



BrightTribe
learn grow prosper

Safeguarding and Child Protection Policy

September 2018





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1. Mission Statement

Bright Tribe Trust (BTT) and Adventure Learning Academy Trust (ALAT) bring a new energy and approach to providing the best education for our pupils. Through proven practices, BTT and ALAT will transform the learning of pupils, raise standards, and provide the highest quality learning environments, enabling pupils and teaching staff to thrive and be the best. BTT and ALAT's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

BTT and ALAT values:

Learn	Grow	Prosper
Provide the best education for every pupil.	Grow our pupils' futures.	Lead the way in education.
Ensure the highest quality teaching and learning.	Develop the best teaching staff.	Realise the opportunities.
Work with the family, parent or carer.	Provide the best learning environment and supporting technology.	Be connected to the community.

2. Principles and Values

2.1.1. Colchester Academy is committed to safeguarding and promoting the welfare of young people. We take seriously our responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Academy to identify, assess, and support those children who are suffering harm. The procedures contained in this policy apply to all staff, volunteers and Drive Teams and are consistent with those of the LA name safeguarding Children Partnership (SCB).

2.2. As educators of the next generation and our staff will embrace their responsibility to:

- Protect pupils from maltreatment and ensure there is a clear focus on the welfare needs of the individual pupil: The welfare of the child is paramount
- Ensure all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Act on any suspicion or disclosure that may suggest a child is at risk of harm
- Prevent impairment of pupils' health or development
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and able to approach adults if they need help knowing they will be listened too. The voice of the child is evident in case files and informs schools policy developments
- Enable pupils to have the best possible life chances and to enter adulthood successfully
- Prevent unsuitable people working with children.

2.3. Colchester Academy believes that pupils will thrive and learn best when:

- They are respected and listened to and all have the right to protection from all types of abuse

- They have a right to be taught and supported by staff of integrity who are well-qualified, experienced and trained and fully aware of all their responsibilities regarding the welfare of pupils
- All adults are vigilant for signs of any pupil in distress and will be confident in communicating about and applying the Child Protection processes to avert and alleviate problems.

3. Introduction

Every BTT and ALAT academy has an explicit responsibility to both safeguard and promote the welfare of children for whom they are responsible. This is part of their duty of care. The Drive Team has a named champion within Safeguarding; this is name of person (Drive Team Safeguarding Lead). The responsibility for making sure these arrangements are in place lies with the Trust in accordance with the guidance given by the Secretary of State. This responsibility is laid down in the following documents:

- Section 175 of the Education Act 2002
- The EYFS (welfare requirements) Regulations 2012 Section 40 of the Childcare Act 2006
- ISI Regulations 2010 (amended January 2013)

3.1. Arrangements for Promoting the Welfare of Children

There are two main aspects to safeguarding and promoting the welfare of children and the academy is committed to taking responsibility for the following:

- To take all reasonable measures to ensure that risks of harm to children’s welfare are minimised
- To take all appropriate actions to address concerns about the welfare of any child, working in partnership with other local agencies.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

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

This policy document and the procedures outlined are guided by the following frameworks:

- Keeping Children safe in Education (2018) (KCSIE)
- Working Together to Safeguard Children (2018) (WTSC)
- Revised Safeguarding Statutory Guidance 2 “Framework for the Assessment of Children in Need and their Families” 2000
- “What to do if you are worried a Child being abused” 2015
- Mandatory Reporting of FGM – procedural information HM (2015)
- CHANNEL Duty guidance, HM Government (2015)
- Prevent Duty guidance, HM Government (2015).
- The guidance reflects “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings” DCSF March 2009

- LA Safeguarding Children Board (LASCB) Safeguarding Children Procedures.

3.2. General Principles

- The child's needs are paramount and must be put first.
- All children have a right to a childhood free from abuse, neglect, or exploitation
- All members of staff and volunteers at the academy have a responsibility to be alert to the children's needs and any risks of harm that a child may be exposed to
- Parents will be informed of any concerns about their child's welfare and any actions taken provided this sharing of information does not compromise the child's safety
- The academy has a responsibility to work effectively with other agencies to ensure the best protection of children in their care
- If there are concerns about a child's safety confidentiality cannot be guaranteed and should never be promised
- When a child is subject to a Child Protection Plan, information about the child will only be shared on a 'need to know' basis determined by the Designated Person for Child Protection (known in this policy as the Designated Person)
- The academy will educate children in an age appropriate way about their rights to safety and what they should do if they have fears or concerns about any aspect of their lives
- The academy has systems in place which deter possible abusers and manage effectively any allegations or concerns about abuse which arise.

4. Procedures and Guidelines to ensure effective Child Protection

4.1. Prevention of Child Abuse

The academy takes seriously its duty of pastoral care and is proactive in seeking ways to prevent children becoming victims of abuse, neglect, or exploitation. The following measures are in place:

- An open culture is in place which encourages pupils to share their concerns with any member of staff
- Through the timetabled and out of curriculum social education opportunities pupils are informed of their rights and are aware of the actions to take should they or their peers encounter any actions which make them unhappy or insecure
- The Designated Person's advice on appropriate actions to take are widely advertised around the academy
- Regular pastoral briefing alerts staff to any children who may be struggling and ensures staff are primed to look out for any changes in behaviour
- All staff are trained regularly to ensure they are comfortable with the required course of action to take should any child disclose information

4.2. Staffing Ratios

To ensure that children are looked after effectively the academy will assess each situation and decide on the appropriate staffing ratio. In all sections of the academy, except for EYFS this will be judged on the nature of the activity and the age of the children.

4.3. EYFS staffing ratios

At Colchester Academy we aim to provide a staffing ratio in line with the statutory requirements for the New Framework of the Early Years Foundation Stage and IAPS guidelines. To meet this aim, we use the following ratios of adults to children:

- Children 2 years of age – 1:4
- Children 3 to 4 years of age – 1:8

The academy will pay regard to the current government guidelines 'Keeping Children Safe in Education' (2018).

Categories of Abuse

The NSPCC defines child abuse as:

Child abuse is the term used when an adult harm a child or a young person under the age of 18.

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry, or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly 'put down', insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displaying sexual behaviour which does not seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.

Abuse is always wrong, and it is never the young person's fault.

The need and rights of children fall into the following main categories:

- The need for physical care and protection from preventable harm
- The opportunity for physical and mental growth
- The need for love and security and the opportunity to relate positively to others
- The need for new experiences and helps in relating to their environment by way of organising and mastering age-appropriate levels of responsibility

- The need for intellectual development

A parent must be able to meet those needs or to help their child by ensuring they are otherwise met.

A child may be considered to be abused, or at risk of abuse, by its parents/carers when those basic needs are not being met. Careful professional and legal assessments are essential when determining whether a child's needs are being met to such an extent that it contributes abuse.

Categories of Child Abuse and their definitions

- **Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **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 looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual Abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** 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.
- **Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far 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 development 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.

KCSIE (Sep 2018) states that:

Child abuse occurs to children of both sexes and of all ages in all cultures, religions and social classes. All children have the right to be protected.

Identification of child abuse is difficult and normally requires both social and medical assessment.

