safeguarding data is necessary for compliance with our legal obligation to which The Wells Academy is subject. Therefore, consent is not needed for the effective sharing of safeguarding information between an Academy and relevant authorities

The Academy will uphold confidentiality at all times in line with the Data Protection Act Principles to ensure that information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

Upon receipt of any request regarding direct access to Academy documentation on a Child Protection file, the Principal and DSL will be informed, and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the Academy's child protection procedures transferring to another school, the Academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer.

Any external individual or organisation contracted by the Academy to work with students must report any child protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the Academy, be required to work in accordance with the Trust's Safeguarding Policy.

Children who go missing in education

In order to try to prevent children going missing in education all parents are requested to provide at least two emergency contact numbers for each student. All contact numbers provided are held on a student's record.

The Academy will maintain an admission register and attendance registers in line with statutory requirements.

The school will inform the local authority before it removes a child from the admission register where the student:

1. Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
2. Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
3. Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
4. Is in custody for a period of more than four months due to a final court order and the Principal does not reasonably believe they will be returning to the school at the end of that period



5. Has been permanently excluded.

The Academy will inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a period of 10 consecutive school days or more.

Safer Recruitment

The Academy ensures that all staff employed by the school are suitable for the posts they are employed for and all volunteers are suitable to work with children.

The school maintains a single central record of its staff and volunteers in line with statutory guidance.

The SCR will be monitored to ensure that it is accurate and up to date as follows:

- The Principal and the Designated Safeguarding Lead will have access to undertake spot checks to assure themselves that the appropriate processes are being followed, or to verify information that may be connected to a safeguarding concern.
- The Designated Safeguarding lead and the Trust Safeguarding team will inspect the SCR as part of their routine safeguarding reviews and report to the Board that robust processes are in place.
- An annual review will be undertaken by the Trust Safeguarding team to ensure that the required safeguarding standards are in place and the SCR will be included in this review.



Appendix 1

Signs and Symptoms of Possible Significant Harm

Physical 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.

The following may be indicators of physical abuse (this is not an exhaustive list nor should it be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person 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 the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not an exhaustive list nor should it be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies



- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by rape and/or penetration or nonpenetrative 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 (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.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

- Some behavioural indicators associated with this form of abuse are:
- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Regressive behaviour, enuresis, soiling
- Involvement in prostitution or indiscriminate choice of sexual partners
- Touching others inappropriately
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area (anal, vaginal or penile)
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Thrush, persistent complaints of stomach disorders or pains
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.



Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality

Consider differentials of physical, cognitive and emotional development, power, control and authority including passive and assertive tendencies.

Consent

Agreement including all the following:

- Understanding that is proposed based on age, maturity, developmental level, functioning and experience.
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- A clear understanding that children under the age of 13 cannot consent to sexual activity

Coercion

The young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

When evaluating the sexual behaviour of children and young people, the above information should be used only as a guide and should be discussed with the DSL.

It is also worth reviewing concerns against the ‘Brook Traffic Light System’ (Brook 2012):

<https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>



Sexual abuse, including suspected abuse by peers will always be investigated. The Academy will not pass it off as “banter”, “just having a laugh” or “part of growing up”.

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 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.
- Being neglectful or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not an exhaustive list nor should it be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers



Appendix 2

Definitions

These definitions are an extract of those included within the Keeping Children Safe in Education document and include links where more detail can be found. These are included to ensure that staff and governors are aware of potential safeguarding risks and what signs to look out for. If in any doubt, refer all concerns or queries to the Academy DSL or deputy DSL who will be able to provide advice and guidance.

Mental Health

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.

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

Child Sexual Exploitation

Child sexual exploitation (CSE) is when children and young people receive something (such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of the internet or on mobile phones. In all cases, those exploiting the child or young person have power over them because of their age, gender, intellect, physical strength and/or resources. For victims, the pain of their ordeal and fear that they will not be believed means they are too often scared to come forward.

Child sexual exploitation can:

- affect any child/young person under the age of 18 years including 16-17-year olds who can legally consent to sex
- Still be abused even if the sexual activity appears consensual
- Include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Be typified by the term of power imbalance in favour of those perpetrating the abuse.

Consent

Even where a child/young person is old enough to legally consent to sexual activity, the law states consent is only valid where they make a choice and have the freedom and capacity to make that choice.

If the child/young person does not have a meaningful choice, i.e. under the influence of harmful substances/fearful of outcome if not compliant, consent cannot be legally given whatever the age.

