

# **Safeguarding and Child Protection Policy**

**Approved by Governor Committee:  
Student and Curriculum**

**Date to be reviewed:  
September 2018**

**Responsibility of:  
Bernie Whittle, Vice Principal and Designated Safeguarding Lead**

**Date ratified by Governing Board:  
14th December 2017**

**Members of staff with DSL Level safeguarding training as of September 2017:  
Bernie Whittle, Matt Williams, Richard Daverat, Linsey Starkey, Lucy McNally and Clare Sanders**

**Safeguarding Governor  
Laura Malkin**

**Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: 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; and taking action to enable all children to have the best outcomes.** *From Keeping Children Safe in Education, September 2016*

## 1. Introduction

Chelsea Academy is a Christian community and, as such, recognises that all members of its community are of equal value and invaluable worth. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The values and ethos of the Academy are central to our Safeguarding and Child Protection Policy.

The governing board and staff of Chelsea Academy are committed to, take very seriously and fully recognise, the responsibilities we have to safeguard children entrusted to our care. We recognise that all staff, including volunteers have a full and active part to play in protecting our students from harm and promoting their welfare. We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff and Governors believe that our Academy should be an environment which provides a secure, caring, positive, safe and stimulating environment where students feel valued, respected and listened to and which promotes the social, physical and moral development of the individual child. Our procedures will be followed by all adults, including volunteers, working with or on behalf of the Academy. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

The prolific use of new technology has meant that students are at risk from a number of new angles. These include social media, email, text messaging and apps such as snapchat and twitter. The increase in exploitation of young people to take part in criminal and sexual activity through gang membership and the threat of radicalisation means that school staff are at the front line of keeping children and young people safe from harm. This policy goes into detail of these new threats and signposts staff to find out more information in the appendices. The key information for staff is listed below, at the start of this policy. Please follow it if you are concerned about a young person.

**Staff should familiarise themselves with appendix 5 and 8 of this policy which contains new guidance regarding different types of safeguarding issues and how to prevent and identify signs of radicalisation in students.**

### Key Information for Staff

**If you are concerned about the wellbeing of any young person then you should:**

- 1. Listen to what the child is saying without interruption and without asking leading questions**
- 2. Respect the child's right to privacy but do not promise confidentiality**
- 3. Reassure the child that s/he has done the right thing in telling**
- 4. Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.**
- 5. Complete an online referral on CPOMS. This will generate an email to the DSL who will follow-up. Ensure you record what was said in the student's own words**
- 6. IN AN EMERGENCY find the DSL as soon as possible. An emergency means the child is in immediate danger**
- 7. If in doubt, find the DSL. Never worry about asking questions and double checking facts or fears**

## 2. Aims of the Policy

- To support the child's development in ways that will foster security, confidence and independence

## Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

- To raise the awareness of both teaching and associate staff of the need to safeguard children and themselves, and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the Academy, which will be followed by all members of the Academy community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Children and Family Services
- To ensure that all adults within our Academy who have access to children have been checked as to their suitability
- To provide a reference point for advice on current issues such as extremism, child sexual exploitation (CSE), so-called Honour-Based Violence (HBV) and Female Genital Mutilation (FGM). [See Appendix 5 - specific safeguarding issues.](#)

### 3. Procedures

This policy was [reviewed in September 2016](#) to take account of updated guidance from Keeping Children Safe (September 2016).

Our Safeguarding and Child Protection policy is written with due regard to the following:

- *Keeping Children Safe in Education* September 2016 update
- National guidance from the “*Keeping Children Safe in Education; Statutory Guidance for Schools and Colleges*” document published by the Department for Education in September 2016
- Local guidance and procedures from the LSCB and the London Child Protection Procedures produced by the London Safeguarding Children Board.

Chelsea Academy will ensure that:

- we have a designated senior member of staff, from the Academy Leadership team, who undertakes the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. This will be made explicit in the role-holder’s job description
- we have a deputy DSL to whom the activities of the DSL can be delegated
- the DSL and deputy DSL undertake training to provide them with the knowledge and skills required to carry out the role. This training will be updated every two years. In addition, their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role (via e-bulletins, meeting other DSLs, reading up about safeguarding developments)
- all staff receive information about the Academy’s safeguarding arrangements, the Academy’s safeguarding and child protection policy, staff behaviour policy (code of conduct), the role and names of the Designated Safeguarding Lead (DSL) and their deputy
- all staff will be given a copy of Part 1 of Keeping Children Safe in Education 2016 and will sign to say they have read it. This applies to the Governing Board in relation to part 2 of the same guidance. The Academy will have mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education 2016
- all staff receive safeguarding and child protection training at induction. This training will be updated at least annually. This will ensure that all staff know how to keep children safe, are clear about their own role and that of others in providing a caring and safe environment for all students, know how they should respond to any concerns about an individual child that may arise, and know how to respond to a student who discloses abuse. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively
- Academy staff are given updated training on preventing radicalisation and extremism at least annually
- the DSL is clear about the role of the Channel and will work closely with the local authority and Channel when the need arises
- the safeguarding and child protection policy is made available via the Academy website and that parents/carers are made aware of this policy. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy

