



**WHOLE SCHOOL POLICY FOR CHILD
PROTECTION TO SAFEGUARD
AND PROMOTE THE
WELFARE OF CHILDREN**

Contents	Page
	1
Introduction	2
Context	3
Safeguarding	3
Principles	4
The Policy Aims	5
Sheffield City Safeguarding Children' Board	
Supporting children/young people	6
Safe Staff and Supporting Staff	6
Links to other policies	7
 All Agencies	 7
 Roles and Responsibilities	 8
Everyone	8
Teachers (including NQTs) and Head teachers – Professional duty	8
Designated Safeguarding Lead (and Deputy Safeguarding Lead	8
Manage Referrals	9
Work with others	9
Undertake training	9
Raise awareness	10
Child protection file	10
Availability	10
Head teacher	10
Governing Body/Trustees	11
Looked After Children – the role of Designated teacher and the Designated Safeguarding	12
Lead	
Identifying Concerns	13
Physical Abuse;	13
Emotional Abuse;	14
Sexual Abuse;	14
Neglect;	14
Children with Special Educational Needs;	15
Taking action where concerns are identified	15
Confidentiality	16
Records and Monitoring	16
Why recording is important;	16
The concern file;	16
Recording Practice	18
Peer on Peer Abuse	20
Child Sexual Exploitation (CSE)	21
Youth Produced Sexual Imagery	22
Online Safety	28
The Prevent Duty and Radicalisation	29
Female Genital Mutilation	33
Forced Marriage	35
Honour Based Violence	38
Children Missing from Education	41
Transportation of Children to School Events by Parents	43

Photographing of Children	43
Appendix 1 Other Key Safeguarding Contacts	44
Appendix 2 Local Contacts	45
Appendix 3 Key National Contacts	46
Appendix 4 Template: Front Sheet	47
Appendix 5 Template: Chronology	48
Appendix 6 Template: Detailed Concerns	49
Appendix 7 Template: Concerns Shared by Others	51
Appendix 8 Body Map Guidance for Schools and Body Map Template	52
Appendix 9 Template: Safeguarding Children Data Base	57
Appendix 10 Template: School's Safeguarding Action Plan	59
Appendix 11 Template: Auditing of Pupil Records	60
Appendix 12 Induction Checklist for Safer Recruitment	63



1. Introduction

Al Huda Academy recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Pupils and Personnel Committee of the Governing Body.

Date of last review: September 2016

Date of next review: September 2017

Role	Name	Contact Details
Designated Safeguarding Lead/ LA Child Protection Contact/LADO	Mohammed Amaar Sajjad	0114
Deputy Safeguarding Lead	Saif Khalid	0114
Deputy Safeguarding Lead	Ziad Khan	0114
Local Authority Designated Officer/LADO	Steven Hill	0114 273 4850 0114 273 4934 LADO@sheffield.gcsx.gov.uk Alternatively, you can call ChildLine for advice on 0800 1111 or email them by visiting www.childline.org.uk .

Context

Al Huda Academy

Our policy applies to all staff, governors and volunteers working in the Academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Sheffield Safeguarding Children Board (SSCB). <https://www.safeguardingsheffieldchildren.org.uk/>

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Al Huda Academy Safeguarding and Child Protection Policy.

These duties and responsibilities, as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2016 and HM Working Together to Safeguard Children 2015 are incorporated into this policy.

The policy is in line with the following legislation and guidance:

- The Children Act (1989) and Children Act (2004)
- Keeping Children Safe in Education (September 2016)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- Protection of Freedoms Act (2012)
- The Prevent Duty Guidance for England and Wales (2015)
- The Prevent Duty: departmental advice for schools and childcare providers (2015)
- Mandatory reporting of Female Genital Mutilation – procedural information (2015)

SAFEGUARDING

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes
Working Together to Safeguard Children 2015 (page 6).

NB. Children includes everyone under the age of 18 years of age.

Safeguarding is not just about protecting children from deliberate harm. It also relates to broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing

- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying, including online bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Teenage relationship abuse
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, female genital mutilation and honour based violence and forced marriage.

Principles

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Al Huda Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our Academy therefore, led by senior members of staff/governors/trustees aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child/young person (as opposed to a child/young person being in immediate danger) they will decide what action to take in conjunction with the designated safeguarding lead. Although any staff can make a referral to children's social care. Where a child/young person is identified as being in immediate danger then there should be no delay in a member staff reporting the concerns directly to children's social care or the police as required.

The designated safeguarding lead or headteacher who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

The Policy Aims

There are five main elements to our policy:

- Providing a safe environment in which children/young people can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children/young people.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.

- Raising awareness of safeguarding children, child protection processes and equipping children/young people with the skills needed to keep them safe.

We recognise that because of the day to day contact with children/young people, Al Huda Academy staff are well placed to observe the outward signs of abuse.

Al Huda Academy will therefore:

- Establish and maintain an environment where children/young people feel secure, are encouraged to talk and are listened to.
- Ensure children/ young people know that there are trusted adults in the school whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the PSHE or SRE curriculum for children/ young people to develop the skills they need to recognise and stay safe from abuse:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation
 - developing healthy relationships and awareness of domestic violence, bullying and peer on peer abuse
 - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child/young person, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2016 Page 40), and the NCSCB Local Multi-agency Procedures
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended schools, activities and vocational placements.

Sheffield Safeguarding Children Board (SSCB)

We will follow the procedures set out by the Sheffield Safeguarding Children Board (SSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2016 to:

- Ensure we have a designated safeguarding lead and a deputy safeguarding lead for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure that we have a designated teacher for looked after children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated safeguarding lead (and their deputy) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection by setting out its obligations in the Academy prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

2. Supporting children/young people

We recognise that children/young people who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children/young people at risk. When at the Academy their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children/young people who are more than vulnerable than others, which included children/young people with special educational needs and or disabilities. The Academy will endeavour to support the pupil through:

- The content of the curriculum.

- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The Academy behaviour policy which is aimed at supporting vulnerable pupils in the Academy. The Academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Social Care, behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised.

3. Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with DfE Keeping Children Safe in Education 2016.
- Checks and references are an essential part of this process (Including section 128 and EEA).
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the head teacher (or the designated safeguarding lead) if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors/trustees will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school. Advice and support will be made available by the LADO.

4. Links to other policies

This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

- *Anti-Bullying*
- *Behaviour*
- *Safer Recruitment and Selection Policy*
- *Complaints Procedure Statement*
- *Cyber –bullying/Online Safety*
- *E Safety Policy*
- *Health and Safety*
- *Disability Equality Access Plan*
- *Home-school Agreement Document*
- *Physical Restraint Policy*
- *Register of Pupil Attendance*
- *School Behaviour*
- *Special Educational Needs*

- *Staff Behaviour (Code of Conduct policy)*
- *Staff Discipline, Conduct and Grievance (procedures for addressing)*
- *Schools information published on a website*
- *Welfare Policy*
- *Whistle Blowing Policy*

5. All Agencies

- ***SSCB (Sheffield Council Safeguarding Children's Board)***
- ***Guidance where children are at risk of missing education***
- ***Escalation policy (NCC)***
- ***Inter-agency Safeguarding Children Procedures of the SSCB***

6. Roles and Responsibilities

Everyone

Safeguarding and promoting the welfare of children/young people is everyone's responsibility. Everyone in our Academy who comes into contact with children/ young people and their families have a role to play in safeguarding children. All staff in our Academy consider, at all times, what is in the best interests of children.

