



Important Information relating to Safeguarding at Risdene Academy.

Lead Designated Safeguarding Officer: Miss Kerry Mills, Principal, kerrymills@risdene-academy.net
(On Maternity Leave)

Other Safeguarding Officers: Liz Abel, Acting-Principal, lizabel@risdene-academy.net

Suzanne Robinson, Deputy Safeguarding Lead, suzannerobinson@risdene-academy.net

Lynn Butler, Pastoral and Inclusion Lead, lynnbutler@risdene-academy.net

Debbie Palmer, Class Teacher, debpalmer@risdene-academy.net

Academy Advisory Board (AAB) member with responsibility for safeguarding: Mrs Chris Goodwin, Chair of Academy Advisory Board

Education Fellowship Lead for Welfare, Inclusion and SEND: Kate French, 01933 350391 (Rushden Academy) katefrench@educationfellowship.net

Education Fellowship COO: Mrs Lizzie Rowe, 07747 863 310, lizzierowe@educationfellowship.net

Education Fellowship CEO: Johnson Kane, johnsonkane@educationfellowship.net

Multi-agency Safeguarding Hub (MASH): 0300 126 1000

Designated Officer: Administer 01604 364031

Designated Officer: Andy Smith 01604 367862

Designated Officer: Christine York 01604 362633

Child Protection and Safeguarding Policy

Introduction and Background

- ♥ Children can be abused in any section of our society. Abuse occurs in all groups, and in all classes. Children may suffer abuse by a family member or family friend, by professionals, by those who are in a caring role and by strangers. It can take many forms – see Appendix 1. For the purposes of this policy the term children refers to all children and young people up to 19 years of age.
- ♥ Responding to and managing suspicions and allegations of child abuse demands much of professionals. They have to be sensitive both to the child's needs and to the distress which investigations are likely to arouse in families; these may be conflicting. They have to recognise that our society embraces a variety of child rearing practices, and be able to be both sensitive to and tolerant of customs and views which may be held by minority groups, whilst at the same time distinguishing what is an acceptable level of difference and what is not.
- ♥ The Education Fellowship and the AAB of Risdene Academy take seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and young people, and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm.
- ♥ The policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and in line with government publications:
 - ♥ Working Together to Safeguard Children, 2015;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
 - ♥ Framework for the Assessment of Children in Need and their Families, 2000;
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf>
 - ♥ What to do if you are worried a child is being abused, 2015;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
 - ♥ Guidance for Safer Working Practice for Adults who work with children and young people in education, 2015
<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2015/>
 - ♥ Safeguarding Children and Safer recruitment in Education, DCSF, 2006;
<https://www.lgfl.net/downloads/online-safety/LGfL-OS-Research-Archive-2006-DfES-Safeguarding-Children.pdf>
 - ♥ Windsor & Maidenhead Local Safeguarding Children Board:
https://www3.rbwm.gov.uk/info/200521/children_and_young_people_-_preventative_services/314/safeguarding_children_and_young_people
 - ♥ Northamptonshire Safeguarding Children Board:
<http://www.northamptonshirescb.org.uk/schools/>
 - ♥ Wiltshire Safeguarding Children Board: <http://www.wiltshirelscb.org/>
 - ♥ Keeping Children Safe in Education 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

-  The Counter Terrorism & Security Act 2015
<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
-  Revised Prevent Duty Guidance for England and Wales July 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
-  The Prevent Duty - departmental advice for schools and child care providers June 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prev-ent-duty-departmental-advice-v6.pdf
-  Information sharing, advice for practitioners providing safeguarding services to children, young people, parents and carers. March 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
-  Mandatory reporting of Female Genital Mutilation procedural information, Oct 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf
-  Multi agency statutory guidance on Female Genital Mutilation, April 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi-Agency-Statutory-Guidance-on-FGM-FINAL.pdf

This policy should be read in conjunction with the Education Fellowship Staff Code of Conduct Policy and all policies relating to internet and social media use.

We fully understand that all staff and AAB members have a full and active part to play in protecting students from harm, and the child's welfare is our paramount concern.