4.4. Indicators of Abuse – Signs and Symptoms

A list of signs and symptoms of child abuse is attached as Appendix 6. Staff should revisit this list when having initial Child Protection training or when having updates and refresher training.

4.5. Risk Factors

All Forms of Abuse

Certain characteristics have been found to be associated with all forms of abuse, including:

- A history of abuse in the childhood of one or both parents
- Violent behaviour of the parents towards each other, or signs of stress in the adult relationship
- Immature parents often feeling socially isolated
- Parents of low intelligence
- Parents who abuse alcohol or drugs
- Parents with significant mental health problems
- Children born prematurely or with handicap or low birth weights
- Unwanted pregnancies or illegitimate children
- A recent pregnancy in the family
- Situations of social stress in the family
- Situations where there appears to be a lack of bonding in the family

4.6. Abuse of Trust

All staff are made aware that inappropriate behaviour with or towards children is unacceptable. Under the Sexual Offences Act 2003 it is an offence for someone over 18 to have a sexual relationship with a child under 18 where that person is in a position of authority even if the relationship is consensual. This applies even if the child is in the same establishment but not taught by the adult.

Staff Conduct Rules Associated with Student Contact are attached as Appendix 8 of this policy and as Appendix 2 in the Staff Facing Allegations of Abuse policy.

4.7. Physical Contact with Pupils

Under section 93 of the Education and Inspections Act 2006 staff have the right to use reasonable force and physical intervention to control or restrain children in order to avert immediate danger or personal injury.

Staff are also advised that they ensure any physical contact is in line with being in loco parentis. This means that physical contact is always appropriate and proportional to the circumstances. Please refer to the school Behaviour Policy. Academies can use reasonable force to;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Academies cannot use force as a punishment – it is always unlawful to use force as a punishment.

4.8. Child on Child Abuse (Peer on Peer)

In the event of physical or emotional abuse of one child by another child or group of children the situation will be taken seriously and dealt with in line with the academy's anti-bullying policy.

If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm from another child or group of children, then this information will be referred to the appropriate local agencies.

In matters where there is suspected sexual abuse the academy will always refer its concerns to Children's Services through their triage team. Normally the Designated Person will monitor unauthorised absence, particularly where children go missing on repeated occasions. We will report such absences without delay to the appropriate agencies in line with legislative and local authority requirements and agreements. Please refer to the academy Attendance Policy.

4.9. Missing Children

A child going missing or running away from an educational setting is a potential indicator of abuse or neglect. All staff should follow the academy procedures for children who go missing. See Appendix 9. If a child goes missing on regular occasions the Designated Person will investigate, involve parents if appropriate and seek advice from external agencies.

4.10. Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (food, accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities. The exploitative nature of these relationships stems from an imbalance of power, the perpetrator will hold power over the victim which generally increases as the relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement. It can include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and sexual grooming. Professionals must also realise that some young people who are being sexually exploited do not exhibit any external signs of abuse. If any Staff member is concerned that any pupil from the academy is caught up in CSE they must share their concerns with the Designated Person within the academy.

4.11. Female Genital Mutilation (FGM)

Professionals in certain circumstances should be alert to any girls being at risk of FGM. Victims of FGM are likely to come from communities which are known to practise FGM.

<http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation>

http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened. At no time will staff examine pupils to confirm this.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

4.12. Children Missing in Education (CME)

From 1st September 2016, all schools in England and Wales are required to inform the local authority when a pupil is added to or removed from the admission register. The school is also required to:

- Record details of the pupil's residence, the name of the person with whom he/she will reside, the date from which he/she will reside there and the name of the destination school
- Inform the local authority of the pupil's destination school and the home address if the pupil is moving to a new school

Inform their local authority within 5 days of registering a new pupil of his/her address and previous school

4.13. Children Missing from Home or Care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care3_.pdf

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definitions and guidance.

“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’

An absent person is: 'A person not at a place where they are expected or required to be.'

All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed. The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.

Within any case of children who are missing both push and pull factors will need to be considered. Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker.

As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

Please see appendix 9 for details of learners absconding from site without permission.

4.14. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on all schools to prevent people being drawn into terrorism. We recognise that under this legislation our school leaders and Drive Teams must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty and
- Ensure staff implement the duty effectively

Our school recognises that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our students from being drawn into radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

Our school has undertaken an assessment of the risk of extremism and established appropriate procedures.

These procedures are reflected in our existing policies.

Please see the Colchester Academy Prevent Action Plan. Designated Safeguarding Lead will refer cases to the [Channel programme](#) where there is a radicalisation concern as required; also support staff that make referrals to the Channel programme; completing appropriate risk assessments.

4.15. Helping children to keep themselves safe

Our children are taught to understand and manage risk through our personal, social, health and economic (PSHE) lessons and through all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are reminded regularly about e-safety and tackling bullying procedures and we ensure that appropriate filters and appropriate monitoring systems are in place.

Our school continually promotes an ethos of respect for others and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

The Department for Education has produced advice 'What to do if you are worried a child is being abused 2015'. This contains advice to help practitioners identify child abuse and neglect and take appropriate action in response. [What to do if you're worried a child is being abused: advice for practitioners](#)

4.16. Forced Marriage

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop-in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;

- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

4.17. Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, 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
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour-based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour-based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

4.18. Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Peer on peer abuse

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

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

4.19. Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

4.20. Faith Abuse

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure.

The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

4.21. Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult’s dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

4.22. Grooming

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

4.23 Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school may need to devise a policy /procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.

Colchester Academy recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

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

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare Colchester Academy will follow the same procedures as outlined within this policy and liaise with the DSL initially.

4.24 Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700.

Advice or referral can be made via MARU (0300 1231 116) or for Vulnerable Adults (0300 1234 131).

4.25 Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

5. Actions to take

5.1. Concerns about a child

If a parent or member of staff has any concerns about a child at Colchester Academy they must report it immediately to the Designated Person (DSL).

All concerns must be recorded on the 'My Concern' www.myconcern.co.uk. Each staff member will have access to the system and will receive training from the DSL. The DSL will monitor and review the system weekly and react to alerts immediately.

Designated Person – Rav Samjawon

If they are unavailable, they should report it to the Deputy Designated Person. (DDP)

Deputy Designated Person – Sharon Silver, Lorraine Edwards, Diane Paton

If all of these people are not available a parent or staff member should go straight to the Principal.

If a parent or member of staff is dissatisfied with the action taken by the Academy they should contact The Family Operations Hub Essex County Council. Details are available via Essex County Council Website.

Children's Assessment Team - 03456 037627

5.2. An individual approach

Colchester Academy views each child as an individual and with regard to safeguarding our children the establishment will ensure that each individual situation is dealt with appropriately.

The Pastoral team led by the Designated Person will react immediately when they discover a child who has suffered or is at risk at suffering serious harm reporting to and working alongside The Family Operations Hubb Childrens' Services.

There may also be children who are not in immediate danger but does need additional support from one or more external agencies, in these cases we will instigate the appropriate inter-agency assessments.