All staff within our Academy are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children/young people can learn.

All our staff are aware of the early help process and understand their role in this, this includes being able to identify emerging problems to recognise children/ young people who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead and understand they may be required to support other agencies and professionals in assessments for early help.

All our staff are aware of systems within Al Huda Academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our Academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information [see Appendix 13, if your establishment does not use this checklist then delete this statement]

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

All our staff know what to do if a child is raising concerns, disclosures of abuse and neglect. Staff will maintain a level of confidentiality whilst liaising with the designated safeguarding lead and children's

social care. Our staff will never promise a child/ young people that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Teachers (including NQTs) and Head teachers – Professional duty

The Teacher's Standards 2012 remind us that teachers, newly qualified teachers and head teachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

Designated Safeguarding Lead

We have a designated safeguarding lead who takes lead responsibility for safeguarding children/ young people and child protection who has received appropriate training and support for this role. This designated safeguarding lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a deputy safeguarding lead, who will provide cover for the designated safeguarding lead when they are not available. Our deputy safeguarding lead has received the same training as our designated safeguarding lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the Academy ethos and that specific duties are discharged. They will assist the designated safeguarding lead in managing referrals, attending Child Protection Conferences and supporting the child/children/young person.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our designated safeguarding lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the Academy community in cases of suspected abuse.

The Designated Safeguarding Lead is expected to:

- **Manage Referrals**
 - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
 - Support staff who make referrals to children's social care and other referral pathways
 - Refer cases where a person is dismissed or left due to risk/harm to a child/young person and the DBS as required
- **Work with others**
 - Liaise with the head teacher/principal (where the designated safeguarding lead role is not carried out by the head teacher) to inform him/her of any issues and ongoing investigations.
 - Liaise with the case manager and the LADO where there are concerns about a staff member
 - Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
 - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
 - Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015.

- **Undertake training**

- Formal designated safeguarding lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The designated safeguarding lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The training undertaken should enable the designated safeguarding lead to:
 - understand the assessment process for providing early help and intervention through Family Common Assessment Framework (FCAF) and the Early Help Unit.
 - Have a working knowledge of how the Sheffield Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
 - Ensure that each member of staff has access to the child protection policy and procedures
 - Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Understand the Prevent Duty and provide advice and support to staff on protecting children/ young people from the risk of radicalisation.
 - Encourage a culture of protecting children; listening to children and their wishes and feelings.

- **Raise awareness**

- Ensure that the child protection policies are known, understood and used appropriately
- Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and make parents/carers aware that referrals may be made about suspected abuse or neglect
- Liaise with the NCSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.

- **Child protection file**

- The designated safeguarding lead is responsible for ensuring that where children leave the Academy their child protection file is transferred to the new school or college as soon as possible.

- **Availability**

- During term time the designated safeguarding lead (or a deputy) are always be available (during school or residential) for staff in the Academy to discuss any safeguarding concerns. Appropriate arrangements will also need to be made for any out of school hours activities.

Head teacher

The head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.

- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The head teacher will ensure all staff have access to and read:- the Whole School Child Protection Policy, the staff behaviour/conduct policy, Contact between Staff and Pupils Outside the Usual Work Context Policy and DfE Keeping Children Safe in Education guidance 2016, part one, as a minimum.
- The head teacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2016.

Governing Body/Trustees

The governing body (and proprietors) will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the Academy's ethos and reflected in the Academy's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and child protection issues within the Academy.
- Ensuring that the Academy has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2015) as well as with local NCSCB guidance and monitor the Academy's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for *appropriate* action to be taken in a *timely* manner to promote a child's/young person's welfare
- Recognising the importance of information sharing between agencies. Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a designated safeguarding lead from the leadership team to take lead responsibility for safeguarding and child protection and a designated teacher for looked after children, who is appropriately trained.
- Ensuring that all staff read at least part one of Keeping Children Safe in Education 2016 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in part one.
- Ensuring that the governing body/Trust is collectively responsible for the Academy's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refresher training at three yearly intervals. The designated safeguarding lead should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children/young people are made aware of the Academy's arrangements for child protection and their responsibilities.
- Ensuring that there are procedures in place to manage allegations against staff. Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.
- Ensuring that appropriate filters and monitoring systems are in place to protect children online.
- Ensuring that children are taught about safeguarding online through teaching and learning opportunities.
- Ensuring that peer on peer abuse is included in safeguarding child protection policy, sexting and the schools response is included and different gender issues that are prevalent in peer on peer abuse.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Looked After Children – the role of designated teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The designated teacher will work with the Virtual School Head to ensure that the progress of the child is supported.
- The designated safeguarding lead will also have details of the child's social worker and the name of the virtual head. The designated safeguarding lead will work closely with the designated teacher as we recognise that children/young people may have been abused or neglected before becoming looked after and we need to ensure their ongoing safety as well as supporting their education and development by linking with the designated safeguarding lead, their social worker and parents where appropriate.

7. Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the Dfe guidance **What to do if you're Worried a Child is Being Abused**

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;

- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

Physical Abuse

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

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child/young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse

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

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

Neglect

Neglect is the persistent failure to meet a child's/young person'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/young person 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/young person's basic emotional needs.

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Children with Special Educational Needs

We recognise that children/young people with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They

may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

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

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child/young person and a child/young person in immediate danger.

If staff have concerns about a child/young person they will need to decide what action to take. Where possible a discussion will take place with the designated safeguarding lead to agree a course of action.

If a child/young person is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately. In this case a referral will be made by the member of staff if required, with the designated safeguarding lead being informed of the referral.

Our staff recognise that children/young people are vulnerable to abuse by their peers. Such abuse will be taken seriously by staff and will not be dismissed.

If a child/young person chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child/young person understands and the child's/young person's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child/young person, eg to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child/young is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's/young person's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child/young person took place, outline what was said, comment on the child's/young person's body language, etc.
- It is not appropriate for staff to make children/young people write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child/young person and let them know that they were right to inform them and inform the child that this information will now have to be passed on.

- The designated safeguarding lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. CSC will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted direct in an emergency.
Staff will never attempt to carry out an investigation of suspected abuse by interviewing the child/young person or any others involved.

8. Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children/young people; children/young people will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the designated safeguarding lead and/or to children's social care. When a child/young person is in immediate danger children's social care/the police will be contacted.

The head teacher or designated safeguarding lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

DfE guidance See also the NCSCB guidance.

9. Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated safeguarding lead should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not necessarily apparent at the time. On occasions this information could be crucial evidence to safeguard a child/young person or be evidence in future criminal prosecutions.