1. Aims

- 1.1 All staff believe that our academy should provide a safe, caring, positive and stimulating environment that promotes social, physical and moral development of the individual child.

Safeguarding and promoting welfare of children is defined as:

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

- 1.2 Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This policy sets out the procedures and systems in place in Risdene Academy to ensure:

- ♥ We practise safe recruitment in checking the suitability of staff and volunteers who work with our students;
- ♥ We raise awareness of child protection issues and equipping children with the skills needed to keep them safe;
- ♥ We develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse;
- ♥ We support students who have been abused in accordance with their agreed child protection plan;
- ♥ We establish a safe environment in which students can learn and develop.

The aims of this policy are:

- ♥ To support the child's development in ways that will foster security, confidence and independence;
- ♥ To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- ♥ To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2);
- ♥ To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;
- ♥ To emphasise the need for good levels of communication between all members of staff.
- ♥ To develop a structured procedure within the academy and the Fellowship which will be followed by all members of the academy community in cases of suspected abuse;
- ♥ To develop and promote effective working relationships with other agencies, especially the Police and Social Care;
- ♥ To ensure that all staff working within our academy who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

1.3 Children who are abused or 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 at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

We will be alert to the potential need for early help for a child who:

- ♥ Is disabled and has additional needs;
- ♥ Has a special educational need;
- ♥ Is a young carer;
- ♥ Is showing signs of engaging in anti-social or criminal behaviour;

- 📌 Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- 📌 Is showing early signs of abuse/neglect.
- 📌 Already has, or has in the past, been the subject of a Child Protection Plan

We recognise that additional barriers can exist when recognising abuse and neglect of children and young people with special educational needs and disabilities. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers because of empathy with carers because of the perceived stress of caring for a disabled child
- Potential increased risk of exposure to abusive behaviour if a disabled child or young person is reliant on a wide network of carers to meet their basic needs
- A disabled child or young person's understanding of abuse
- Lack of choice and/or participation
- Isolation

The academy will endeavour to support the student through:

- 📌 The content of the curriculum, including opportunities in assemblies, PSHE, SRE and SMSC in order that students can develop the skills they need to recognise and stay safe from abuse;
- 📌 The academy ethos, promoting a supportive and secure environment and giving the student a sense of being valued;
- 📌 A Behaviour Policy which is aimed at supporting all students in the academy;
- 📌 Liaison with outside agencies that support the student such as the Local Safeguarding Children Board, Social Care, CAMHs, Education Welfare and Inclusion Service and Educational Psychology Service.

2. Procedures

- 2.1 All parents/carers are made aware of the academy's responsibilities in regard to child protection procedures through publication of this Safeguarding Policy on the academy website.
- 2.2 Where appropriate the academy Lettings Policy will seek to ensure the suitability of adults working with children on academy sites at any time.
- 2.3 Community users organising activities for children are aware of and understand the need for compliance with the academy's child protection guidelines and procedures.
- 2.4 Our selection and recruitment procedure includes checks on all staff and regular volunteers' suitability including Disclosure and Barring checks as recommended by the relevant LA and in accordance with current legislation.
- 2.5 The name of any member of staff considered not suitable to work with children will be notified to the DfE Teachers' Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations¹.
- 2.6 Our procedures will be annually reviewed and up-dated.

¹ The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfES July 2003

- 2.7 The name of the Designated Safeguarding Leads will be clearly displayed in the academy.
- 2.8 Information for visitors to the academy about our safeguarding leads and ways to report a concern will always be available at the academy reception and a leaflet of explanation given to all visitors, so that they are aware of their responsibilities.