5.3. Making a referral

The guidance from KCSIE places the responsibility of making decisions regarding referrals with the academy's Designated Person. Although anyone can make a referral, it is preferable that staff go through the Designated Person so there is appropriate information sharing and record keeping. If for any reason a member of staff has cause to make a referral directly e.g. if none of the three people named in 5,1 are available, they must inform the Designated Person as soon as possible and keep a written account of what has transpired to be passed to the DP at the earliest opportunity.

It is vital that pupils receive the right help at the right time to address risks and prevent issues escalating. The Familt Operations Hubb - Childrens' Services are always prepared to discuss borderline cases and give informal advice and the academy encourage the sharing of information with local agencies to ensure the best outcome for each child.

The early signs of abuse and neglect must be acted on, clear records kept, the views of the child listened t o and the situation monitored carefully so that original concerns are regularly reassessed, and any inaction challenged with the appropriate agency or person.

Colchester Academy will view and be aware of the Local Safeguarding Children Board (LSCB) procedure for referral on the relevant Council website.

If any member of Colchester Academy is dissatisfied with the response given by The Family Operations Hubb then they will need to go to either the Police or NSPCC for advice on how to proceed.

**The below hyper link directs you to your local children's social care contact number;
[Report-child-abuse-to-local-council](#)**

5.4. Allegations against Staff

If an allegation is made against a member of staff the quick resolution of the allegation will be a clear priority for all involved, we will avoid any unnecessary delays.

Allegations are naturally taken very seriously. If a child discloses that a member of staff or volunteer working at the academy has behaved in a way which is abusive, then this information should go straight to the Principal who may discuss the information with the Designated Person. If the Principal is not available, reports should be made

directly to the Executive Principal. If the allegation is about the Principal or DP, then the Executive Principal must be informed directly.

Further details of the procedures to be taken in the case of allegations against a member of staff can be found in the Allegations of Abuse against staff policy. The NSPCC whistle-blowing helpline number 0800 028 0285. 8:00 AM to 8:00 PM, Monday to Friday.

Supporting Staff

All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Through the existing Academy system of performance management, mentoring and staff consultation arrangements, we will ensure that staff have routine opportunities to reflect on the well-being of their students and to consider if there are any safeguarding concerns or suspicions. We recognise that staff working in the Academy, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing regular sessions to talk through their anxieties with the DOSC/DSL and to seek further support as appropriate, through the Safeguarding, Attendance and Welfare Lead for the Trust. Decisions made in these meetings will be recorded

5.5 Early Help

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services.

These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral then they would contact the Early Help and Advice Hub.

Within Essex the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services

- It is single point of access for professionals, families and young people to access Early Help Services in Essex
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

Contact details:

- Telephone: 0845 603 7627
- Email: earlyhelp@essex.gov.uk

6. Designated Personnel

Designated Person - Rav Samjawon

Deputy Designated Person - Sharon Silver, Lorraine Edwards, Diane Paton

6.1. Record Keeping

The Academy's records on child protection are kept locked in the DP's office, and are separated from routine pupil records. Computer files are password protected and all relevant documents can only be accessed by the DP, the Principal, and Executive Principal.

When a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained through use of a Safeguarding File Transfer Form.

The recording and storing of information is kept in line with the data-protection-act

6.2. Responsibilities

The Trust has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and ensures that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The school has appointed a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school. The DSL must be a member of SLT. The school will ensure that there will always be cover for the role of DSL.

6.3. Whole school and staff responsibilities

Our school recognises that Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including: pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security, taking into account the local context. Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyberbullying (by text message, on social networking sites, and so on), peer on peer and prejudice-based bullying; racist and homophobic or transphobic abuse; sexting; substance misuse; issues which may be specific to a local area or population, for example gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation, extremist behaviour and radicalisation, forced marriage and modern slavery .

All our staff maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse.

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

Our staff recruitment policy and induction process include information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL).

All members of staff are provided with opportunities to receive appropriate training which is updated at least annually, which can be done by email, e-bulletins and staff meetings to develop an understanding of the signs and indicators of abuse and of the school's child protection procedures.

In conjunction with this policy, all members of staff are provided with, and are required to read, the Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education 2018' and for those staff who work directly with children Annex A. Evidenced of the must be maintained.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will follow the requirements of the Disclosure and Barring Service and check that the person presenting themselves is the same person on whom appropriate checks have been made.

Our lettings and visitors' policies will seek to ensure the suitability of adults working with and in the presence of children at any time. Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures. We will carry out appropriate vetting checks on visiting speakers as required by the Prevent Agenda.

Our school operates pre-employment check procedure.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our school complies with the requirements of Keeping Children Safe in Education 2018.

Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) and any appropriate professional or regulatory body.

Safeguarding Children and Safer Recruitment in Education Booklet

Our safeguarding policies and procedures will be reviewed and updated annually.

6.4. Confidentiality and Information Sharing

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action.

Everyone who comes into contact with children and families has a role to play in identifying concerns, sharing information and taking prompt action.

- we recognise that all matters relating to child protection are confidential;
- the Principal or DSL will disclose personal information about a student to other members of staff on a need to know basis only;
- all staff are aware that they have a professional responsibility to share information with other agencies to safeguard children;
- all staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and
- we will always undertake to share our intention to refer a child to the Essex Local Safeguarding Children Partnership with their parents/carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit.

6.5. Responsibilities of the Designated Person for Child Protection and their Deputy (DP/DDP)

6.5.1. Referral

- Notify police if a child is in immediate danger. (They are the only body who have the power to remove a child to a place of safety without court intervention)
- Notify Social Care within 24 hours of a disclosure or suspicion of abuse

In cases where the child is not in immediate danger:

- A referral should be made to Social Care as early as possible to allow a co-ordinated response with agencies working together
- Referral will initially be communicated to the triage team by telephone and followed up in writing via the MARU portal.
- In cases involving EYFS children Ofsted will be informed of any allegations of serious harm abuse by any person working or looking after children at the premises, or any other abuse which is alleged to have taken place on the premises and of the resulting action taken. This should be done as soon as reasonably possible but at the latest, within 14 days of the disclosure.
- Liaise with the Principal to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding
- Liaising with relevant agencies when deciding whether to make a referral.

6.5.2. Training and Record Keeping

- To be adept at identifying signs of abuse and know when it is appropriate to make a referral
- Understand the assessment process for providing early help and intervention through agreed common and shared assessment processes such as early help assessments
- To liaise effectively with the Local Safeguarding Children Board (LSCB) and contribute to proceedings when necessary
- Have a working knowledge of how local authorities conduct Child Protection case and review conferences.

- Be able to attend and contribute to these meetings effectively
- To ensure that **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Attend refresher training themselves at least every 2 years
- To ensure each member of staff has access to and understands the academy's Safeguarding and Child Protection Policy
- Be alert to the specific needs of children with special education needs and young carers
- To ensure new staff receive induction training in Child Protection
- To keep detailed, accurate written records securely
- Encourage a culture of listening to children and taking into account their wishes and feelings, among all staff

6.5.3. Raising Awareness

- Ensure the Safeguarding and Child Protection Policy is reviewed and updated annually, and relevant parts brought to the attention of staff, parents, volunteers and students
- Ensure that parents are aware of the contents of the Safeguarding and Child Protection Policy
- Ensure pupils are aware of their rights and know who to talk to in the event that they wish to disclose information concerning a child protection matter
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the academy ensure their Child Protection file is copied in a secure form for any new academy as soon as possible but sent across separately from their main academy file. The DP will communicate with the relevant safeguarding personnel at the new academy
- Should the child be moving to another country the DP will endeavour to communicate any child protection issues with the relevant persons.