The concern file

The establishment of a 'concern' file, which is separate from the child's/young person's main school file, is an important principle in terms of storing and collating information about children/young people which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child/young person may not be a 'concern' for another and the particular child's/young person's circumstances and needs will differ ie a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child/young person recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in Academy (named designated person).

A 'concern' or 'confidential' file should be commenced in the event of:

- A referral to Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

It is suggested that within a child's/young person's 'concern' file there is:

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The Academy will keep written records of concerns about children even where there is no need to refer the matter to Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the designated safeguarding lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring ie a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children/young people leave the school or college they should ensure their concern/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would be good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child/young person.

A recording of each and every episode/incident/concern/activity regarding that child/young person, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. ***NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map (see Appendix)***

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child/young person, and any historical information held on the child's/young person's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to Children's Social Care in line with the NCC Pathway to Provision document.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the Academy in the early identification of any concerns which may prevent future harm.

The designated safeguarding lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

10. Peer on Peer Abuse

Our school recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation (see section below)
- Sexting or youth produced digital imagery (see section below)
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour (Appendix 17)

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

11. Child Sexual Exploitation (CSE) Policy

The Academy adheres to the NCSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

The Academy recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our Academy.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of Citizenship (personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.)

An important part of educating our children/young people is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

12. Youth Produced Sexual Imagery (Sexting)

Introduction

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at [UKCCIS 2016 Guidance](#). This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our Academy's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The Academy recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The Academy is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The Academy may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
 - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
 - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 31 UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the Academy will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head teacher and others as appropriate and will be recording.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where are concerns which meet the threshold or if we know they are already involved with a child.

Case studies:

Case study A: Children and young people aged 13-18

Concern:

- *Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for “sexy” pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school DSL.*

School response:

- *The DSL spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.*
- *Both pupils were spoken with by the DSL who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The DSL worked with both pupils to help them come up with an agreed plan to inform their parents. The school DSL documented the incident and as well as the actions taken in the children’s safeguarding records.*

Case study B: Children aged under 13

Concern:

- *A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.*

School response:

- *The school had no other safeguarding concerns about the children or their families. The school DSL spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board’s guidance regarding underage sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children’s social care.*
- *The school DSL spoke with the children involved and their parents and advised them on the situation and possible consequences including police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school’s approach.*
- *All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children’s safeguarding records.*

Educating Young People

As an Academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE programme and though IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](#)

- There is information on the ChildLine website for young people about sexting:
Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online' which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH): <http://www.saferinternet.org.uk/about/helpline>
Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

13. Online Safety

Our Academy ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including children sexual exploitation; radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Technology often provides a platform to facilitate harm. However, it is important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

Through our Online Safety Policy, our Academy will ensure that we meet their statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our Academy. The policy also forms part of our Academy's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter terrorism and Securities Act 2015 which requires our Academy to ensure that children are safe from terrorist and extremist material on the internet.

Our Academy will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the Academy's IT systems and technology that can be used online.

Our Academy recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

14. Prevent Duty and Radicalisation

There are now duties imposed on Schools under the 'Prevent Duty' CTSA2015. Schools must have due regard to the need to prevent people from being drawn into terrorism. Paragraphs 57-76 of the **DFE Revised Prevent duty guidance** are specifically concerned with schools. There is separate guidance for colleges **Prevent duty guidance for further education institutions**

- Risk assessment
We assess the risk of children being drawn into terrorism. We have clear procedures in place for protecting children at risk of radicalisation.
- Working in partnership
We ensure their safeguarding arrangements takes into account the policies and procedures of the NCSCB. We effectively engage with parents.
- Staff training
- Staff are trained to identify children at risk of being drawn into terrorism and challenge extreme ideas.
- IT policies
- We ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Where we are concerned about individual children there is a referral pathway.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies and our IT policy.

Visitors to the Academy will be managed in line with our Visitors Policy, guest speakers coming into school will never be unsupervised.

1. Definition

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011)

Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

2. Risks

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to lead to the child suffering Significant Harm.

This may take the form of a “grooming” process where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws the young person away from other influences that might challenge the radical ideology. The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

On-line content in particular social media may pose a specific risk in normalising radical views and promoting content that is shocking and extreme; children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt their extremist views.

There is some evidence that specific groups such as young Muslim women have been targeted for radicalisation and grooming, leading to attempts to travel to the Middle East and place themselves at risk.

3. Indicators

There is no standard template for radicalisation, but issues that may make an individual vulnerable to radicalisation can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of community values;

- Criminality - Experiences of imprisonment; previous involvement with criminal groups.

However those closest to the individual may first notice the following changes of behaviour:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

It should be borne in mind that someone radicalised over the internet may exhibit little change in behaviour.

Practitioners should ensure that assessments place behaviour in the family and social context of the young person, and include information about the young person's peer group and conduct and behaviour at school. Holding radical or extreme views is not illegal, but inciting a person to commit an act in the name of any belief is in itself an offence. The safeguarding aim should be to engage with the young person and, if there is a cause for concern, to ensure that such views are constructively challenged before an offence is committed.

5. Protection and Action to be Taken

Any practitioner identifying concerns about the child or young person should report them to the identified lead person within their organisation and/or line manager, who will discuss these concerns with the police Prevent Team.

The Prevent Team is best contacted via South Yorkshire Police who will then discuss with you whether a formal referral is required.

Consideration should be given to the possibility that sharing information with parents may increase the risk to the child and therefore may not be appropriate. However, experience has shown that parents are key in challenging radical views and extremist behaviour and should be included in interventions unless there are clear reasons why not.

Wherever possible the response should be appropriately and proportionately provided from within the normal range of universal provision of the organisation working with other local agencies and partners. Responses could include curriculum provision, additional tutoring or mentoring, additional activities within and out of school and family support.

Where a higher level of targeted and multi-agency response is indicated and where concerns are identified in respect of potential signs of radicalisation which indicate the child young person is vulnerable, the person raising the concerns should discuss their concerns with the police Prevent Team who will decide if a referral to the Channel Panel is required. This Panel reviews and refers individuals to programmes that challenge extremist ideology. This may also result in a formal multi-agency assessment being conducted.

The Academy will also complete a prevent action plan to assess the risk in the setting.

http://transact.westminster.gov.uk/docstores/publications_store/schools/prevent/prevent_action_plan_template.pdf

6. Issues

Protecting children and young people from radicalisation and extremism is in many respects comparable to the procedure for protecting children from forced marriage or gang related activity; in that initially concerns may be inconclusive and protecting a child or young person against a potential risk can be dependent on a wider range of factors than an intervention after an actual act of abuse has occurred.

Further Information

<https://www.elearning.prevent.homeoffice.gov.uk/>

Inspire - a non-governmental advocacy organisation (NGO) working to counter extremism and gender inequality.

Channel - Supporting individuals vulnerable to recruitment by violent extremists.

Prevent - Part of the Government's counter-terrorism strategy, which seeks to address the ideology that support terrorism and protect vulnerable people.

Childnet International - online radicalisation and extremism.