The Signs

Often, the victims of sexual exploitation are not aware that they are being exploited or understand that the events constitute abuse. Sometimes, a victim may think they won't be believed - especially if the abuser is the partner of their mum or dad, a relative or close family friend - and so they may be reluctant to ask for help. However, there are a number of tell-tale signs that a child or young person may be being groomed. These include:

- going missing for periods of time or regularly coming home late
- regularly missing school or not taking part in education



- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour
- changes in eating pattern
- economic vulnerability

Risks faced by children?

- Children at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse. They need help but don't know where to look. The risk is deemed higher when children "go missing" or are placed in the care of the Local Authority, as well as children with Learning Disabilities.
- Perpetrators of these crimes are becoming increasingly sophisticated, using the internet to protect their identity and trafficking children around the country to avoid detection.
- Sexual violence in intimate relationships
- Abusive images and their distribution
- Immigration-related offences

Further Information

Additional information can be found in the DfE Guidance, Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017.

Additional Support

- NSPCC 24 Hour Child Protection Helpline - 0808 800 5000
- www.rotherham.gov.uk
- www.barnados.gov.uk
- Serious organised crime strategy 2013

So-Called Honour-Based Violence (HBV)

So-called 'honour-based violence (HBV) encompasses incidents or 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. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Female Genital Mutilation (FGM)

Female genital mutilation is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between infancy and 15 years, but in some cases is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community.



It is illegal in the UK and classed as child abuse and has no health benefits for girls or women; generally, the risks increase with increasing severity of the procedure (physical, psychological and sexual harm). It is also illegal to take a child abroad to undergo FGM.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Further information on how to report can be found at: Mandatory reporting of female genital mutilation procedural information.

Further information

Home Office: <https://www.gov.uk/government/collections/female-genital-mutilation>

Female Genital Mutilation Multi-agency advice:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Right to Choose: multi-agency statutory guidance for dealing with forced marriage, June 2014 Forced Marriage Unit – **020 7008 0151 / fmufco.gov.uk**

Domestic Violence

As defined by the Home Office, domestic violence is: "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
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.



Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. **This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.*

Who is at risk?

Research shows that domestic violence is most commonly experienced by women and perpetrated by men. Any woman can experience domestic violence regardless of race, ethnic or religious group, class, disability or lifestyle. Domestic violence can also take place in lesbian, gay, bi-sexual and transgender relationships, and can involve other family members, including children.

Why does it happen?

All forms of domestic violence - psychological, economic, emotional and physical - come from the abuser's desire for power and control over other family members or intimate partners. Although every situation is unique, there are common factors involved.

What are the signs of domestic violence?

- **Destructive** criticism and verbal abuse: shouting/mock/accusing/name calling/verbally threatening
- **Pressure** tactics: sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report you to welfare agencies unless you comply with their demands regarding bringing up the children, lying to your friends and family about you, telling you that you have no choice in any decisions.
- **Disrespect**: persistently putting you down in front of other people, not listening or responding when you talk, interrupting your telephone calls, taking money from your purse without asking, refusing to help with childcare or housework.
- **Breaking trust**: lying to you, withholding information from you, being jealous, having other relationships, breaking promises and shared agreements.
- **Isolation**: monitoring or blocking your telephone calls, telling you where you can and cannot go, preventing you from seeing friends and relatives.
- **Harassment**: following you, checking up on you, opening your mail, repeatedly checking to see who has telephoned you, embarrassing you in public.
- **Threats**: making angry gestures, using physical size to intimidate, shouting you down, destroying your possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm you and the children.
- **Sexual violence**: using force, threats or intimidation to make you perform sexual acts, having sex with you when you don't want to have sex, any degrading treatment based on your sexual orientation.
- **Physical violence**: punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling.
- **Denial**: saying the abuse doesn't happen, saying you caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

Further Information

Home Office: <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

DfE advice- Faith-based Abuse: <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Home Office- Relationship Abuse:

BSI July 2020



<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

Substance Abuse

Substance abuse can simply be defined as a pattern of harmful use of any substance for mood-altering purposes. Drug abuse can be defined as "the use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed."

Britishness

The Wells Academy is committed to ensuring that 'British' values underpin all aspects of the education and curriculum offered to its students. Britishness can be taken as 'referring to a sense of national identity of the British people.'

However, it is difficult to create or devise a definition that is agreeable by all. In many respects, Britishness has a fluidity to it, given the ever-changing nature of the multi-cultural mix of people who occupy the British Isles. Therefore, the Academy strongly adheres to a view that irrespective of faith, gender, ethnicity or colour, all students are given the same equal opportunity to education. All students are given the opportunity to enhance their life chances. Every student is encouraged to become a well-rounded citizen, armed with the skills necessary to survive in an everchanging workplace and be capable of making sound moral and ethical decisions.