6.5.4. Accountability

- The Designated Persons and the Deputy Designated Person are accountable on a daily basis to the Principal and ultimately to the Governing Body and Trust who have overall responsibility for this aspect of the Academy.

7. Induction and Training

- The Designated Person and Deputy Designated Person will be trained at least every two years in Child Protection and Inter Agency working at Level 3
- All staff will receive appropriate safeguarding and child protection training, which is regularly updated as required, and at least annually.
- All staff are required to read a copy of part 1 KCSIE 2018 and Annex A if they work directly with children and sign to say they have completed this task

- Temporary staff and volunteers will all be given a briefing by the DSL or DDSL

All staff, including temporary staff and volunteers will be provided with induction training, from the appropriated or DDP, which includes:

- The Academy's Safeguarding and Child Protection, with a short training
- The Staff Code of Conduct
- The identity of the DP and the DDP
- A copy of Part 1 of KCSIE (2018)

8. Arrangements for reviewing policy and procedures

Any weaknesses or deficiencies highlighted in the day usage of this policy will be remedied without delay. The DP will present to the Principal the issues encountered and the policy and procedures will be amended promptly and communicated to staff.

The DP or Principal will present the policy to the Trust on an annual basis, following a review in line with ISI recommendations by the Designated Persons. In this session a report will also be given to the board to review the previous 12 months with regard to Child Protection.

Minutes of the review must be sufficiently detailed to demonstrate the depth of the review.

The Trust will also ensure that the academy contributes to interagency working in line with the Working together to Safeguard Children (2018) through effective implementation of the Safeguarding and Child Protection Policy and procedures, and good co-operation with local agencies.

If there has been a substantiated allegation against a member of staff, the academy will work with the LADO to determine whether there are any improvements to be made to the academy's' policy and practice to help prevent similar events happening in the future.

9. Pre-Employment Check

The Trust follows the Government's recommendations for the pre-employment check and employment of staff who work with children. Please see the school Pre-Employment Check Procedure.

9.1. Employing a new member of staff

The definition of staff is: Any person working at the academy whether under a contract of employment, under a contract for services or otherwise than under a contract but does not include supply staff or a volunteer. The following are included as staff: teachers, peripatetic teachers and coaches, part time staff, gap students, administrative staff, caretakers and other ancillary staff, staff appointed from overseas, pupils paid to work at the academy.

Several categories of people fall outside the main regulations concerning appointments, but the Trust pays regard to KCSIE and will carry out the appropriate checks for this category of people. The main groups are as follows:

9.1.1. Staff involved in non-regulated activities

- Staff who come on site on an infrequent basis and therefore do not meet the definition of regulated activity, occasions sports coaches etc. The academy will ensure these people are supervised by suitably checked academy staff and a fully documented risk assessment will be in place before such an individual works alongside pupils of the Academy.
- For such individuals the Academy may decide to undertake checks to be assured of the person's suitability and the Academy will always carry out identity checks on arrival.

9.1.2. Volunteers

- The arrangements for volunteers will vary by activity and individual
- The Academy will carry out checks on an individual involved in a regulated activity. Volunteers involved in a non-regulated activity will be supervised by a suitably checked academy member of staff and this supervision will mean the volunteer will never be alone with the pupils.
- For new volunteers in regulated activities the Academy must obtain an enhanced DBS certificate with a barred list check.
- For existing volunteers who provide personal care the academy will obtain an enhanced certificate with a barred list check
- For other existing volunteers who are unsupervised the academy may choose to request another DBS check with a barred list check if they have any concerns
- For existing volunteers in non-regulated activities, the academy is not required to request an enhanced DBS check but if the academy has any concerns they will request this check but they are NOT permitted to request a check of the barred list
- The academy will consider the following items when deciding on whether they should seek an enhanced DBS check for a volunteer who is not engaging in a regulated activity:
 - The nature of the work with children
 - What the academy knows about the volunteer
 - Whether the volunteer has other employment or volunteers elsewhere where referees can advise on suitability
 - Whether the role is eligible for an enhanced DBS check.

9.1.3. Protection of Freedoms Act 2012

- The guidance issued following the amendment to Safeguarding Vulnerable Groups Act 2006 which removed supervised volunteers from regulated activities requires that:
 - For volunteers who need to be supervised because they are undertaking an activity which is regulated:
 - There must be supervision by a person who is in a regulated activity
 - The supervision must be regular and day to day
 - The supervision will be 'reasonable in all circumstances to ensure the protection of children'
- The Protection of Freedoms Act 2012 reduced the scope of "regulated activity" by focusing on whether the work is unsupervised (in which case it counts as "regulated activity") or supervised (in which case, organisations can request an enhanced criminal records check, but this will not include a check of the barred

list). The new definition of regulated activity came into force on 10 September 2012 and was issued in conjunction with guidance on the level of supervision required to take work out of the scope of regulated activity.

- The academy is therefore not legally allowed to request a barred list check on a volunteer who, because they are supervised, is not in a regulated activity.

9.2. Employment Process

The Trust obtains two references for all staff including those teaching in the Early Years Foundation Stage and enhanced criminal record checks through the Disclosure and Barring Services (DBS) for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006.

Applicants for posts may be invited for interview where we follow the Children’s Workforce Development Council – CWDC, Pre-employment Check Procedure. The Principal and at least one person on any interview panel will have completed the Pre-Employment Check training.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS (Disclosure and Barring Service) check including the DBS Update service.

We inform Ofsted of any changes in the person managing our Early Years Foundation Stage provision.

All members of the teaching and non-teaching staff at the academy, including part-time staff, temporary, supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) and is seen to be in compliance with the ISSR regulations before starting work at [INSERT SCHOOL NAME].

School has developed a system in-line with guidance below to ensure that regulated and non-regulated activities and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our visitor system.

All volunteer helpers, contractors working regularly during term-time, such as contract catering staff, (and adult members of the families of members of staff who live on site) are also vetted.

All visitors to the academy are signed in and issued with an identity badge.

9.3. Procedures for Trainee/ Student Teachers

We require students on qualification courses to meet the ‘suitable person’ requirements of Ofsted and have DBS checks carried out.

We require students to keep to our academy procedures on confidentiality.

Students teachers meet with Ben Reakes prior to starting their first placement session.

- The Student Teacher Liaison member of Staff for the rest of the Academy is Susie Crafer

10. Looked after Children

Definition of 'Looked after Children' (CLA): Children and young people become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most CLA will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

10.1. Principles

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as CLA.

10.2. Procedures

The designated person for looked after children is – Andrew Robinson

Every child is allocated a key worker before they start, and this is no different for a looked after child. The Designated Person ensures the key worker has the information, support and training necessary to meet the looked after child's needs.

The Designated Person and the key worker liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. They should ensure that appropriate staff have the information they need in relation to child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Person should have details of the child's social worker and name of the virtual Academy Principal in the Local Authority that looks after the child.