South Yorkshire Police Prevent Team
Call 101 and ask for South Yorkshire Police's Prevent Team.

Anti-Terrorist Hotline on **0800 789 321**

<https://www.gov.uk/report-terrorism>

15. Female Genital Mutilation Guidance Notes for Staff/Governors

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Sheffield Safeguarding Children Board procedures SSCB procedures FGM. This guidance is based on national non-statutory government guidance (2011) Govt guidance FGM.

1. Definition

Female genital mutilation (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on new-born infants or on young women before marriage or pregnancy.

FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed. The Female Genital Mutilation Act 2003 replaced the 1985 Act and makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

Identification and Referral:

Early identification of risks of FGM to girls, referral, planned and sustained information and support to families are needed to protect girls from undergoing FGM.

Mandatory Reporting of FGM

From the 31st October 2015, regulated professionals in health and social care and teachers in England and Wales have a duty to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

Where is FGM Practised?

As a result of immigration and refugee movements, FGM is now being practiced by ethnic minority populations in other parts of the world, such as USA, Canada, Europe, Australia and New Zealand. FORWARD estimates that as many as 6,500 girls are at risk of FGM within the UK every year.

There is no Biblical or Koranic justification for FGM and religious leaders from all faiths have spoken out against the practice.

The helpline can be contacted on: Tel: 0800 028 3550 and E-mails sent to fgmhelp@nspcc.org.uk

A new duty for Teachers to report 'known' cases of Female Genital Mutilation FGM was introduced on the 31st October 2015. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

FGM is a procedure that includes the partial or total removal of the external female genital organs for 'cultural' or other non-therapeutic reasons.

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences; this is the scale of the problem. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of children have the procedure between the age of 5-8 years.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE.

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing.
- Spending longer in the bathroom.
- Urinary or menstrual problems.
- Prolonged absence and then noticeable behaviour changes.
- Reluctance to undergo normal medical examinations.
- May confide in a professional but may not be explicit or may be embarrassed

Where you know or suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).
- There will be potential enquiries under Section 47.
- Potential police enquiries.
- Possible use of police protection or legal orders such as EPO, prohibitive steps but not necessarily the removal of the child.
- Government Equalities Office: Fact sheet [Equalities Office Fact Sheet](#)

16. Forced Marriage

1. Definition

There is a clear difference between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people.

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is at risk of significant harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

2. Risks

One serious consequence of forced marriage is the increased likelihood of domestic violence and abuse and sexual abuse. Anyone forced into marriage faces an increased risk of rape and sexual abuse as they may not wish to consent, or may not be the legal age to consent to a sexual relationship. This in turn may result in unwanted pregnancies or enforced abortions.

The risks of emotional abuse through being stigmatised by family wider community are also present; these in turn may lead to serious consequences for the individual in terms of their mental health or self-harming behaviour.

Children are also deprived of the normal range of opportunities and experiences available to their peers when they are pressurised into marriage against their will.

3. Indicators

Warning signs that a child or young person may be at risk of forced marriage or may have been forced to marry may include:

- Extended absences from school/college, truancy, drop in performance, low motivation, excessive parental restriction and control of movements and history of siblings leaving education early to marry;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad;
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse;
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing/running away;
- A child always being accompanied including to school and doctors' appointments;
- A child directly disclosing that they are worried s/he will be forced to marry;
- Children with Learning difficulties are particularly vulnerable to forced marriages and their ability to express concerns about what may be happening will be diminished.

4. Protection

Practitioners should always consider the need for immediate protection, as disclosure of the forced marriage may be the direct consequence of the impending event. Children's social care will liaise with the police and other agencies involved with the child / young person to ensure their safety of the victim and any other family members.

It is important that organisations concerned about a child seek make a referral and that legal advice is sought as there is specific legislation to protect children from being removed from the country for the purpose of a marriage.

5. Legal Position

Anyone threatened with forced marriage or forced to marry against their will can apply for a Forced Marriage Protection Order. Third parties, such as relatives, friends, voluntary workers and police officers, can also apply for a protection order with the leave of the court. Fifteen county courts deal with applications and make orders to prevent forced marriages. Local authorities can now seek a protection order for vulnerable Adults at Risk and children without leave of the court. Guidance published by the Ministry of Justice explains how local authorities can apply for protection orders and provides information for other agencies. (This is available at the Justice website.)

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence, with effect from 16th June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- Marrying someone who lacks the mental Capacity to consent to the marriage (whether they're pressured to or not).

Breaching a Forced Marriage Protection Order is also now a criminal offence. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts, as set out above, continues to exist alongside the criminal offence, so victims can choose how they wish to be assisted.

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison.

6. Issues

Allegations of plans and arrangements to force a child to marry will inevitably be divisive for the family and possibly the wider community. Therefore attempts to discuss this with the family could potentially place a child at greater risk.

Children may require support from workers of the same gender and if possible the same cultural background. Where interpreters and translators are used, care must be taken to ensure that they have no connections with the immediate community of the child.

A child arriving in this country for the purposes of a forced marriage or one who has recently married abroad may be extremely isolated and feel threatened and abused. The legal right to remain may be in question and the consequences of returning home may also be very serious.

Further Information

The Forced Marriage Unit – website providing a wide range of practical help and resources

Forced Marriage and Learning Disabilities: Multi-Agency Practice Guidelines

Forced Marriage – Children’s Legal Centre

Statutory Guidance: The Right to Choose

Multi-Agency Practice Guidelines: Handling of Cases of Forced Marriage

Forced Marriage (Civil Protection) Act 2007 Guidance for Local Authorities as Relevant Third Party and Information Relevant to Multi-Agency Partnership Working

17. Honour Based Violence

This section should be read in conjunction with these Safeguarding Guides:

- Forced Marriage
- Domestic Violence and Abuse
- Female Genital Mutilation

1. Definition

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

2. Risks

Young victims may find themselves in an abusive and dangerous situation against their will with no power to seek help. The usual avenues for seeking help – through parents or other family members may be unavailable. Honour based violence manifests itself in a diverse range of ways with children and young people, including forced marriage, rape, physical assaults, kidnap, threats of violence (including murder), female genital mutilation or witnessing violence directed towards a sibling or indeed another family member. Female genital mutilation is an offence contrary to the Female Genital Mutilation Act 2003, and can result in severe physical and psychological injuries and even death. It is almost always restricted to female children and young people i.e. those under 18 years old.

In addition to the physical risks, a child may also suffer significant emotional harm through the threat of violence or witnessing this directed at a sibling or other family member.

Shame and therefore the risk to a victim may persist long after the incident that brought about dishonour occurred. This means the victim's partner (if new), children, associates or their siblings may be at risk of harm.

Practitioners should be aware that a child could be the victim of violence/abuse in the name of honour for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of honour include:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Perceptions that the victim is gay/lesbian;
- Inter-faith relationships (or same faith, but different ethnicity);
- Leaving a spouse or seeking divorce;
- Kissing or intimacy in a public place.

3. Indicators

It is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

There may be evidence of domestic abuse, self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home.