- the Academy provides a co-ordinated offer of Early Help when additional needs of children are identified, and contributes to Early Help arrangements and inter-agency working and plans
- the name of the Designated Safeguarding Lead and deputy are clearly advertised in the Academy so that any visitors to the Academy know who the DSL is. Daily supply staff are asked to pass any child protection or safeguarding concerns onto the member of the leadership team responsible for cover who will then pass these concerns to the DSL
- the DSL gives regular feedback to Governors on safeguarding issues. This is done as part of the annual work plan and takes place in the September of the new academic year
- Chelsea Academy always follows Safer Recruitment procedures so that we can be confident that all adults working in our Academy are safe to do so. All interview panels have staff who are trained in Safer Recruitment and all HR staff have also undertaken this training
- our code of conduct outlines clear steps that a member of staff should take if they have concerns over another adult in the Academy. For ease of reference any concerns about an adult in the Academy should be referred to the Principal. Any concerns about the Principal should be referred to the Chair of the Governing Board
- a clear whistleblowing policy is in place if there are concerns about any aspect of the Academy's policies or practice
- our procedures are regularly reviewed and updated (see monitoring and reviewing our practice below)

**The Designated Safeguarding Lead (DSL) at Chelsea Academy is listed on the front sheet of this Policy. In his or her absence, the Principal will act as DSL and staff should contact him directly**

#### **4. Responsibilities**

**The Designated Safeguarding Lead will:**

##### **Have the knowledge and skills required to carry out the role**

- is appropriately trained with updates every two years and will refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals but at least annually
- obtains access to resources and attend any relevant or refresher training courses
- undertakes Prevent awareness training
- understands the locally agreed processes for providing early help and intervention and will support members of staff to access Early Help intervention when appropriate
- has a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and is able to attend and contribute to these effectively when required to do so
- is alert to the specific needs of children in need, those with special educational needs and young carers

##### **Manage referrals**

- adheres to the London Safeguarding Children Board and national guidelines, London Child Protection Procedures, LSCB and Academy procedures with regard to referring a child if there are concerns about possible abuse
- refers cases of suspected abuse to the local authority children's social care as required
- supports staff who make referrals to local authority children's social care
- refers cases to the Channel programme where there is a radicalisation concern as required
- supports staff who make referrals to the Channel programme
- refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refers cases where a crime may have been committed to the Police as required
- ensures that any student currently with a child protection plan who is absent from the Academy without explanation for more than one day is referred to their key worker's Social Care Team

##### **Work with others**

- liaises with the principal to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- as required, liaises with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)

## Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

- liaises with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- ensures that either they, or another staff member, attend case conferences, core groups or other multi-agency planning meetings, contributes to assessments, and provides a report where required

### Training

- organises child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all Academy staff
- keeps a record of attendance at this training and addresses any absences
- ensures all staff are provided with copies of Part 1 of Keeping Children Safe in Education 2016, the Academy Child Protection and Safeguarding policy and the Staff Code of Conduct ensures they sign to say they have read them.
- ensures each member of staff understands the Academy's child protection procedures
- understands and supports the Academy with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation

### Raise Awareness

- acts as a source of support, advice and expertise for Academy staff on child protection and safeguarding matters.
- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them
- ensures the Academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- ensures that the name of the DSL and deputy DSL are clearly advertised in the Academy
- ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this

### Record Keeping

- keeps detailed, accurate records, either written or on CPOMS, of all concerns about a child even if there is no need to make an immediate referral
- ensures that all such records are kept confidentially, stored securely and are separate from student records, until the child's 25<sup>th</sup> birthday
- Ensures that when a student leaves the Academy, their child protection file is passed to the new school (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained
- ensures that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file, and ensures the copy is then shredded
- ensures that an indication of further record-keeping is marked on the student records

## 5. Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame
- We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The Academy will support all students by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the Academy
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Maintaining a cause for concern register – to monitor a student more closely if reason to do so
- Notifying Children and Family Services as soon as there is a significant concern
- Providing continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student's new place of education

## **Children who are particularly vulnerable**

### Children with Special Educational Needs

The Academy recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions, or to child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our students receive equal protection we will give special consideration to children who are disabled or have Special Educational Needs

### Children Looked After (CLA)

The most common reason for children becoming looked after is as a result of abuse and neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The Designated Teacher for Children Looked After (CLA) and the DSL have details of the child's social worker and the name and contact details of the Virtual School headteacher for children in care, who has responsibility for the progress of CLA. The Designated Teacher for Children Looked After works with the Virtual School headteacher to discuss how funding can be best used to support the progress of looked after children in the Academy and meet the needs outlined in the child's Personal Education Plan.