The following aspects of Britishness are promoted:

- Freedom and democracy
- Tolerance of different faiths and beliefs
- Respect of law and order
- Belief in personal and social responsibility
- Respect for British institutions, including the Government and the monarchy
- The welfare state
- Mutual Respect
- Individual liberty
- An awareness and understanding of the constitution, as laid down in Magna Carta
- An understanding of Britain's global position

Preventing Radicalisation

The Wells Academy has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism. Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting pupils from the threat of radicalisation and refer any concerns to the Designated Senior Manager. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.



2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: ‘The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity Crisis** – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - **Personal Crisis** – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - **Personal Circumstances** – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - **Unmet Aspirations** – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - **Special Educational Need** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



What does the Prevent guidance expect schools to do?

- 1) **Assess the local risk of extremism** – schools should assess the risk of children being drawn into terrorism. This assessment should be carried out alongside key partners of the school and based on the local environment. Clearly the degree of risk will differ from area to area; those schools in areas of high risk will be expected to do more than schools in areas of low risk.
- 2) **Work in partnership** – schools should consider the approach of their Safeguarding Partnership Board (Nottingham City Council) when putting measures in place to safeguard students. Schools will need to evidence that they are working closely with the police and local Prevent coordinator by keeping appropriate records and documenting any action taken.
- 3) **Staff training** – all staff should have training to ensure they understand radicalisation and extremism and what measures are available to help prevent students from becoming drawn into terrorism. Staff should have the confidence to identify children at risk and to challenge extremist ideas and should know where and how to refer children and for further help.
- 4) **Internet safety** – schools should help children stay safe online by ensuring proper filtering/security settings are in place. This could include the use of spy software which identifies key words commonly used amongst terrorist organisations. Internet safety policies should be reviewed as part of the process.
- 5) **Sharing information** – personal information may need to be shared to ensure a student at risk of radicalisation is given appropriate support. Information-sharing should be assessed on a case by case basis considering proportionality, consent and confidentiality and taking into account data protection legislation and any information sharing protocols.

Designated safeguarding leads and other senior leaders must be familiarised with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerns with schools.

Further information

The DfE has published advice for schools on the Prevent duty:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Educate Against Hate is available to support schools with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people

<https://educateagainsthate.com/>

Channel

This is a programme which focuses on providing support at an early state to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Guidance on Channel is available here

<https://www.gov.uk/government/publications/channel-guidance>

Child Trafficking & Human Slavery

Article 3 of the Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall



include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

- The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in subparagraph (a) of this article;
- “Child” shall mean any person under eighteen years of age.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources via STOP THE TRAFFIK. The resources include lesson content on:

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- Staff training on child trafficking
- Assembly and lesson resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations such as STOP THE TRAFFIK. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed found at <https://www.stophettraffik.org/>

Further Information

Home Office and DfE Guidance – <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Fabricated Illness

The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. The management of these cases requires a careful medical evaluation which considers a range of possible diagnoses. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information.

Further Information

Home Office and DfE Guidance: <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>



Children Missing from Education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their Academy's unauthorised absence and children missing from education procedures.

Further information DfE statutory guidance: <https://www.gov.uk/government/publications/children-missing-education>

Sexual Harassment and Violence

Sexual violence refers to a criminal act – “assault by penetration, rape and sexual assault” as defined by the Sexual Offences Act 2003. Sexual harassment is defined as “unwanted conduct of a sexual nature”. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

There is an emphasis on seeing sexual violence and sexual harassment in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, not just “banter”.

Groups at particular risk include girls, LGBTQ students and students with SEND, while recognising the serious implications upon all students' mental health and wellbeing.

Staff should be aware of the importance of:

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

Further Information

Additional information can be found in the DfE Guidance, Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, May 2018.

www.nspcc.org Harmful Sexual Behaviour

Child Criminal Exploitation

Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation
- County Lines
- Child Trafficking & Human Slavery



- Gang affiliation & knife Crime

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs grooming and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and if often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- It typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further Information

Home Office Guidance: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

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

Serious Violence

There are a series of indicators which may indicate that children are at risk from or involved with serious violent crime. Indicators could 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 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of these indicators and report any concerns in accordance with the procedures set out in this policy.

Further Information:

Home Office Guidance: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>



Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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.

There are two age appropriate guides to support children:

- 5-11 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>
- 12-17 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

These guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and use of video links is explained.

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 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.

Children are also provided with information in order to ensure they are able to keep themselves safe.

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 pupil 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.