Young people may face significant harm if their families realise that they have asked for help. All aspects of their safety need to be carefully assessed at every stage. Initially this needs to address whether it is safe for them to return home following a disclosure. The young person will need practical help such as accommodation and financial support, as well as emotional support and information about their rights and choices.

Some families go to considerable lengths to find their children who run away, and young people who leave home are at risk of significant harm if they are returned to their family. They may be reported as missing by their families, but no mention is made of the reason. It is important that practitioners explore the underlying reasons before any decisions are made.

3. Protection

Any suspicion or disclosure of violence or abuse against a child in the name of honour should be treated equally seriously as any other suspicion or disclosure or significant harm against a child. However, there are significant differences in the immediate response required.

Involving families in cases of forced marriage is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help;
- Involving the family includes visiting the family to ask them whether they are intending to force their child to marry or writing a letter to the family requesting a meeting about their child's allegation that they are being forced to marry;
- Relatives, friends, community leaders and neighbours should not be used as interpreters – despite any reassurances from this known person.

In cases of violence in the name of honour and of forced marriage, it is essential to consider other siblings in the family that may be experiencing, or at risk of, the same abuse.

Accurate record keeping in all cases of violence/abuse in the name of honour is important. Records should:

- Be accurate, detailed, clear and include the date;
- Use the person's own words in quotation marks;
- Document any injuries – include photographs, body maps or pictures of their injuries;
- Only be available to those directly involved in the person's case.

Practitioners must take care that information which increases the risk to the child is not inadvertently shared with family members.

4. Issues

The 'One Chance Rule'

All practitioners working with victims of honour based violence need to be aware of the 'one chance' rule. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across these cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

Further Information

Legal Guidance – not specifically about children

Forced marriage and honour based violence screening toolkit

South Yorkshire Police unit dealing with honour based violence (Local Contacts)

Karma Nirvana (Local Contacts)

18. Children Missing from Education

The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. At the time of writing these changes are not known but it does give a steer in terms of the direction of travel and therefore may wish to be noted as good practice. We will update this document once this information is known.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports the Academy in safeguarding children who may be at risk of missing education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Sheffield City Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of Academy by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend Academy and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The actions that will taken by the school are in the Guidance For Head Teachers and Business Managers where Children are at Risk of Missing Education

The above flow chart summarises that every child should be accounted for, their whereabouts should be known or we will make a referral to the relevant service. We will not remove a child from our role unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our Academy regularly, or has been absent without the school's permission for a **continuous** period of 10 school days or more we will follow Sheffield Council's Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education

Telephone 0114 2736462 (Monday to Friday, 9am to 4.45pm)

Email ed-missingchildren@sheffield.gov.uk

Absence

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation etc

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

Academy staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within school, the designated safeguarding lead will be informed

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (eg. early help) then they should also be informed.

Where a child is known to regularly go missing from school, a risk assessment for the child will be undertaken.

For further guidance please see the missing protocol or City - Children & Families Direct/Missing Children Officer (MCO)

The role of the City Officer is to act as a central point of contact for all missing children notifications and to disseminate them with requests for a return interview, multi-agency meeting or referral to social care in line with the missing children protocol.

Children Missing from Education Team

Level 5, Moorfoot, S1 4PL

Telephone 0114 2736462 (Monday to Friday, 9am to 4.45pm)

Email ed-missingchildren@sheffield.gov.uk

19. Transportation of Children by Parents

Our school recognises that at times parents/carers transport their own and other children to/from Academy visits or out of school activities etc. Where this occurs there are essentially two ways that this can be undertaken:

1. Where parents/carers transport their own children, or agree with others to co-operate in transporting children to and from venues as a **private arrangement**, the health and safety of young people is the responsibility of the parents/carers concerned.
2. Where parents/carers (or others) offer transport assistance which has been **requested or facilitated** by our Academy then they are in effect operating as volunteer employees and the responsibility for safety lies with our Academy

In these circumstances the parent/carer (or others) would be considered as a volunteer and this will require the Academy to undertake the necessary checks as for any other volunteer in regulated activity. eg obtaining an enhanced DBS certificate (which should include barred list information). The same policy as for school staff transporting children will therefore apply.

20. Photographing and Videoing of Children in School

At Al Huda Academy we have taken a sensible and balanced approach to photographing and videoing children on the Academy site.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The requirement is to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998 **ICO: taking photographs in schools**

Appendix 1

Other Key Safeguarding Contacts

- South Yorkshire Police 999 for emergencies or
101 for non-emergencies
- Channel/Prevent (radicalisation/extremism) 999 for emergencies or
101 for non-emergencies
- Female Genital Mutilation (FGM) mandatory reporting via Police on 101

Appendix 2

Local Contacts

- <http://www.lifewise999.co.uk/>
- Change, Grow and Live
http://www.changegrowlive.org/corner_sheffield
- Karma Nirvana
PO Box 148
Leeds
LS13 9DB
- Honour Network Helpline: 0800 5999 247
Contact between 09:30 and 17:00 Monday to Friday
- **Email:** enquiries@southyorks.pnn.police.uk
Post: South Yorkshire Police Headquarters
Carbrook House
Carbrook
Sheffield
S9 2DB
- NSPCC
35 George St,
Sheffield
S1 2PF
Tel: 0114 228 9200
Website: <https://www.nspcc.org.uk/>

Appendix 3

Key national contacts

- NSPCC
 - NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:
 - help@nspcc.org.uk
 - Text 88858
 - 0808 800 5000
 - NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.
 - 0800 028 0285
 - help@nspcc.org.uk
- UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.
 - helpline@saferinternet.org.uk
 - 0844 381 4772
- Police Anti-Terrorist Hot Line number 0800 789 321

Appendix 4

INFORMATION/FRONT SHEET

Name:		DOB:		Class/Form:		Ethnicity:	
Home Address:				Telephone: e mail:			
Status of file and dates:							
OPEN							
CLOSED							
TRANSFER							
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?							
Members of household							
Name	Age/DOB	Relationship to child			Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc)							
Name	Relationship to child			Address		Tel No	
Other Agency Involvement							
Name of officer/person	Role and Agency	Status of Child ie EHAF/CPP/LAC/CiN			Tel No		Date

Appendix 5

Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 6

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this has happened)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Safeguarding Lead

Part 2 (for use by the Designated Safeguarding Lead DSL)

Time and date information received by DSL, and from whom.	
Any advice sought by DSL (date, time, name, role, organisation and advice given).	
<p>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
Parent's informed Y/N and reasons.	
<p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 7

Logging concerns/information shared by others external to the school (Pass to the Designated Safeguarding Lead)

Pupil's Name:	Date of Birth:
	FORM:
Date and Time of Incident:	Date and Time of receipt of information:
	Via letter / telephone etc?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by the Designated Safeguarding Lead	
Name:	
Date and time:	

Appendix 8

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child/young person feel hot?
- Does the child/young person feel pain?
- Has the child's/young person's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's/young person's concern/confidential file.