## **6. Confidentiality**

- We recognise that all matters relating to Safeguarding and Child Protection are confidential
- The Principal or DSL will disclose any information about a student to other members of staff on a 'need-to-know' basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

## **7. Working Together with Parents / Carers**

### **a. Student Information**

We recognise the importance of keeping up-to-date and accurate information about students. We regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions)

- name and contact details of G.P
- any other factors which may impact on the safety and welfare of the child

#### **b. Confidentiality**

Information about students given to us by the children themselves, their parents / carers, or by other agencies will remain confidential. Staff will be given relevant information only on a 'need-to-know' basis in order to support the child if that is necessary and appropriate

We are, however, under a duty to share any information which is of a Child Protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing

We have a duty to keep any records which relate to Child Protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the student transfers

#### **c. Referrals to partner agencies**

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children and Family and Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents / carers

#### **d. Attendance**

- We are aware that a student's unexplained absence from school could mean that they are at risk from harm
- We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within two days
- We will always seek to clarify the reason for a child's absence from school with the child's parent / carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent / carer to the Early Help Team
- We consider a student to be 'missing from education' if they have been absent from the Academy for a period of five days without the Academy being notified of the absence by the parent / carer and without the Academy being able to make contact with the parent / carer. Under these circumstances the Academy will contact the Early Help Team on the fifth day of absence who will then refer the matter to the ACE Team
- We will always report to the Local Authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- We will always report to the ACE Team the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date

#### **8. Staff Recruitment**

- The Academy ensures that it follows the guidance on Safer Recruitment of staff, including advertising appropriately, with a statement about our commitment to safeguarding and that enhanced DBS checks will be carried out. Two satisfactory references will need to be obtained prior to confirmation of a post and all relevant checks finalised prior to appointment
- All persons who work at the Academy have a full interview (including safeguarding specific questions), DBS check prior to working at the Academy and all necessary risk assessments conducted as required
- Our interview panel will always contain at least one member trained in safer recruitment practice

#### **9. Supporting Staff**

We recognise that staff working in the Academy who have become involved with managing allegations of child abuse or working with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will ensure we support such staff by providing supervision or an

opportunity to talk through their anxieties with the DSL, or helping them by seeking further support as appropriate

#### **10. Allegations against staff**

**Please see Appendix 4** for the Academy's procedure for dealing with allegations against staff

#### **11. Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. **Please see the Academy's Whistle-Blowing policy.** The NSPCC Whistleblowing Helpline Number can be found in **Appendix 6**

#### **12. Physical Intervention**

Our policy on physical intervention by staff is set out in our Behaviour for Learning Policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. Any such intervention will be recorded and parents / carers notified

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under Safeguarding / Child Protection or disciplinary procedures

Please see **Appendix 9** for the section of the Behaviour for Learning Policy that refers to physical intervention

#### **13. Bullying**

The Academy's Anti-Bullying policy is a separate policy and acknowledges that to allow or condone bullying may lead to consideration under Safeguarding / Child Protection procedures. **Please see the Academy's Anti-Bullying Policy**

#### **14. Equality Incidents (including racist, sexist and homophobic incidents)**

The Academy has a zero tolerance approach to any type of discrimination based on protected characteristics. We acknowledge that repeated equalities incidents or a single serious incident may lead to consideration under Safeguarding / Child Protection procedures

#### **15. E-safety**

The Academy policy on E-safety and ICT use is set out in a separate policy document. The use of the Internet is an important part of education but there are risks of harm associated with its use. We have an E-Safety policy that addresses how we minimise those risks and teach children how to stay safe when using the internet in their lives outside of the Academy. We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment. Any series of, or single serious incident may lead to consideration under Safeguarding / Child Protection procedures

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as facebook, twitter, instagram and snapchat. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. Chelsea Academy has an E-Safety policy which explains how we try to keep students safe in the Academy and how we respond to online safety incidents. Students are taught about online safety throughout the curriculum. The Academy's ICT systems are reviewed regularly to ensure they effectively filter the internet and arrangements are in place to proactively monitor online usage.

## **16. Prevention**

The Academy recognises that it plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Academy community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty, usually their Learning Coach
- Include in the curriculum opportunities for Personal Development (PSHE and Citizenship) which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

## **17. Photography, video and the use of student images**

The taking, and use, of student images will only be undertaken with full parental and student permission (which is taken on transition as part of the Home-Academy Agreement). Every precaution will be taken to ensure that names and photographs do not appear together; storage of this data is secure and only used by those authorised to do so

## **18. Health and Safety of students whilst on trips and visits**

Our Health and Safety and Trips and Visits policies, set out in a separate documents, reflect the consideration we give to the protection of our children both on and off site

## **19. Monitoring and Review of Policy and Practice**

The DSL monitors our Safeguarding and Child Protection practices and brings to the notice of the Principal and Governors any weaknesses or deficiencies. The Governing Board has a duty to remedy any weaknesses that are identified. Each academic year the link Governor for Safeguarding will check the procedures mentioned in this policy.