3. Confidentiality

- 3.1 We recognise that all matters relating to child protection are confidential. The Principal or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.
- 3.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and to balance the risk of sharing with the risk of not sharing.
- 3.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 3.4 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

4. Information Sharing

- 4.1 The DfE issued guidance Information Sharing March 2015. This refers to the seven golden rules of information sharing (also see appendix 5):
 -  The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
 -  Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
 -  Seek advice from other practitioners if there is any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
 -  Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. Information may still be shared without consent if, there is good reason to do so, such as where safety may be at risk. Judgement should be based on the facts of the case. When sharing or requesting personal information, the basis upon which it is being done must be certain.
 -  Consider safety and well-being: Information sharing decisions should be based on considerations of the safety and well-being of the individual and others who may be affected by their actions.
 -  Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information shared is necessary for the purpose for which it is being shared, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
 -  A record must be kept of the decision and the reasons for it – whether it is to share information or not. A record should also be kept of what has been shared, with whom and for what purpose.

5. Supporting Staff

- 5.1 We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 5.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support. This could be provided by the Principal or another trusted colleague, Occupational Health, the employee assistance programme and/or a representative of a professional body or trade union, as appropriate.
- 5.3 We have adopted The Education Fellowship Staff Code of Conduct and this forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

6. Allegations against staff

- 6.1 All academy staff should take care not to place themselves in a vulnerable position with a child.
- 6.2 All staff should be aware of the academy's Behaviour policy and the Education Fellowship Staff Code of Conduct.
- 6.3 We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or another member of the SLT if the Principal is not present.
- 6.4 The Principal/member of SLT on all such occasions will discuss the content of the allegation with the Designated Officer or Team at the Local Authority (previously referred to as the LADO).
- 6.5 If the allegation made to a member of staff concerns the Principal or the Designated Officer, the person receiving the allegation will immediately inform the Chair of the AAB or the Designated Officer or the Fellowship Lead for Welfare, Inclusion & SEND, or the Designated Officer at the Local Authority (previously known as the LADO), without notifying the Principal first. If the allegation involves the Chair of the AAB then this should be reported to directly to the CEO of The Education Fellowship or the Designated Officer at the Local Authority (previously referred to as the LADO).
- 6.6 The school will follow the LA procedures for managing allegations against staff which can be found on the relevant LA website:
Windsor & Maidenhead: www.rbwm.gov.uk/safeguardingchildren/
Wiltshire: www.wiltshirescb.org/
Northants: www.northamptonshirescb.org.uk
- 6.7 Suspension of the member of staff against whom an allegation has been made need careful consideration, and we will consult with the Designated Officer or Team at the Local Authority (previously referred to as the LADO) in making this decision. Only the CEO of the Education Fellowship can suspend a member of staff and his direction must be sought immediately an issue is identified.
- 6.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from academy premises.
- 6.9 The following definitions should be used when determining the outcome of allegation investigations:
 - **Substantiated:** there is sufficient evidence to prove the allegation;
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - **False:** there is sufficient evidence to disprove the allegation;

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
Unfounded: there is no evidence or proper basis which supports the allegation being made, that the person making the allegation misinterpreted the incident or was mistaken about what they saw or may not have been aware of all the circumstances.

7. Whistleblowing

- 7.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the academy, they should speak in the first instance, to the Area Education Officer/ Designated Officer or Team at the Local Authority (previously referred to as the LADO) following the Whistleblowing Policy.

Whistle-blowing issues with regard to the Principal should be made to the CEO of the Education Fellowship.

8. Physical Intervention

- 8.1 Our policy on physical intervention by staff is set out separately in our Physical Restraint Guidance. It complies with DfE Guidance. Guidance on Safer Working Practices is available on the DfE website.
- 8.2 This policy states that staff must only ever use physical intervention as a last resort, e.g. when a young person is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.
- 8.3 Such events should be recorded and signed by a witness.
- 8.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 8.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

9. Anti-Bullying

- 9.1 Our academy policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms. g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

10. Racist Incidents

- 10.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

11. Prevention

- 11.1 We recognise that the academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 11.2 The academy community will therefore:
- 💡 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
 - 💡 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes;
 - 💡 Ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficulty;
 - 💡 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.
 - 💡 Ensure all staff are aware of academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

12. Health & Safety

- 💡 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the academy environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

13. Roles and Responsibilities

- 13.1 The academy will ensure the designation of a senior leader for Safeguarding (DSL) plus at least one deputy, and a member of the AAB responsible for child protection. Their names appear at the front of this policy.
- 13.2 Other staff will also carry responsibility for child protection to ensure cover if the Designated Safeguarding Lead is not available.