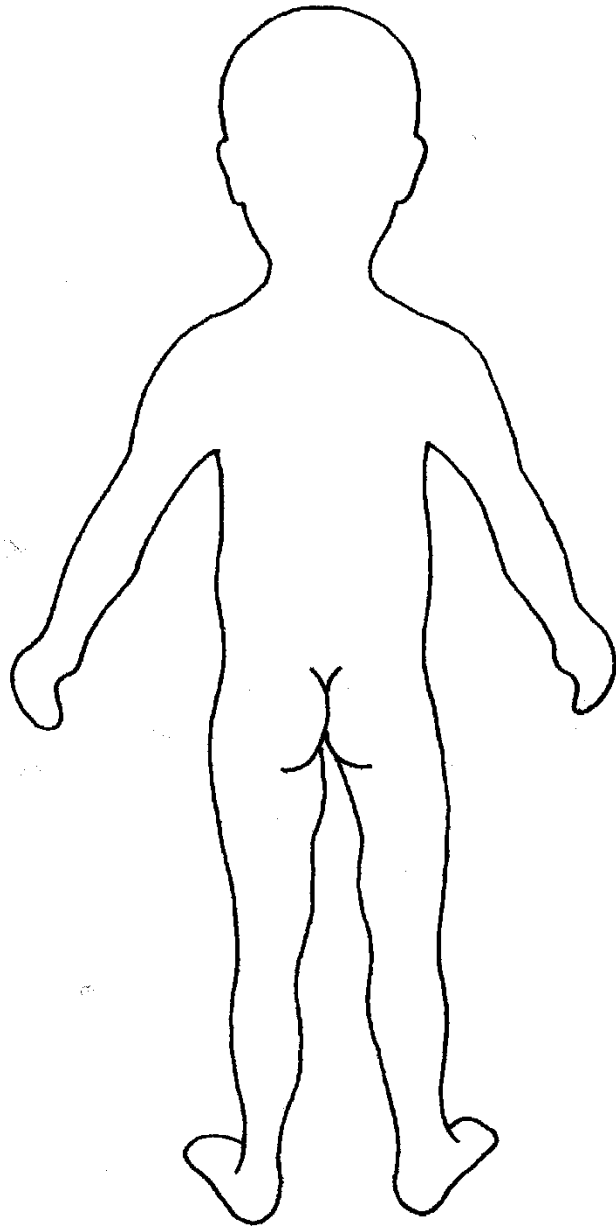
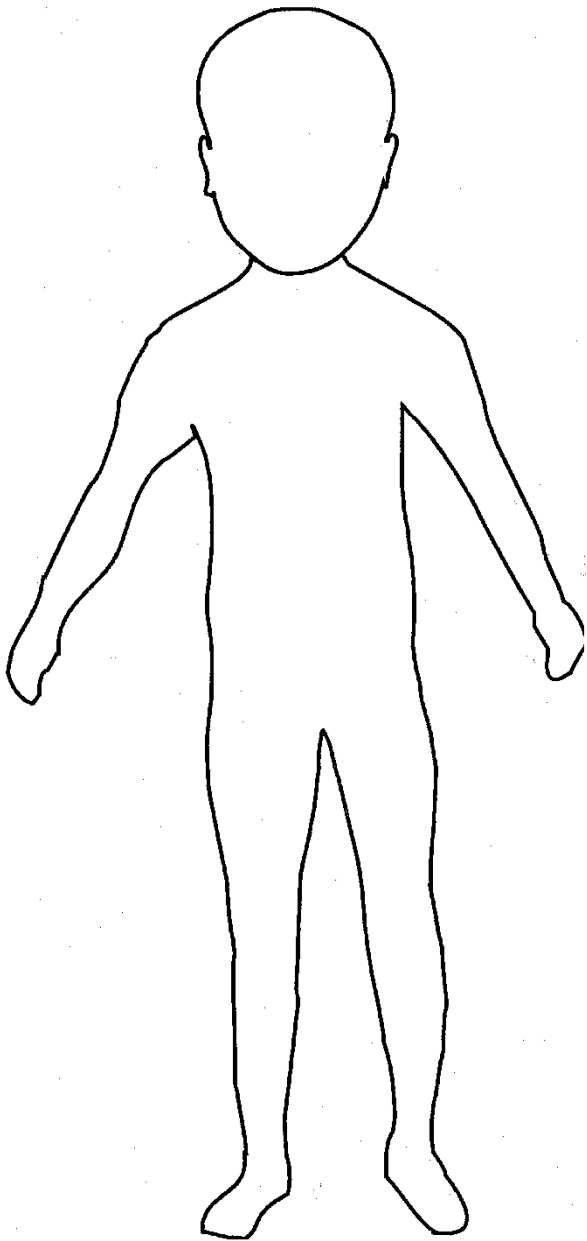
BODYMAP

(This must be completed at time of observation)

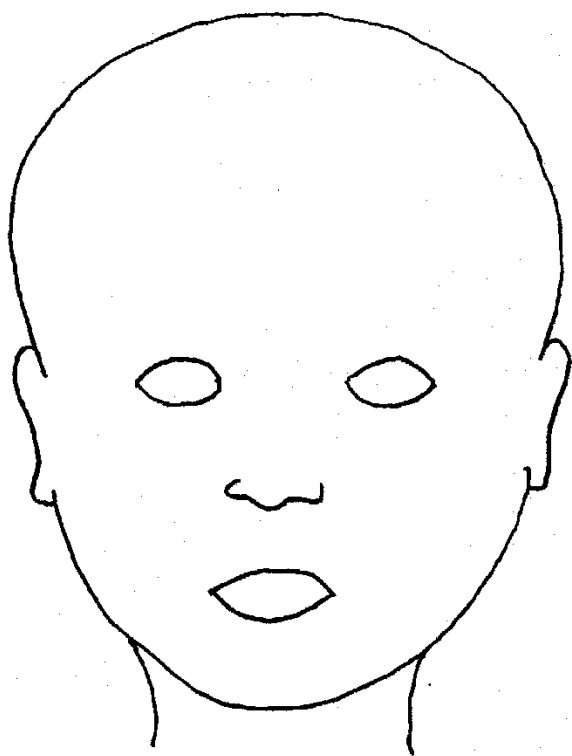
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