An annual report is submitted to the Governors which outlines the Safeguarding and Child Protection work we have undertaken during the year. Names of children will not be shared. Details of the following will be included in the report:

- The names of members of staff with designated Child Protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children)
- Details of any incidents when physical restraint of students has been used
- Details of information and guidance that has been given to staff
- Details of Safeguarding and Child Protection issues included in the curriculum
- Confirmation that all Child Protection records are stored securely and where appropriate have been transferred to another school
- Details of Safeguarding and Child Protection information given to parents / carers
- Details of the safety of the Academy site and the access given to visitors
- Confirmation that all Academy lettings have been agreed with consideration given to the Safeguarding of children
- Numbers of child protection referrals made to Children and Family Services
- Details of Child Protection Conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The Governors, Principal and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

### **Links to other Policies:**

A range of other Academy policies are central to many aspects of the Academy's Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with:

## Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

- Anti-bullying Policy
- Attendance and Punctuality Policy
- Whistle-Blowing Policy
- Behaviour for Learning Policy (including information on physical restraint)
- E-Safety (including Internet Protocol)
- Health and Safety
- Trips and Visits
- Staff Code of Conduct

This Policy was adopted **September 2016** and is reviewed annually by the Governors of our Academy, the Principal and the DSL. It is, and will continue to be, reviewed annually.

This policy is available to all parents / carers of current and prospective students either in hard copy or from our website

### **APPENDICES AND ANNEXES**

- Appendix 1: Responding to concerns about individual children
- Appendix 2: Advice to staff
- Appendix 3: Child Abuse - What to look out for
- Appendix 4: Allegation against a member of staff procedure
- Appendix 5: Specific Safeguarding Issues
- Appendix 6: Useful Contact Details
- Appendix 7: CPOMS User Instructions
- Appendix 8: Anti-Extremism guidance
- Appendix 9: Physical restraint procedure as outlined in the Behaviour for Learning Policy
- Appendix 10: Trips and Visits - Host Families

## **APPENDIX 1**

### **Responding to Concerns about Individual Children**

All children at Chelsea Academy must be able to place their trust and confidence in any adult working in the Academy. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises Child Protection concerns.

All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that s/he has done the right thing in telling
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on
- Complete an online referral on CPOMS. This will generate an email to the DSP who will follow up. Make sure you record what was said in the student's own words
- IN AN EMERGENCY find the DSL as soon as possible. An emergency means the child is in immediate danger
- If in doubt, find the DSL

The Designated Safeguarding Lead will:

- Assess any urgent medical needs of the child
- Consider whether the child has suffered, or is likely to suffer significant harm
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan
- Confirm whether any previous concerns have been raised by staff
- The DSL should only inform the parents / carers of the child of any concerns once the Duty Team leader has been consulted and their advice sought
- Consider whether the matter should be discussed with the child's parents / carers or whether to do so may put the child at further risk of harm because of delay or the parent's / carer's possible actions or reactions
- Seek advice if unsure that a Child Protection referral should be made
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation Team has been informed and advice given
- Information will be shared on a 'need-to-know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues
- The DSL will either make a referral to the child's Local Authority Children and Family services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the Local Authority
- The DSL must keep a written record of all contact with other agencies
- All paperwork relating to child abuse must be kept in a locked cabinet
- All students who are subject to a Child Protection Plan will have Core Group meetings and Case Conferences organised by Social Services. The DSL or a member of the Leadership Team / Pastoral Team will attend these on behalf of the Academy. Students are aware that these meetings take place and that the Academy will be presenting a report at the meetings. The DSL, Head of Year and School Nurse monitors students who are subject to a Child Protection Plan
- The DSL, Head of Year and School Nurse also monitor students who are a cause for concern

### **Recognition and Response to Abuse**

- Owing to the nature of the day-to-day relationship children at Chelsea Academy have with staff, all adults working in the Academy are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or

impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person

- All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the SL
- All adults working in the Academy will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high
- **For definitions of Child Abuse see Appendix 3**

### **Providing a Safe Environment**

All parents / carers of students attending Chelsea Academy must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the Academy
- Ensuring that our staff are appropriately trained in Safeguarding and Child Protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the children themselves become aware of danger and risk, and what is acceptable behaviour and what is not
- Working in partnership with all other services and agencies involved in the Safeguarding of children
- Displaying appropriate posters that detail contact numbers for Child Protection helplines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our Academy
- Welcoming visitors in a safe and secure manner and ensuring they understand our Safeguarding and Child Protection procedures
- Undertaking risk assessments when planning out-of-Academy activities or trips / visits
- Ensuring that any community groups which use our premises for the provision of services to children have Child Protection knowledge and understanding evidenced by a policy, or are prepared to adopt our own policy

## **APPENDIX 2**

### **Advice to Staff**

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the student
- Do not engage in conversations about your personal life with student
- Keep boundaries very clear between you and the student, particularly if the conversation involves relationships, emotions, and sexual content
- Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual student
- Do not accept students as 'friends' on Facebook, Myspace or other similar social media sites
- If a student wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a student about their personal life unless they approach you. Avoid giving advice to students about their relationships
- Do not teach small groups of students/individuals outside of normal lessons unless there is another member of staff in the Curriculum area at that time
- Be aware of students forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings
- Be aware of conversations that you have with students and the need to avoid sexual innuendo at all times. Older students are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position

Please discuss with the Designated Senior Lead if at any time you are concerned about a situation and wish to seek advice

### **APPENDIX 3**

#### **Child Abuse - What to Look Out For**

As a member of staff at Chelsea Academy, you need to be clear about:

- what constitutes abuse
- how to recognise it
- who to refer your concerns to

#### **Criteria for Registration and Categories Abuse**

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age- appropriate

Individual cases must always be treated on their own merits, however in general terms the following definition should provide the basis for action under these guidelines: "A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission".