14. All Staff

Due to day to day contact with students, staff are well placed to observe the outward signs of abuse. Students will often identify with an adult in the school someone who will listen to their concerns and be supportive. All staff should therefore:

- 💡 Keep the student's welfare as paramount;
- 💡 Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to;

- ✔ Ensure students know that there are adults in the school whom they can approach if they are worried;
- ✔ Make it clear at disclosure by a student that not all issues can be kept confidential as staff have a duty of care and must report any issues of alleged abuse or at risk behaviour;
- ✔ Report any issues to the members of staff responsible for Child Protection and complete a "Safeguarding Record of Concern" form which should be given in person to a DSL. (Appendix 4). Where an online referral system is in place, concerns should be recorded and passed to a DSL in line with academy policy.
- ✔ Participate in regular child protection training as organised by the school;

1.1. Inclusion Team

Members of this team receive lots of information about students and must take all possible opportunities to build strong relationships with students and families. In addition to responsibilities as a member of staff, the Inclusion Team must:

- ✔ Work in partnership with internal and external agencies by sharing information;
- ✔ Attend team meetings on a weekly basis bringing to the attention of the group any issues related to individual students and to provide updates regarding progress. Issues include behaviour, attendance, self-harming and other areas of concern;
- ✔ Ensure the completion of MARF and any other documents in relation to students requiring referral to outside agencies;
- ✔ Referring a child to social care if there are concerns about possible abuse or neglect;
- ✔ Liaise with families to discuss any concerns and where deemed appropriate advise them of the intention to refer to Children's Social Care;
- ✔ Attend case conferences and safeguarding meetings with appropriate agencies relating to individual issues and child protection plans;
- ✔ Keep accurate and timely written or online records on individual concerns. Each student for whom there are safeguarding or child protection concerns should have a Child Protection file in addition to their school file. The Child Protection files are kept secure and monitored by the Designated Safeguarding Lead;
- ✔ Ensuring that, where a student on the Child Protection Plan leaves, their information is transferred to the new school immediately and that the student's social worker is informed;
- ✔ Ensure that CP files are securely transferred and that confirmation of their receipt is obtained.
- ✔ Notify Safeguarding and Social Care if there is an unexplained absence for more than two days of a student who is subject to a Child Protection Plan;
- ✔ Ensure that where the academy is notified of an incident of Domestic Abuse or Violence related to a student, appropriate action is taken in line with LSCB protocols.

1.2. Senior Leader: Designated Safeguarding Lead

The Senior Leader: Safeguarding Lead for Child Protection is the senior designated member of staff for child protection and must therefore:

- ✔ Work in liaison with all the internal and external agencies related to child

protection to ensure a good level of support for all individual students raising concern;

- ✔ Ensure that every member of staff (including temporary and supply staff and volunteers) and the AAB know the name of the Safeguarding Lead 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 person responsible for child protection;
- ✔ Ensure that all staff and AAB members have read the DfE document Keeping Children Safe in Education (2016) and the Staff Code of Conduct, and keep a register to record this information.
- ✔ Share information as appropriate with the Inclusion Team, SENCO and Attendance Officer;
- ✔ Oversee the school's liaison with Children's Social Care, CAMHs, Education Welfare Service, behaviour and child protection services, and any other relevant agencies;
- ✔ Liaise with the AAB member designated with responsibility for Child Protection and to act as Safeguarding Lead;
- ✔ Refer a child if there are concerns about possible abuse, to the MASH Team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);
- ✔ Keep written or online records of concerns about a child even if there is no need to make an immediate referral;
- ✔ Ensure that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college;
- ✔ Ensure that an indication of the existence of the additional file above is marked on the pupil records;
- ✔ Liaise with other agencies and professionals;
- ✔ Ensure that either they or another appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents;
- ✔ Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
- ✔ Organise child protection induction, and update training every year, for all school staff;
- ✔ Provide, with the Principal, an annual report for the AAB, detailing any changes to the policy and procedures; training undertaken by the Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- ✔ Undertake, with the Principal an annual audit of provision for safeguarding and its impact on student well-being.