10.3 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

11. Bullying

Bullying, harassment, victimisation or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the academy. Any kind of bullying is unacceptable. Colchester Academy Anti-Bullying Policy should be consulted for further information.

12. E-Safety

Protocol regarding the use of mobile phones, iPads, iPods and cameras is contained within the 'ICT Acceptable Use' policies (both staff and student versions) and the 'Use of Mobile Phones' policy.

Appendices

Appendix 1 – Designated Safeguarding members of staff

Rav Samjawon – Designated Safeguarding Lead

Sharon Silver, Lorraine Edwards, Diane Paton - Deputy Designated Safeguarding Lead

Andrew Robinson – Looked After Children

Appendix 2 – A brief guide to Child Protection

What happens if:

- You suspect a child is being abused or neglected:
 - Inform your Designated member of staff (the Designated Safeguarding Lead (DSL))
 - Record and date any facts
- A child discloses to you abuse by someone else:
 - Allow the child to speak without interruptions DO NOT INVESTIGATE
 - Pass no judgement but alleviate any feelings of guilt and isolation
 - Advise that you will offer support, but that you MUST PASS ON THE INFORMATION
 - Inform your designated member of staff (designated person for child protection)
 - Record any dates and facts
- You receive an allegation about a member of staff:
 - Immediately inform your Designated member of staff and Principal
 - Record any dates and facts
 - Try to ensure no one is placed in a position which could cause further compromise

You must REFER: You must not INVESTIGATE

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead members of staff:

Rav Samjawon – DSL

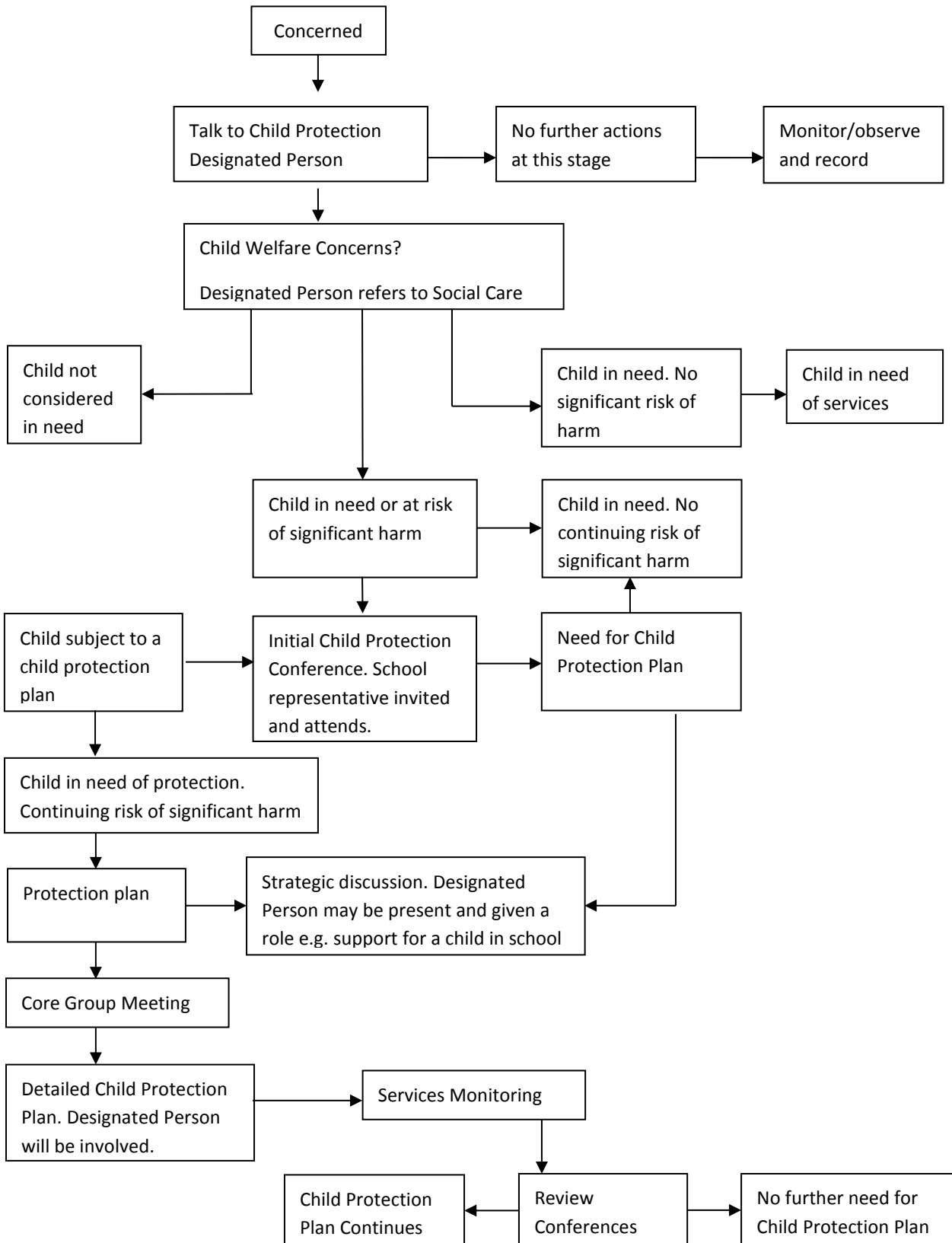
Sharon Silver, Lorraine Edwards, Diane Paton - Deputy Designated Safeguarding Lead

If you feel you need to ring Children's Services directly the numbers below are here to help you:

Social Services: Children under 16 0345 603 7627

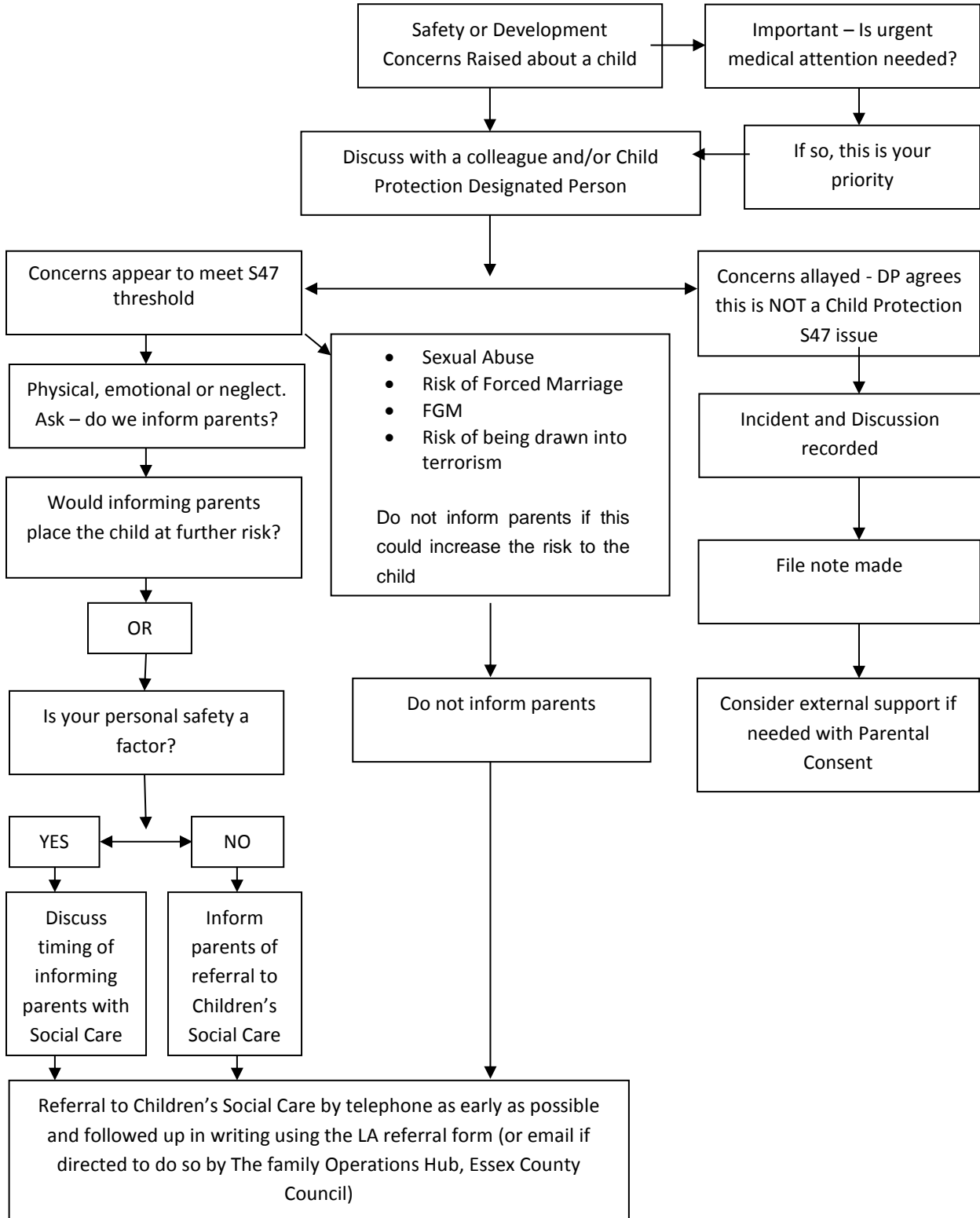
Children with disabilities 0345 603 7630

Appendix 3 – Child Protection Process



Appendix 4 – Child Protection Process – Parental Involvement

This chart is to show Staff, Parents and Carers how information about a child will be dealt with by school



Appendix 5 - Disclosures and Discussions – Advice to Staff

- All staff are trained will receive training at least on an annual basis with updated information in line with Child Protection protocol. During the sessions staff are given guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil.
 - Situations to be aware of are those when staff are alone with a pupil. Staff are advised to not be alone with a pupil unless necessary, and if they are alone, to ensure that the door is wedged open, and that another member of staff knows they are alone.
 - Staff in a car with a pupil are advised to ask the pupil to sit back.
 - Staff are advised not to email pupils on their personal accounts, engage in communication through social networking sites or text pupils from their own mobile phones.
 - Staff are asked to sign that they have read the policy and training has been given.
 - If Staff are considering one to one tuition, they should discuss this with the Deputy Head (Pastoral) for appropriate advice.
- Staff must note that they cannot ever promise confidentiality to a pupil who wants to tell them something
- When a child discloses something the staff member must inform them that they will have to take this to the Child Protection Designated Person or their Deputy.
- Staff are advised never to ask leading questions; they must ask open questions that encourage a story to flow
- If a child discloses abuse by one or more pupil against another pupil, it must be reported immediately to the DSL, and arrangements will be made to keep all the pupils involved safe.
- If a disclosure is made or there is a suspicion of abuse the DSL will be informed and all the evidence will be noted carefully and stored securely. The disclosure will be reported and then a referral made within 24 hours normally to Essex Children’s Services and the agencies will work together from that point forward
- Colchester Academy is required to report to the Disclosure and Barring Service (DBS), within one month of leaving the academy, any person (whether, employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

Disclosure and Barring Service (DBS) PO Box 181

Darlington

DL1 9FA

Tel: 01325 953795

DBS Customer Services: Telephone: 0870 9090811

Minicom: 0870 9090344

Appendix 6 – Signs and Symptoms of Abuse

The following information on signs and symptoms is not exhaustive and it should also be remembered that abuse might be only one of many causes that could produce any one symptom.

Initially, a situation might not seem particularly serious, but it is worth remembering that prompt help to a family in trouble may prevent a more serious situation developing.

Physical Abuse (Injury)

Non-accidental injury to children by adults is often difficult to detect. Always remember that symptoms that are difficult to explain could be the result of inflicted injuries.

The following provides a guide to the more common non-accidental injuries:

- Bruises: most injuries to children are accidental and can be explained simply; all children receive bumps and bruises as a result of normal play. Most falls or accidents produce one bruise on a single surface, usually a bony surface.

Bruising in accidents is usually on the front of the body as children generally fall forwards: there may be marks on their hands where they have tried to break their fall. Bruising may be feint or severe. Some skin shows bruising very easily, others do not; bruises on black children for instance are more difficult to detect.

There may be a pattern to bruising, e.g. after the weekend

- Unusual sites for accidental bruising
- Back, back of legs, buttocks, neck
- Mouth, cheeks, behind the ear
- Stomach, chest
- Under the arm
- Genital or rectal areas (care if child is learning to ride a bike)
- Common types of non-accidental injuries
- Symmetrical black eyes are rarely accidental, although they may occur where there is a fracture of the head or nose. Careful consideration is required whenever there is an injury around the eye.
- Bruising in or around the mouth
- Grasp marks on the arms
- Finger marks
- Symmetrical bruising (especially on ears)
- Outline bruising (belt marks, hand prints)
- Linear bruising
- Different age bruising on a child at any one time other than on common sites of accidental injury for a child of that age.

- Bites - These can leave clear impressions of teeth. Human bites are oval or crescent shaped. If the distance is more than 3cm across, an adult or another child with permanent teeth must have caused them.
- Burns - It can be very difficult to distinguish between accidental and non-accidental burns, but as a general rule burns with clear outlines are suspicious as are burns of uniform depth over a larger area and also splash marks above a main burn area (usually caused by hot liquid being thrown)

Remember also:

- A responsible adult checks the temperature of a bath before a young child gets in
- A child is unlikely to sit down voluntarily in a bath which is too hot and cannot accidentally scald its bottom without also scalding its feet
- A child getting into too hot water of its own accord will struggle to get out again and therefore there will be splash marks
- Small round burns may be cigarette burns.
 - Scars - Children may have scars but notice should be taken of an exceptionally large number of scars, especially when coupled with different age bruising, unusual shaped scars, or large scars which did not receive medical treatment.
 - Fractures - These should be suspected if there is pain, swelling and discolouration over a bone or joint. The most common non-accidental fractures are of long bones (arms, legs, ribs). It is rare for a parent to be unaware that a child has been hurt in this way, as the pain caused will cause the child to inform someone.