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a Child Protection Plan. The following are used for the plan. They are intended to provide definitions as a guide. In some instances more than one category of registration may be appropriate.

#### **Definition of Child Abuse**

For the purposes of dealing with Child Abuse, a child is defined as **any child or young person under 18 years of age** at the time when care proceedings may be initiated.

Abuse and neglect are forms 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 the 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 by another child or children.

All staff need to be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that Safeguarding issues can manifest themselves via peer-on-peer abuse

All staff must also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap one another.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

There are four areas of definition:

##### **a) Emotional Abuse**

The persistent or severe emotional ill-treatment or rejection of a child which has an actual or likely severe adverse effect on the child's behaviour or emotional development. All forms of abuse involve some emotional ill treatment.

##### **b) Neglect**

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

**c) Physical Abuse**

The physical injury to a child, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. This includes deliberate hitting, shaking, throwing, poisoning, burning, attempted drowning or smothering.

**d) Sexual Abuse**

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not fully comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. It may also include non-contact activities such as looking at pornographic materials or sexual activities.

## **Recognition of Abuse**

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs to look out for:**

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair, underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors
- child may seem listless, apathetic, unresponsive with no apparent medical cause
- frequently absent from the Academy
- physically uncared for
- left alone for excessive periods
- left with parents who are intoxicated or violent

### **Associated factors**

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

### **Action to be taken**

If a member of staff has concerns about the well being of a child in his / her class, a discussion should take place with the Designated Safeguarding Lead (DSL), records should be kept, and when appropriate Social Services staff should be informed by the DSL.

### **Emotional Abuse**

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they

say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **Signs to look out for:**

- a child may be inducted into a parental caretaking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's / carer's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent / carer
- a child may be terrorised by a parent / carer or others so that she / he is overly fearful and watchful
- a parent / carer who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's / carer's delusional state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent / carer who provides only conditional love with threats of withdrawal of love
- changes or regression in mood or behaviour
- nervousness, watchfulness
- obsessions or phobias
- sudden under achievement or lack of concentration
- attention-seeking behaviour

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

#### **Associated Factors**

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent / carer who is socially isolated, unsupported or depressed, or conversely, a parent / carer who has a very active social life with very little time or energy to give to child care
- a parent / carer who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent / carer who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents / carers who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

#### **Action to be taken**

If a teacher is concerned that a student in her / his class is being emotionally maltreated, it should be reported to the DSL, detailed records should be kept, and when appropriate, Social Services staff informed by the DSL.

#### **Physical Abuse** (Non-Accidental Injury)

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

### **Location of injury**

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE staff are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

### **Signs to look out for:**

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury
- have injuries which have not received medical attention
- have injuries in places not usually exposed to falls, rough games etc
- display symptoms of neglect such as under-nourishment, failure to grow, constant hunger

### **Common Medical / Physical Factors Associated with Physical Abuse**

#### **a) Bruising**

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

#### **b) Bites**

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

#### **c) Burns and Scalds**

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally

- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

#### **Associated Factors**

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident and Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

#### **Action to be taken**

If a teacher has concerns that a student in her / his class may be suffering from physical abuse, the DSL should be informed, and detailed records kept (including dates of injuries noted). The DSL will decide if concerns should be shared with parents / carers, and when appropriate, Social Services staff and a designated doctor should be informed.

#### **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is (e.g. involving penetrative abuse), the greater the number of developmental stages that abuse continues through, and the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Both boys and girls can suffer from sexual abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, childcare workers, clergymen or strangers. Warning children about 'Stranger Danger' should happen on a regular basis.

#### **Signs to look out for:**

- any allegations made by the child
- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE

## Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance
- eating disorders e.g. Anorexia, Bulimia

### **Action to be taken**

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the DSL, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

### **Referral**

If you suspect that a student is being subjected to any of these forms of abuse, you should refer the matter directly and immediately to the DSL. He/she will decide on any subsequent course of action to be taken. Only the DSL should contact outside agencies. If the suspicion of abuse relates to a member of staff you should refer the matter directly and immediately to the Principal.

**The Designated Senior Lead (DSL) at Chelsea Academy is listed on the front sheet of this policy. In his or her absence, the Principal will act as DSL and staff should contact him directly.**

## **APPENDIX 4**

### **'Allegation Against a Member of Staff' Procedure**

#### **1. Introduction**

This document provides the steps to take where there is an allegation of physical or sexual abuse against a member of staff in relation to an Academy student. The process described in this document is intended for use with both teaching and associate staff. In this procedure, the term 'parents' means all those having parental responsibility for a child.

The Academy recognises that any allegation is serious and needs to be dealt with in a sensitive, efficient manner. It is also important that those with responsibilities described in this procedure act without delay. All parties involved are likely to be distressed. Any disruption to the normal running of the Academy should be minimised.