1.3. The Principal

The Principal has the ultimate responsibility for ensuring the school provides a safe and secure environment for all students and must therefore:

- ✔ Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection;
- ✔ Ensure the designation of a senior member of staff responsible for child protection;

- ✔ Ensure that the DSL has sufficient resources to be able to carry out their role effectively
- ✔ Follow procedures where an allegation is made against a member of staff or volunteer;
- ✔ Ensure safe recruitment practices are followed.
- ✔ Ensure all staff have appropriate and timely training

1.4. AAB Member Responsible for Safeguarding

Risdene Academy will ensure that:

All members of the AAB understand and fulfil their responsibilities, namely to ensure that:

- ✔ There is a Safeguarding Policy together with a Staff Code of Conduct;
- ✔ The academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training;
- ✔ The academy has procedures for dealing with allegations of abuse against staff and volunteers and making a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- ✔ A senior leader has Safeguarding Lead responsibility;
- ✔ On appointment, the Safeguarding Lead undertake interagency training and also undertake the Update Course every 2 years;
- ✔ All other staff have safeguarding training updated as appropriate;
- ✔ Any weaknesses in child protection are remedied immediately;
- ✔ A member of the AAB, usually the Chair, is nominated to liaise with the LA on child protection issues and in the event of an allegation of abuse made against the Principal;
- ✔ Child protection policies and procedures are reviewed annually and that the Safeguarding Policy is available on the school website or by other means;
- ✔ The AAB considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE);
- ✔ That enhanced DBS checks and Barred list checks are in place for all members of the Academy AAB.

15. The Single Central Record

Safeguarding Children and Safer Recruitment in Education determines (in paragraphs 4.49 and 4.50) which staff schools should list on the single central record. Risdene Academy keeps and maintains a single central record of recruitment and vetting checks on the following people:

- ✔ All staff who are employed as supply staff to the school whether employed directly by the academy or through an agency;
- ✔ All staff employed by the academy on a permanent, fixed term or casual contract;

- 📄 Any volunteers that the academy or college has recruited to work regularly with children and for whom DBS checks have been requested because they are working unsupervised;
- 📄 People brought into the academy or college to provide regular additional teaching or instruction for pupils but who are not staff members; for example, a specialist sports coach or artist.

The single central record will be audited annually by the Designated AAB member for Safeguarding.

16. Disclosure and Barring Service (DBS) checks

Our selection and recruitment procedure includes all checks on the suitability of staff and volunteers who carry out any regulated activity including Disclosure and Barring Service checks as recommended by the LA and in accordance with current legislation.

DBS checks are further applied in the following way:

- 📄 Visitors - DBS checks are not required for visitors who do not have unsupervised access to children. Volunteers - Checks are required only for those who have regular and unsupervised access to children and young people. Anyone who will be visiting more than 3 times in a 30 day period will be deemed to be regular and carrying out any regulated activity.
- 📄 Observation Placements – Those on observation placements will be supervised at all times and have a List 99 check completed.
- 📄 External Staff and agencies – For visiting staff who do have unsupervised regular access to children and young people – such as educational psychologists, social workers, supply teachers, trainee teachers, nurses, sports coaches, MOD personnel and inspectors – their 'providing' organisation (for example, the supply agency, the university, primary care trust, local authority and so on) should request the check. It is sufficient, for schools and colleges to seek written confirmation that appropriate checks, including DBS checks have been carried out and by whom.
- 📄 Other Third Party Contracted Staff – Contracted staff who come into regular contact with children and young people – such as kitchen staff – will be included on the single central record as in the case of agency supply staff, using written assurances from the providing organisation.
- 📄 Part- time staff with two or more posts – Part-time staff may use the same DBS check for two or more posts as long as they are at a similar level and the academy has satisfied itself about their veracity and appropriateness.
- 📄 Police Officers and police staff – These people undergo more stringent checks than those for DBS and an enhanced DBS disclosure certificate is not required in most circumstances. Police officers and staff who are visiting schools in their professional capacity are only required to produce some form of endorsement of their status and their identity. Their official warrant card or identity card showing the appropriate photographic evidence would be quite sufficient in these circumstances.
- 📄 The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if a member of staff has committed one of a number of listed offences, and has been removed from paid or unpaid work in regulated activity.
- 📄 Portable DBS checks can be presented and will be checked for compliance.