Factors associated with injuries that may arouse suspicion of being non-accidental are:

- Explanation not consistent with the injury
- Changes of explanation
- Unreasonable delay in seeking medical advice
- A history of frequently repeated injury
- Constant complaints about a child
- Over-hasty or violent reaction to a child's naughty or annoying behaviour
- Unrealistic expectations of a child's performance

Sexual Abuse

It is essential that professionals in contact with children accept that children of both sexes and all ages are sexually abused.

The abuse is often kept secret by a variety of methods and may carry on for considerable periods of time before it comes to anyone's attention.

Sexual abuse often presents in a veiled way. Although some victims have genital injuries, STIs or are pregnant, most show no signs. Recognition of sexual abuse is more likely to come from a direct statement made by the child rather than suspicious signs or symptoms.

The following are a list of indicators again the lists are not exhaustive, those marked with an asterisk * should be taken very seriously:

- Physical signs
- Vaginal bleeding in pre-pubescent girls*
- Genital lacerations or bruising*
- STIs*
- Abnormal dilation of vagina, anus or urethra
- Pregnancy – especially in younger girls with no explanation of the father*
- Itching, soreness or unexplained bleeding from vagina or anus
- Pain in passing urine
- Faecal soiling or retention
- Behavioural Signs
- Explicit or frequent sexual preoccupation in talk and play
- Sexually provocative relationship with adults
- Hinting at sexual activity or secrets through word, play or drawing
- Excessive sexual awareness inappropriate to the child's age
- General Undue fear of adults
- Running away
- Self-harm
- Suicide attempts
- Behavioural problems, withdrawal, wetting or soiling, sleep disturbance
- Behaviour indicating a role reversal in the home e.g. daughter taking over a mothering role
- Inappropriate displays of affection between a child and adult e.g. flirtatious or seductive behaviour.
- Behaviour especially notable in academy
- Learning problems, poor concentration, sudden drop in performance; although it must be noted that for some sexually abused children, academy is a haven and they excel and are often reluctant to leave.
- Marked reluctance to partake in physical activities or to change clothes for activities
- Poor peer group relationships and an inability to make friends
- Regular avoidance and fear of medical examinations

Neglect

Warning signs apart from a child's obviously neglected appearance include:

- Inappropriate clothing or lack of clothing and unawareness from the carer that the child is inadequately dressed.

- A child who appears underfed and is frequently unwell with a permanent runny nose
- A child who is left unsupervised or with a variety of different carers
- A child who thrives away from home
- A child with poor language development or other developmental delays
- A child whose parents persistently fail to seek or follow medical advice.
- Non-Organic failure to thrive
- Children with poor weight gain
- Poor growth, sparse hair, poor skin tone
- Perverse eating habits, gorging, stealing food, enormous appetite
- Poor sleeping patterns
- Developmental delay
- Solitary behaviours with poor peer group relationships
- Attention seeking from adults

Emotional Abuse

Emotional abuse may take the form of failure to meet a child's need for attention, affection, or stimulation (even though good physical care may be provided) or there may be constant verbal abuse, rejection, scape-goating, and threats of violence or attempts to frighten a child.

Conversely some cares may be so over-protective and possessive that they prevent normal social contact or physical activity. Both states can be difficult to document or evaluate, but there may be crippling long-term effects on a child's development.

Children suffering from emotional abuse may:

- Exhibit excessively clingy or attention seeking behaviour
- Be fearful, withdrawn or emotionally 'flat'
- Constantly seek to please
- Be over-ready to relate to anyone, even strangers
- Have an impaired ability for enjoyment or play
- Lack curiosity and natural exploratory behaviour
- Be retarded in language development
- Have a low self-esteem and feelings of worthlessness
- Suffer eating disturbance, growth failure or lack of body tone.

12.1. Working together with parents

The school is committed to working in partnership with parents/carers to safeguard and promote the welfare of child/ren and to support them to understand our statutory responsibilities in this area. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Children's Social Care and Multi – Agency Risk Assessment Conference (MARAC) in those circumstances where it is appropriate to do so.

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

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- To hold two emergency contact numbers;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above);
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, contact orders, non-molestation orders, court orders, Multi – Agency Risk Assessment Conference (MARAC).

Appendix 7 – Staff Code of Conduct & Conduct Rules

Staff Conduct Rules Associated with Student Contact

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which members of staff inter-relate with students and where opportunities for their conduct to be misconstrued might occur. BTT / ALAT Code of Conduct will address the matters included in this appendix – among other things, and staff should be reminded during safeguarding training of the content of the Code of Conduct.

In most circumstances the staff member will rely on their own professional judgement, and these conduct rules will serve only to confirm what has always been their own good practice.

From time to time it is wise for all employees in academies to re-appraise their teaching styles, their relationships with students, and their manner and approach to individual students, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of students, or of their parents.

Physical Contact with Students

General

As a general principle, staff are advised not to make unnecessary physical contact with students. This is particularly the case with children of secondary school age, and maturing children of primary school age.

Physical contact that may be misconstrued by the student, parent or other casual observer should be avoided. Such contact can include well-intentioned informal gestures such as putting a hand on the shoulder or arm which, if repeated with an individual student, could be misconstrued, as well as more obvious and more intimate contact which should never occur.

Occasions when Contact is Acceptable Outside Instruction

There may be occasions when a distressed child needs comfort and re-assurance that may include physical comforting, such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural, and what is seen to be normal and natural by others present, does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where an employee has a particular concern about the need to provide this type of care and reassurance, he/she should seek the advice of the Principal, or a senior member of staff with pastoral responsibility for the child.

Contact During Instruction

Some employees are likely to come into physical contact with their students from time to time in the course of their duties, for example when showing a student how to use a piece of apparatus or equipment, or whilst demonstrating a move or exercise during Games or P.E. Employees should be aware of the limits within which such contact should properly take place and the possibility of such contact being misinterpreted.

Caring for Students with Particular Problems

Staff who have to administer first aid should ensure, wherever possible, that another child or adult is present if they are in any doubt as to whether necessary physical contact could be misconstrued. Particular thought should

be given prior to any request being made to see an injury that would require the removal of clothing. Such requests are best made by an employee holding an approved first aid certificate.

Toileting

Wherever possible employees who must help children with toileting and personal care should be accompanied by another adult and students should be encouraged to change themselves. It is accepted that there will be some situations where students will present particular problems for employees, and the emphasis should be on what is reasonable under the circumstances.

Educational Visits and Extra Curricular Activities

Employees should be particularly careful when supervising students in a residential setting, such as a ski trip, outdoor education camp, or extended visit away from home, where more informal relationships tend to be usual, and where teachers may be in proximity to students in circumstances which are very different from the normal academy environment. The Offsite Visits Policy should be consulted for more details.

Physical Restraint of Students

Section 93 of the Education and Inspections Act 2006 enables academy staff to use reasonable force to;

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The staff to which this power applies are:

- any member of staff at the academy;
- any other person whom the head has authorised to have control or charge of students. This can also include people to whom the head has given temporary authorisation to have control or charge of students, such as unpaid volunteers (for example parents accompanying students on academy- organised visits)

This power does not include any students.

The guidance on the Use of Force in Schools issued by the DfE in 2013 clarifies the position about the use of physical force by staff and can be found here <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This advises on physical restraint by teachers and others authorised by the Principal to control students and applies to all academies.