#### **2. Designated Senior Lead**

The Principal shall designate a member of staff to act as the Designated Senior Lead (DSL) for the Academy. The Principal shall advise the Governors and all members of staff of the name of the Academy's DSL and inform them of any changes.

#### **3. Receiving an Allegation**

- All allegations of physical or sexual abuse made against a member of staff in relation to a student must be reported to the Designated Senior Lead (DSL)
- The DSL must make a written record (timed and dated) of what has been reported. If possible, the allegation should be written by the student or the person to whom the allegation was first made
- Total confidentiality must not be promised to the student or adult making the allegation or disclosure. For example, the person against whom the allegation has been made will have a right to know the substance of the allegation if disciplinary or legal action is to be taken
- The DSL must not discuss the allegation with the accused person prior to reporting the matter to the Principal. The Authority Designated Officer (LADO)
- Staff receiving an allegation against the DSL should refer the matter directly to the Principal

***In the event of the allegation being made against the Principal, the DSL is responsible for reporting the allegation to the Chair of Governors, who will undertake the role assigned to the Principal throughout this procedure. The LADO will be notified by the Chair of Governors***

#### **4. Principal's initial consideration of an allegation**

- The Principal, in consultation with the DSL, should decide whether any enquiries are necessary in order to decide whether or not to refer the matter to Social Services or the Police. The Principal and the DSL should consider what information needs to be gathered and how it is to be obtained. Staff or students must not be interviewed. Third parties within the Academy may be asked, but not required, to write an account of their direct experience in relation to the allegation
- Where the Principal considers that a referral might be warranted under Child Protection Procedures, s/he must refer the matter accordingly without delay. Any alleged physical injuries must be investigated by the appropriate external agencies
- The Principal may seek advice from appropriate agencies. These agencies include the Social Services, the Department for Children and Family Services and the police
- At this initial stage, the Principal, in consultation with any external agencies, should decide on the extent to which information can be shared with the member of staff who is the subject of the allegation
- If the Principal decides to refer an allegation to the Social Services and/or the Police, any internal Academy enquiries should be held in abeyance until the Social Services/Police have indicated that they have no further involvement

#### **5. If an external referral is decided**

- The Principal should contact the LADO and/ or the police, as appropriate, to report the allegation

- The Principal should discuss with the LADO what may and may not be said to the student/parent, to the member of staff against whom the allegation has been made, and to the initial informants
- The Principal should inform the Chair of Governors that an allegation relating to a member of staff has been referred. The Principal should not describe the circumstances of the allegation to the Chair of Governors at this stage
- The Principal should prepare a standard response to queries by Academy parents and the media. The response should indicate that:
  - The matter is governed by procedures which the Principal is obliged to follow
  - The matter is in the hands of the appropriate agencies and no further comment can be made
  - No names can be given for public use
- When inter-agency discussions take place, it is essential that the Principal or a substitute attends
- When the appropriate agencies have completed their procedures, the Principal may decide that an internal investigation should be carried out to establish whether or not the Academy's Disciplinary Procedure should be invoked. Any disciplinary investigation conducted by the Academy must follow the Academy's disciplinary procedure. Interviews with children should be kept to a minimum

#### **6. If an external referral is not made**

- An external referral would not normally be made when the Principal is satisfied that children are not at risk of significant harm or that a reportable criminal offence has not been committed
- An internal investigation should be carried out to establish the circumstances. If the Principal decides that disciplinary action may be appropriate, the Academy's Disciplinary Procedure should be invoked. Any disciplinary investigation conducted by the Academy must follow the Academy's disciplinary procedure. Interviews with children should be kept to a minimum

#### **7. Suspension of Staff**

- Suspension should not automatically follow an allegation but it may be an appropriate step at any stage, depending on the information available. Suspension is not a disciplinary action
- The decision on suspension is for the Principal to take. Where external agencies are involved, any decision on suspension should be made after consultation with them. Factors such as the seriousness of the allegation, the perceived risk to children, the existence or otherwise of previous complaints and the possible conduct of the investigation may be relevant
- Staff who are suspended should be advised that the Director of Finance and Operations is their point of contact in the Academy. Staff who are suspended should also be advised to contact their professional association, trade union or other professional body

#### **8. Role of the Governing Board**

Members of the Governing Board will not normally become involved in Child Protection inquiries involving members of staff unless the Governor is subsequently requested to participate under the Academy's Disciplinary Procedure.

#### **9. Record keeping**

- The DSL is required to manage the keeping of records in relation to the allegation. Where a person makes an oral statement, a written record should be produced and, as with other written statements, it should be signed and dated by the author
- The DSL should also ensure that a record is maintained of the process followed in handling the allegation. The Principal should verify the accuracy of that record
- These records must be stored securely

#### **10. Monitoring, Evaluation and Review**

The Governing Board will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and published throughout the Academy.

## APPENDIX 5

### Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific Safeguarding issues. Broad government guidance on the issues listed below is available from the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) – Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
  - Children who appear with unexplained gifts or new possessions
  - Children who associate with other young people involved in exploitation
  - Children who have older boyfriends or girlfriends
  - Children who suffer from sexually transmitted infections or become pregnant
  - Children who suffer from changes in emotional well-being
  - Children who misuse drugs and alcohol
  - Children who go missing for periods of time or regularly come home late and
  - Children who regularly miss school or education or do not take part in education
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) - Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places **a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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 pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. **Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out**. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been

carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, ***the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.*** Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's Designated Safeguarding Lead and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local Safeguarding procedures.