17. Safer Recruitment

Risdene Academy is committed to the principles of safer recruitment and every recruitment panel must include at least one member of staff who has completed the training. Risdene

Academy uses the 12 steps to safer recruitment in all its recruitment process as developed by the Children's Workforce Development Council.

Steps to safer recruitment - Before you release your post:

- ✔ Ensure that you have an up to date recruitment and selection procedure that describes the process and roles before you begin;
- ✔ Ensure that your organisation has a Safeguarding Policy and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials;
- ✔ Ensure that you have an up to date job description and person specification for the role(s) you wish to recruit to;
- ✔ Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding;
- ✔ Ensure that you have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, safeguarding policy/statement and application form interview;
- ✔ Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview;
- ✔ Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references;
- ✔ Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information before you select your preferred candidate;
- ✔ Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description;
- ✔ Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form before you formally appoint;
- ✔ Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role;
- ✔ Ensure that your preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks.

18. Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- ✔ AAB visits to the school;
- ✔ SLT 'drop ins' and discussions with children and staff;
- ✔ Pupil surveys and questionnaires;
- ✔ Scrutiny of attendance data;
- ✔ Scrutiny of range of risk assessments;
- ✔ Scrutiny of AAB minutes;
- ✔ Logs of bullying/racist/behaviour incidents for SLT and AAB to monitor;
- ✔ Review of parental concerns and parent questionnaires;
- ✔ Review of the use of Turnaround.
- ✔ Welfare and Safeguarding Panel meetings and minutes.

This policy also links to our policies on:

Behaviour for Learning
Staff Behaviour Policy / Code of Conduct
Whistleblowing,
Anti-bullying,
Health & Safety
Allegations against Staff,
Attendance,
Curriculum
Physical Restraint
Special Educational Needs & Disabilities
Racist Incidents
Acceptable Use
Safer Recruitment

Appendix one

Recognising signs of child abuse

Categories of Abuse:

-  Physical Abuse;
-  Emotional Abuse (including Domestic Abuse);
-  Sexual Abuse;
-  Neglect.
-  Included in this advice is information about Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Forced Marriage, and Radicalisation & Extremism

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

-  Significant change in behaviour;
-  Extreme anger or sadness;
-  Aggressive and attention-seeking behaviour;
-  Suspicious bruises with unsatisfactory explanations;
-  Lack of self-esteem;
-  Self-injury;
-  Depression;
-  Student missing from the education setting;
-  Age inappropriate sexual behaviour;
-  Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

-  Must be regarded as indicators of the possibility of significant harm;

- ✔ Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague);
- ✔ May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- ✔ Appear frightened of the parent/s;
- ✔ Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- ✔ Persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- ✔ Have unrealistic expectations of the child;
- ✔ Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- ✔ Be absent or misusing substances;
- ✔ Persistently refuse to allow access on home visits;
- ✔ Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol or mental health, or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. It can also occur outside of the family environment.

The following are often regarded as indicators of concern:

- ✔ An explanation which is inconsistent with an injury;
- ✔ Several different explanations provided for an injury;
- ✔ Unexplained delay in seeking treatment;
- ✔ The parents/carers are uninterested or undisturbed by an accident or injury;
- ✔ Parents are absent without good reason when their child is presented for treatment;
- ✔ Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury);
- ✔ Family use of different doctors and A&E departments;
- ✔ Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

-  Any bruising to a pre-crawling or pre-walking baby;
-  Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
-  Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
-  Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
-  Variation in colour possibly indicating injuries caused at different times;
-  The outline of an object used e.g. belt marks, hand prints or a hair brush;
-  Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
-  Bruising around the face;
-  Grasp marks on small children;
-  Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