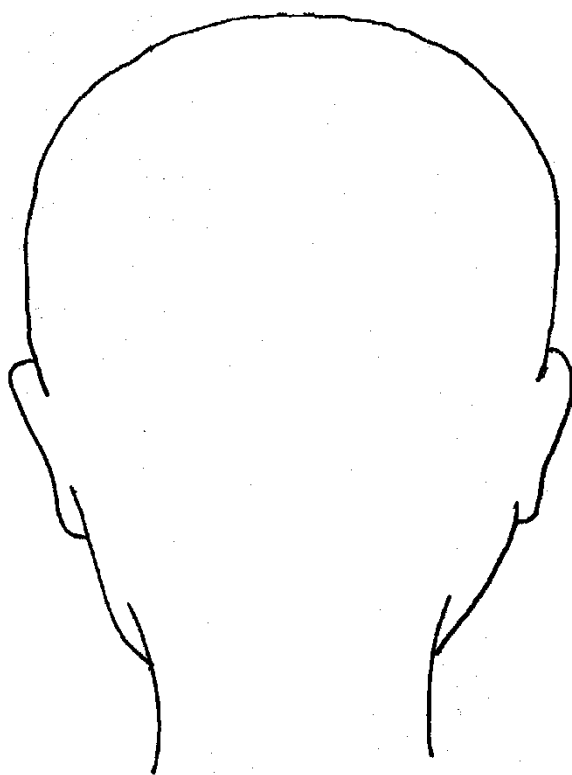
Date and time of observation: _____



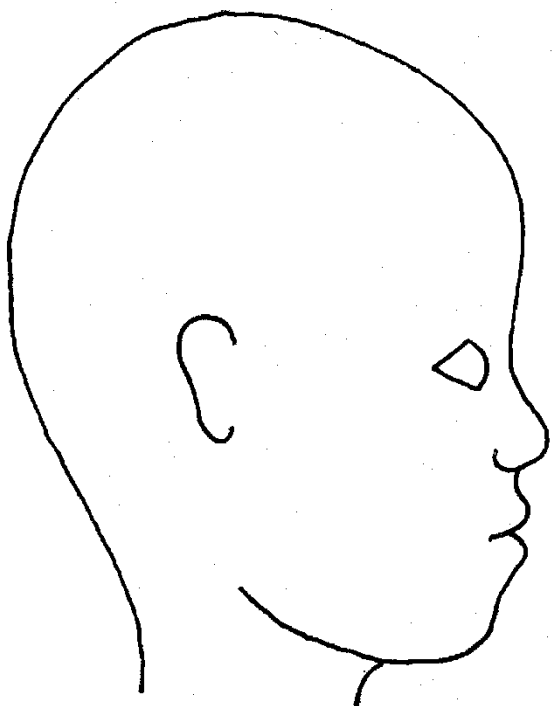
Name of Child: _____ Date of observation: _____



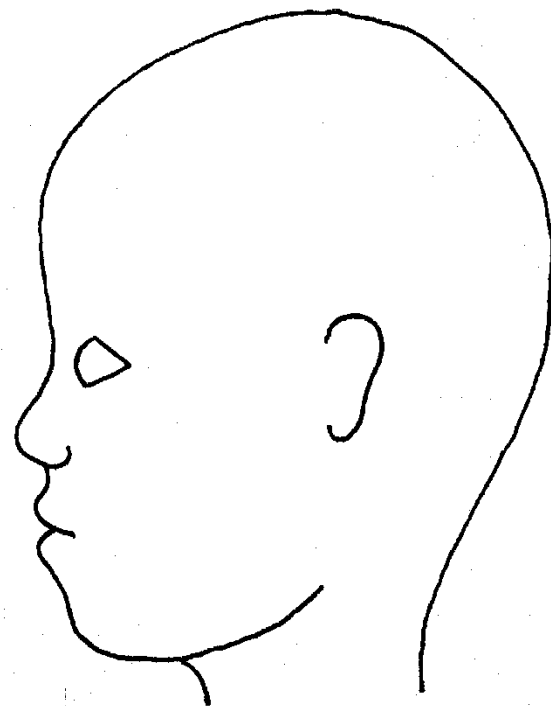
FRONT



BACK

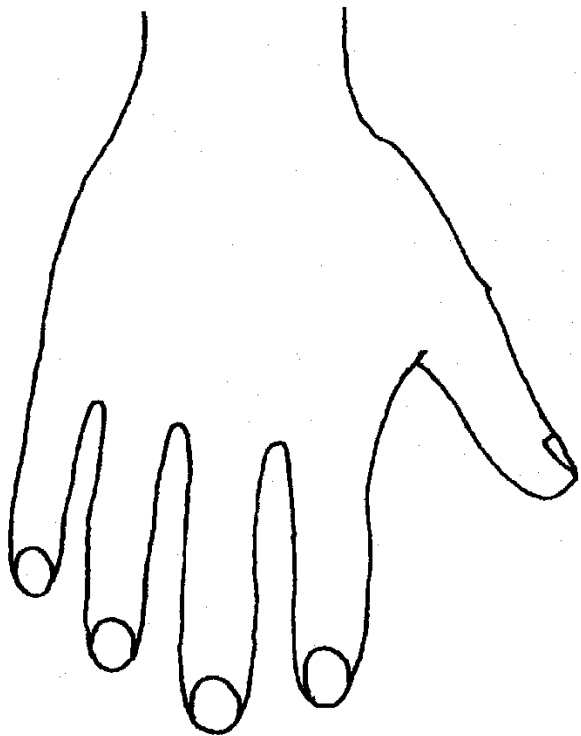


RIGHT

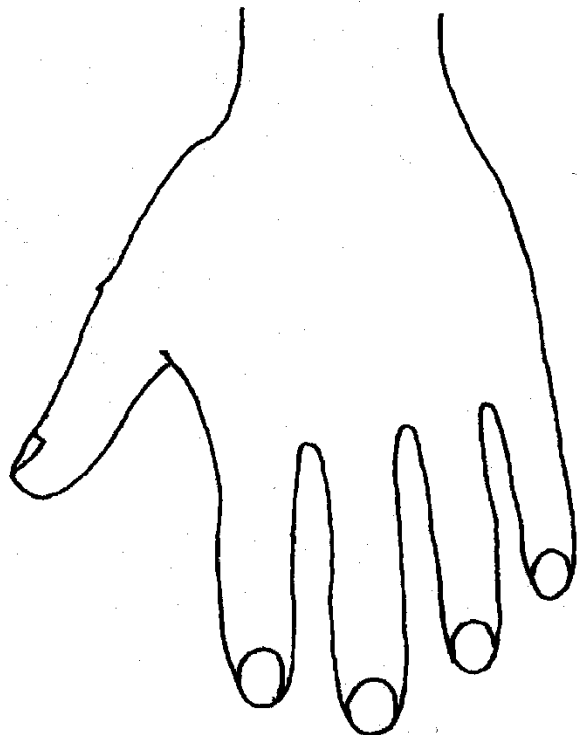


LEFT

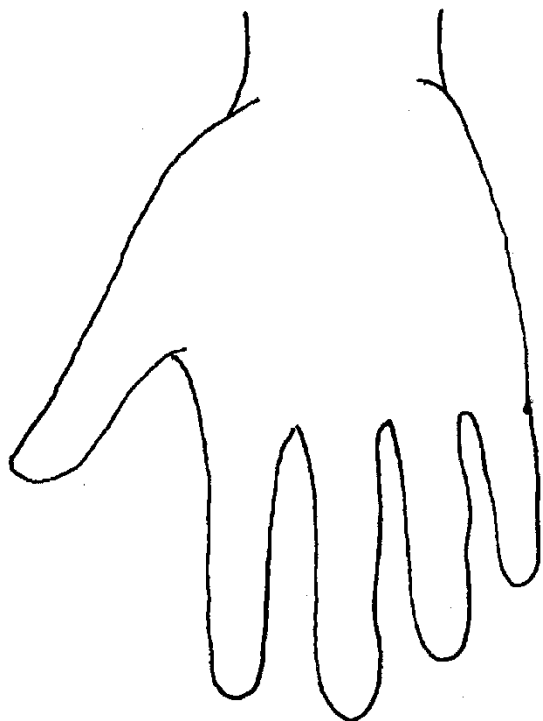
Name of Child: _____ Date of observation: _____