- **forced marriage** Forcing a person into a 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 or 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. Schools and colleges can play an important role in safeguarding children from forced marriage.

- **gangs and youth violence**

- **gender-based violence/violence against women and girls**

- **mental health**

- **private fostering**

- **radicalisation** Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other Safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

From 1 July 2015, specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as 'The Prevent Duty'. Guidance on implementing the Prevent Duty is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing Safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their Safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to

assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's Safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools

### Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the Local Authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

### So-called Honour-Based Violence (HBV)

So-called Honour-Based Violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. So-called 'Honour-Based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

So-called Honour-Based Violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is, and cannot be, any honour or justification for abusing the human rights of others. All forms of so called HBV are abuse

(regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Peer-on-Peer Abuse

In most instances, the conduct of students towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise Safeguarding concerns. Chelsea Academy recognises that children are capable of abusing their peers. This will not be passed off as 'banter' or 'part of growing up'. The forms of peer-on-peer abuse are outlined below:

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Chelsea Academy aims to reduce the likelihood of peer-on-peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- providing a developmentally appropriate Personal Development curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Chelsea Academy will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the Academy and what services they can contact for further advice

Any concerns, disclosures or allegations of peer-on-peer abuse in any form should be referred to the DSL using the Academy's Child Protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed, the police will be contacted

Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

Working with external agencies the Academy will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students then support will be put in place to promote the wellbeing of the students affected, and the victim and perpetrator will be provided with support

Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

## APPENDIX 6

### Useful Contact Details

<b>NSPCC (staff)</b>	<b>0808 800 500</b>	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
<b>Childline (students)</b>	<b>0800 1111</b>	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
<b>Tri Borough London Safeguarding Children Board</b>	<b>020 7934 9714</b>	<a href="http://www.londonscb.gov.uk/procedures/">http://www.londonscb.gov.uk/procedures/</a>
<b>Kensington &amp; Chelsea Social Services Referrals</b>	<b>0207 361 3013 / Out of hours 020 7361 3013</b>	
<b>Hammersmith &amp; Fulham Social Service Referrals</b>	<b>020 8753 6600 / Out of hours 020 8748 8588</b>	
<b>Wandsworth &amp; Westminster Social Service Referrals</b>	<b>020 7641 4000 / Out of hours 020 7641 6000</b>	
<b>NSPCC Whistle-Blowing Helpline</b>	<b>0800 028 0285</b>	

## APPENDIX 7 - CPOMS User Instructions

This training is provided to each member of staff when they join Chelsea Academy.

### CPOMS User Guide

CPOMS is an online, protected system to log and track any disclosures from students at the Academy. All staff have the ability to record an incident on CPOMS which will automatically alert the designated safeguarding leads and the appropriate Head of Year for that student.

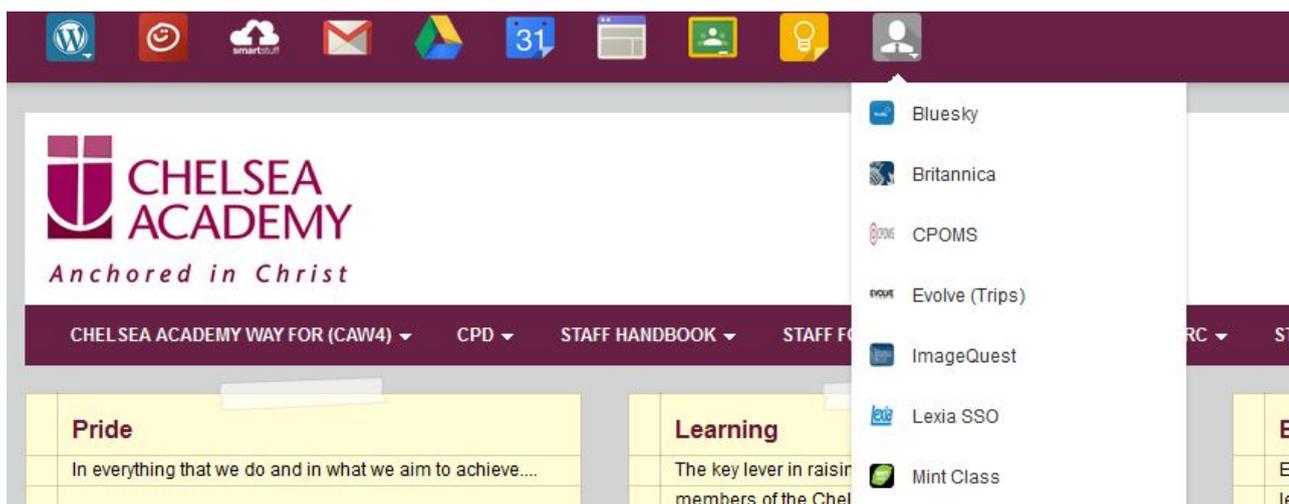
Please familiarise yourself with the process below to ensure you have access to your account.