-  Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
-  Linear burns from hot metal rods or electrical fire elements;
-  Burns of uniform depth over a large area;
-  Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks);
-  Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

-  The history provided is vague, non-existent or inconsistent with the fracture type;
-  There are associated old fractures;
-  Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
-  There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Peer on Peer Abuse:

If a child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether this behaviour is abusive it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children and young people by abusive and bullying behaviour of other children or young people, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Guidance on responding to and managing sexting incidents as well as other information on e-safety can be found at:

<http://www.northamptonshirescb.org.uk/health-professionals/safeguarding-topics/esafety/>

This includes a link to the document: Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People UK Council for Child Internet Safety.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (eg behaviour policy).

Recognising Emotional Abuse

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

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- 📖 Developmental delay;
- 📖 Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment;
- 📖 Indiscriminate attachment or failure to attach;
- 📖 Aggressive behaviour towards others;
- 📖 Scape-goated within the family;
- 📖 Frozen watchfulness, particularly in pre-school children;
- 📖 Low self-esteem and lack of confidence;
- 📖 Withdrawn or seen as a "loner" – difficulty relating to others.

Recognising Signs of 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 the outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. We should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening or that it is wrong. Sexual abuse can have a long term impact on mental health.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- 📖 Inappropriate sexualised conduct;
- 📖 Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- 📖 Continual and inappropriate or excessive masturbation;
- 📖 Self-harm (including eating disorder), self-mutilation and suicide attempts;
- 📖 Involvement in prostitution or indiscriminate choice of sexual partners;
- 📖 An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- 📖 Pain or itching of genital area;
- 📖 Blood on underclothes;
- 📖 Pregnancy in a younger girl where the identity of the father is not disclosed;
- 📖 Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

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

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

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

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Recognising Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical treatment or care. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect may occur if a parent or carer becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs which could impair their ability to keep a child safe or result in them prioritising buying drugs or alcohol over food, clothing or warmth for the child.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

-  Failure by parents or carers to meet the basic essential needs eg. Adequate food, clothes, warmth, hygiene and medical care;
-  A child seen to be listless, apathetic and irresponsible with no apparent medical cause;
-  Failure of child to grow within normal expected pattern, with accompanying weight loss;
-  Child thrives away from home environment;
-  Child frequently absent from school;
-  Child left with adults who are intoxicated or violent;
-  Child abandoned or left alone for excessive periods.

Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

-  Underage sexual activity;
-  Inappropriate sexual or sexualised behaviour;
-  Sexually risky behaviour, 'swapping' sex;
-  Repeat sexually transmitted infections;
-  In girls, repeat pregnancy, abortions, miscarriage;
-  Receiving unexplained gifts or gifts from unknown sources;
-  Having multiple mobile phones and worrying about losing contact via mobile;
-  Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
-  Changes in the way they dress;
-  Going to hotels or other unusual locations to meet friends;
-  Seen at known places of concern;
-  Moving around the country, appearing in new towns or cities, not knowing where they are;
-  Getting in/out of different cars driven by unknown adults;
-  Having older boyfriends or girlfriends;
-  Contact with known perpetrators;
-  Involved in abusive relationships, intimidated and fearful of certain people or situations;
-  Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
-  Associating with other young people involved in sexual exploitation;
-  Recruiting other young people to exploitative situations;
-  Truancy, exclusion, disengagement with school, opting out of education altogether;
-  Unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
-  Mood swings, volatile behaviour, emotional distress;
-  Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
-  Drug or alcohol misuse;
-  Getting involved in crime;
-  Police involvement, police records;
-  Involved in gangs, gang fights, gang membership;
-  Injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care or the Forced Marriage Unit 020 7008 0151.

Honour Based Violence

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominately women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. A child or young person who is at risk of honour based violence is at risk of significant harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence towards a sibling or other family member. Honour based violence cuts across all cultures and communities. The perceived immoral behaviour which could precipitate a murder includes: inappropriate make-up or dress, the existence of a boyfriend, kissing or intimacy in public, rejecting a forced marriage, pregnancy outside of marriage, being a victim of rape, inter-faith relationships and leaving a spouse or seeking divorce. Staff should respond in a similar way to cases of honour violence as with domestic violence and forced marriage, by contacting the MASH team and the Police immediately.