It is important that staff follow BTT / ALAT's guidelines on the use of force to control or restrain students. All incidents where reasonable force has been necessary to restrain students need to be clearly recorded, as specified by the requirement on academies contained in the Apprenticeships, Skills, Children and Learners Act 2009.

Staff are not expected to restrain a child if by so doing they put themselves at risk. Staff dealing with such students should be trained in proper and safe methods of restraint.

The legislation does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force. These are matters for personal judgment in each circumstance, which will have to be justified.

Reporting Incidents

Following any incident where staff consider that their actions have been, or may be, misconstrued, they should discuss the matter with the Principal. Where it is agreed with the Principal, the employee should provide a written report of the incident. This would apply particularly in a case where a teacher had been obliged to restrain a student physically, and a complaint might be made by the student concerned, his parents or another adult.

Private Meetings with Students

Interviews

Members of staff should be aware of the dangers that may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other students. Where such conditions cannot apply, staff are advised to ensure that another adult is aware that the interview is taking place and is in reasonable proximity to the room during the course of the interview.

The use of 'engaged' signs or lights is not advisable. Wherever possible staff should leave space between themselves and the student being interviewed. Whilst there are occasions when staff may need to stand or sit next to a student, e.g. when looking together at a piece of work, in most circumstances the interview can be conducted with the member of staff sitting opposite to, and separate from, the student.

Similarly, staff should avoid allowing individual students to socialise with them in private office or store room areas.

Conversations of a Sensitive Nature

Many members of staff have a pastoral responsibility for students, and in order to fulfil that role effectively there will be occasions when conversations will touch upon particularly sensitive matters. In these circumstances staff, must use their discretion to ensure that any questions cannot be construed as unjustified intrusions.

Evasive Action

Staff should avoid interviewing alone any student who is known to be disturbed, or who is known to have a 'crush' on them. If a member of staff becomes concerned as a result of any suggestive actions or comments made by a student, the interview should be suspended immediately, with the student being informed that the interview will be concluded when another member of staff is present. The Principal, or other member of the senior leadership team, should then be informed of the incident, and the details should be confirmed in writing and followed up by the Principal or other appropriate staff member.

Detentions

Should it prove necessary to detain a student for more than a short period of time at the end of the day, whatever the reason, advance notice should be given, at least a day in advance, to the student's parents. If a single student is being detained, then similar guidelines to those outlined for interviewing students should be observed.

Meetings with Students Outside of the Academy

Staff should not arrange to meet students away from the academy premises unless the specific approval of the Principal or Head of Department has been obtained beforehand.

Notes/ Letters to Students

Staff should be aware that if they send letters to students, they should not be of a personal nature.

Choice and Use of Teaching Materials

When using sensitive teaching materials, staff should be aware of the danger that their use could be misinterpreted by both students and parents and may be criticised after the event.

Relationships and Attitudes

As with physical contact, comments by members of staff to students, either individually or in groups, can be misconstrued. Staff should not, therefore, make unnecessary comments to and/or about students that could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or encourage debate amongst students in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances.

The systematic use of insensitive, disparaging or sarcastic comments to students is not conducive to good relations.

In general terms, staff should ensure that their relationships with students are appropriate to the age and gender of the students, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour, and language all require care and thought, particularly when teachers of either sex are dealing with adolescent boys and girls.

Mobile/Home Telephone Numbers and Email Addresses

Mobile /home telephone numbers or personal email addresses must not be given to students without the permission of the Principal or Head of Department. If a text message or email is received from a student, it should not be responded to, but saved and reported to a senior member of staff at [INSERT SCHOOL NAME] as soon as possible, who will decide on the appropriate course of action that needs to be taken.

If a telephone call is received on a private phone, the conversation should be kept as brief as possible, and reported to a senior member of staff as soon as possible, who will decide on the appropriate course of action that needs to be taken.

An exception to the above is if the member of staff has their own child at a [INSERT SCHOOL NAME] in which case they cannot be held responsible for private numbers/addresses being given out by their child to others.

Appendix 8 – Useful Documentation and websites

- Keeping Children Safe in Education KCSIE (2018)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- What to do if you are Worried a Child is being Abused –
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190604/DFES-04320-2006-ChildAbuse.pdf
- Working Together to Safeguard Children –
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Guidance on the Education of Children and Young People in Public Care (DfE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners – A Practical Guide for School Governors (DfES 2006)
- NSPCC Help and Advice - <http://www.nspcc.org.uk/>
- We are all working together to safeguard children – The Children’s trust.

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Abuse

Bullying including cyberbullying;

Children missing education;

Criminal exploitation of children and vulnerable adult’s county lines;

Child missing from home or care;

Child sexual exploitation (CSE);

Domestic abuse;

Drugs;

Fabricated or induced illness;

Faith abuse;

Female genital mutilation (FGM);

Forced marriage;

Gender-based violence/violence against women and girls (VAWG);

Gang and youth violence

Hate;

Mental health;

Missing children and adult’s strategy;

Private fostering;

Preventing radicalisation;

Protecting children from radicalisation;

Relationship abuse;

Sexual violence and sexual harassment between children in schools and colleges;

Sexting;

Trafficking and modern-day slavery;

Appendix 9 – Learners absconding from site without permission

If a learner absconds from the school without permission this is a very serious matter that must be treated with urgency. The following flow chart should occur in order to ensure the safety of all learners.

The first adult to become aware of this fact should contact the reception office team as a matter of urgency. That adult should remain with their class to ensure the safety of all other learners.

The office team should contact the senior member of staff 'on-call' and the Principal who must leave site immediately with a mobile phone. As they leave the site the office team should also pass the child's full name and date of birth/address to him or her on a piece of paper.

The office team must call 999 to request an immediate response team. The office should not call the parents at this point as this may only introduce a further variable that would be difficult to control and thereby increase risk.

The senior colleagues departing the site must also phone 999 in order to offer a running dialogue as to the direction of the child. The Police will ask for the biographic detail of the child.

Once the child has been engaged in dialogue with one of the senior team, gentle persuasion should be used to walk back towards school. This may take a little while and professional judgement will have to be used before the decision is taken to call the school for a reception colleague to drive out to offer a lift if the child is unwilling to walk back.

On return to school, parents must be contacted immediately for a full debrief via a meeting invitation at school.

When off site on a school trip/visit, the situation is more challenging still. All staff members should have one another's mobile phone numbers stored to their phones. The adult who becomes aware of the absconding child should (a) contact the Trip Leader as of urgency – this person takes the role of Principal (b) ensure that the rest of the group is safe. A responsible adult should take control of the remaining group and then other all efforts should focus on identifying the location of the absconding child and moving to step d immediately. It might be that teachers/support colleagues are released to join the search by merging other groups of calmer children.

Advice to senior team when off-site: the senior colleagues should use professional discretion as to whether to approach the absconding child – the danger is that the child feels fear and runs away into a potentially risky scenario e.g. a busy road. Senior colleagues should maintain eye-contact with that child at a suitable distance but only approach if they feel sure that the child won't flee further.

At all times, the needs of the child in terms of safety are more important than those of the adults.



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