CPOMS can be found at:

<https://chelseaacademy.cpoms.net>

There is also a link directly from the CALC:

**To log in for the first time, please enter your email address and click on 'reset password':**



Chelsea Academy Login Reset Password

## Login

Please [click here](#) to read our important information about students who are transferring to new schools, and how to transfer their CPOMS records.

Email Address

Password

MeriLock Key

Insert your MeriLock Key into your computer, click inside this field and press the button on your MeriLock Key.

Login

[Forgotten your password or using CPOMS for the first time?](#)

You do not need a MeriLock Key to log an incident or log in, these are only for trained CP Leads and HoY. Once you are logged in to CPOMS, click on 'Add Incident'

Chelsea Academy Dashboard Add Incident Change Password

## Add Incident

Add Incident

Student

Start typing a student's name to log this incident against their record.

Incident

Categories  Attendance  Child Protection  CIN  Equalities Incident  LAC  Medical  Safeguarding

Linked Student(s)

Type a student's name to link them to this incident.

Date/Time

Alert Staff Members

When you begin typing the student's name, options will drop down for you to choose from. The system pulls information from SIMS. Please ensure you report the correct student surname (there can be multiple Zara's, for example).

Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

**Alert Staff Members**

Designated CPO

Deputy Designated CPO

Head of House

Head of Sixth Form

LA

Type a colleague's name or select a user group to alert them to this incident. Colleague

Who should I alert?

**File(s)**

  No file selected.

**Agency Involved**

Select Agencies

Add Incident

If you are in any doubt who to report this to, click 'Designated CPO' and 'Deputy Designated CPO' only. Please also alert the Head of Year.

Click 'Add Incident' and your disclosure is logged. Where possible, CPOs or HoY will feedback to you, but due to the sensitive nature of some information this will not always be the case.

Many thanks for continuing to help our students remain safe in the Academy.

## **Appendix 8**

### **Radicalisation Advice - advice taken from:**

**[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)**

All Academy staff should be aware of the following indicators that can contribute to the vulnerability of a young person. Through contact with our young people it is important to use CPOMS to report any concerns that we may have. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology or
- communications with others that suggest identification with a group/cause/ideology

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others or
- plotting or conspiring with others

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction) or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

If any member of staff is worried about this then they should follow normal Child Protection procedures. The DSL will contact Prevent and/or Channel directly and work closely with them.

## **APPENDIX 9**

### **Physical Intervention Procedure as outlined in the Behaviour for Learning Policy and Staff Code of Conduct**

Sometimes, students may get extremely anxious or agitated. During these times staff should, in the first instance, try to de-escalate the situation and help students to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when an individual student needs more help to calm down to ensure their own safety, the safety of other students and staff, or that property is not seriously damaged. This can require physical interventions. Teachers and other staff have the right to use reasonable, proportionate and necessary force to restrain students if the circumstances require such action.

At all times the intervention should be a last resort to prevent harm to any student or staff.

#### **The Academy Code of Conduct for employees states:**

Physical restraint must not be used unless absolutely necessary. The types of force which are deemed by the DfE to be reasonable are:

- passive physical contact resulting from standing between two students
- active physical contact such as leading a student by the hand or arm, ushering a student away by placing a hand in the centre of his/her back, or, in more extreme circumstances, using appropriate restrictive holds

Employees should not:

- bar doorways or corridors to stop a student leaving unless there is reason to believe the student is about to commit a dangerous act such as harm another student.
- act in temper (involve another staff member if you fear loss of control)
- involve other students in the restraint
- touch or hold the student in sexual areas
- twist or force limbs back against a joint
- bend fingers or pull hair
- hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- slap, punch, kick or trip up the student

**If employees have recourse to use physical restraint they must report this immediately to the Principal or one of the Vice Principals.**

#### **Use of Support Structures and External Agencies**

Where students require additional support the Academy will seek, as appropriate, the assistance of various systems and agencies (having held an intervention panel to assess the level of need):

- Special Educational Needs Code of Practice
- Counselling by staff / Learning Coaches / Heads of Year (support programmes)
- Peer Counselling / Mentoring
- Attendance Officer input
- ACE Team referrals
- Teaching Assistants and other member of the SEN Department
- Outside Agencies e.g. External Counselling, Education Psychologist, CAMHS
- Academy Nurse
- Parental contact
- Target Sheets
- Posts of responsibility – Prefects, Form Captain, Peer Mediator, LRC Monitors etc
- Focus weeks to concentrate on a particular aspect of behaviour

Child Protection and Safeguarding Policy

Reviewed: October 2016 in response to the update of Keeping Children Safe in Education

Reviewed: September 2017 to update DSL staff and safeguarding governor details

## **APPENDIX 10**

### **Trips and Visits - Host Families**

Chelsea Academy recognises that when arranging for our students to stay with families overseas the DBS cannot access criminal records held overseas. This means that Host families in other countries, therefore, cannot be checked in the same way by Local Authorities when children stay abroad. When arranging trips overseas involving the use of Host families, Chelsea Academy will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.