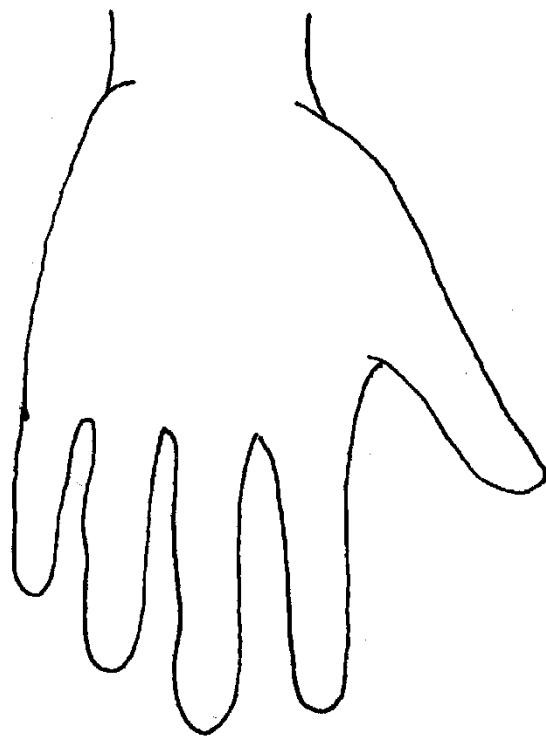
R
BACK



L

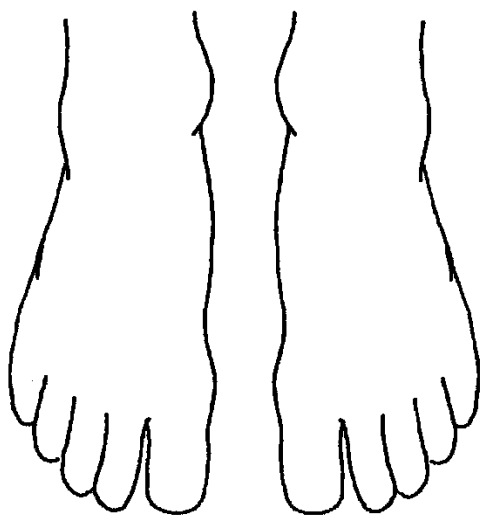


R
PALM

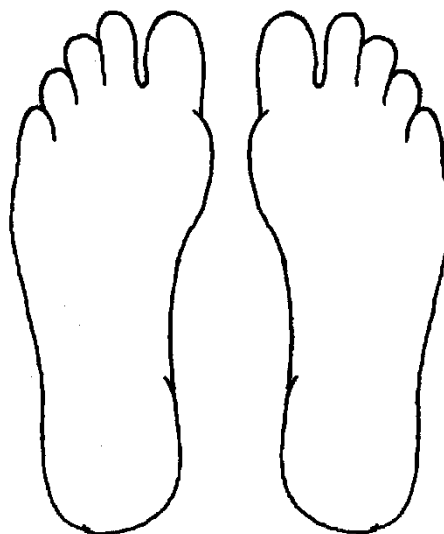


L

Name of Child: _____ Date of observation: _____



R TOP L



R BOTTOM L



**R
INNER**



L



**R
OUTER**



L

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 9

Safeguarding Children Data Base (blank template)

[illegible]

Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carers contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
Michael Smith	17-4-1999 7EJ	8 Fair Trade Trumpton Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433 John Newton ISS Tel:- 01623 433433	Child Protection	ICPC 28-6-2010 RCPC 15- 12 2010 Core group Mtgs 14-7-2010 2.30pm at school. 9-9-2010 15-10-2010
Amy Plant	14-10-1999 8PT	9 Lovely Day Rd Camberwick Green Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection Child Need In	ICPC 12-11-2009 RCPC 23-3-2010 CiN 12-5-2010 21-7-010
Neil Brooks	23-7-1995 10KL	22 Sandy Shore Pebble Beach Tel:- Respite Care 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:- Jill Mob:- Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need Statement of SEN	CiN 22-7-2010 SEN Review 19-9-2010.

Appendix 10

School Safeguarding Action Plan

Name of School:

Date:

Completed by:

Aim: Enable the school to carry out their functions with a view to safeguarding and promoting the welfare of children.
The following safeguarding areas have been highlighted for improvement:

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline

Appendix 11

Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, has confirmed that the school's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

Auditing your school's record keeping.

Good record keeping is not bureaucracy it is safeguarding!

Background: Recent serious case reviews and domestic homicide reviews in South Yorkshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that schools keep careful records in relation to children of concern. One way to do this is for school to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the head teacher, deputy head teacher, designated safeguarding lead or their deputy, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of an audit. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide an audit of 'concern files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's/young person's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C is written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's/young person's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template or a similar school template to help them record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the Academy's Designated Safeguarding Lead has reviewed the file and discussed the child with relevant staff?		
Is there evidence that Academy staff have weighed up the information they have about a child/young person of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency. Have		

these actions been followed through?		
<p>If meetings relating to the child/young person and their family have been called did Academy:</p> <p>i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in Academy were aware of any important issues.</p>		
<p>If injuries to the child/young person have been noted by school, did staff use the body map recording form and were the records clear?</p>		
<p>Moving between schools can be a time of risk as children/young people may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>i) If the pupil concerned has transferred in from another school is there evidence that the designated safeguarding leads from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</p> <p>ii) For a pupil of concern who moved out recently did the designated safeguarding lead make contact with the new designated safeguarding lead at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p>		

Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the Academy community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the Academy's normal staff training or briefing routes.

Appendix 12

Induction Checklist for Safer Recruitment

Induction of Staff - Checklist for Safeguarding

Name of Employee:.....

Name of School:..... Post:.....

Start Date of Employment:...../...../20....

Name of line manager responsible for induction:.....

Name of Head Teacher:.....

This safeguarding checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors.

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the senior designated safeguarding lead in school is.....		<input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent		<input type="checkbox"/>
3. Advised of and discuss the following school policies, covering the agreed procedures and expectations of staff under each one: <ul style="list-style-type: none"> - Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) - Whistleblowing and Confidential Reporting Policy - Anti-bullying - Anti-racism - Homophobic and Transphobic - Physical intervention - School IT Policy, Internet safety (including Social Media and Internet Usage Policy)) - Whole schools child protection policy including appendix templates - Allegations of abuse made against teachers and other staff – school/LA policies Included in the School Disciplinary Procedure) - Guidance on Visitors, including VIPs, to schools - Any other relevant policy as determined by the head teacher, governing body or DfE:(add your school list here) 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