Female Genital Mutilation (FGM)

The **FGM mandatory reporting duty** is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. Details on exactly how to make this referral can be found on this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

All staff receive training to ensure they are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris;

Type 2 Excision – partial/total removal of clitoris and labia minora;

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia;

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is carried out in certain cultures because of a belief that it brings social acceptance for marriage, (because it preserves her virginity) and so brings status and respect for a girl and upholds the honour of a family. In some families it is considered to be a rite of passage for girls as they grow up and fulfils a religious requirement. The procedure perpetuates a custom or tradition and gives a sense of belonging to the community. It is mistakenly believed to make childbirth easier.

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

-  Child talking about getting ready for a special ceremony;
-  Family taking a long trip abroad;
-  Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
-  Knowledge that the child's sibling has undergone FGM;
-  Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

-  Prolonged absence from school and other activities;
-  Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
-  Bladder or menstrual problems;
-  Finding it difficult to sit still and looking uncomfortable;
-  Complaining about pain between the legs;
-  Mentioning something somebody did to them that they are not allowed to talk about;
-  Secretive behaviour, including isolating themselves from the group;
-  Reluctance to take part in physical activity;
-  Repeated urinal tract infection;
-  Disclosure.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and call the Contact centre. There is a mandatory duty on all academy staff to report all or any disclosures about FGM on a female under 18 years of age.

Domestic Abuse

The academy is aware that the development of children and young people, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation, and that this is a safeguarding issue. Research has shown that children and young people react to domestic abuse in similar ways to other abuse and trauma. Information about Domestic Abuse and its effect on children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the academy Safeguarding and Child Protection Policy and procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the Police through the 999 service, and to the MASH team. In this situation the DSL will make a risk assessment as to whether it is appropriate to inform parents or carers before this referral is made.

Preventing Radicalisation and extremism

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Keeping Children Safe in Education 2016 places on schools a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Schools have to cooperate with local Channel panels and the police as appropriate. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Risdene Academy demonstrates activity in the following areas:

- ✔ Assessing the risk of children being drawn into terrorism
- ✔ Demonstrating that we are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- ✔ Ensuring that our safeguarding arrangements take into account the policies and procedures of the local Safeguarding Children Board.
- ✔ Ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- ✔ Ensuring children are safe from terrorist and extremist material when accessing the internet in school.

Students who are most vulnerable to radicalisation and extremism may have:

- ✔ Feelings of anger, grievance and injustice
- ✔ Feelings of threat and insecurity
- ✔ Need for an identity, meaning and belonging
- ✔ Need for status
- ✔ Need for excitement, comradeship and adventure
- ✔ Dominance and control
- ✔ Susceptibility to indoctrination, group thinking
- ✔ Political and moral motivation
- ✔ Opportunistic involvement
- ✔ Family or friends support extremism
- ✔ Transitional period in life
- ✔ Group influence and control
- ✔ Mental Health Issues

Private Fostering

Under certain conditions a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- ✔ A child is under 16 years of age – 18 years if they have a disability
- ✔ The arrangement is for 28 days or longer
- ✔ The child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grand-parents, brothers, sisters, uncles or aunts (whether of full blood, half-blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As an academy, if we do become aware that a child or young person is being privately fostered we will inform that carer/parent of their legal duty to contact our local Children's Social Care department. We will follow this up by contacting Children's Social Care directly.

Online Safety and Sexting.

Most of our children and young people will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children and young people. The harm might range from sending hurtful or abusive texts and emails to enticing children and young people to engage in sexually harmful conversations, webcam photography or face-to face meetings. The academy e-safety policy explains how we try to keep children and young people safe in school. Cyber-bullying by children or young people, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour, and children and young people are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home, and we will continue to try to work with parents and carers to keep them informed about the dangers this exposes their child to.

Children Missing from Education and Missing Children

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

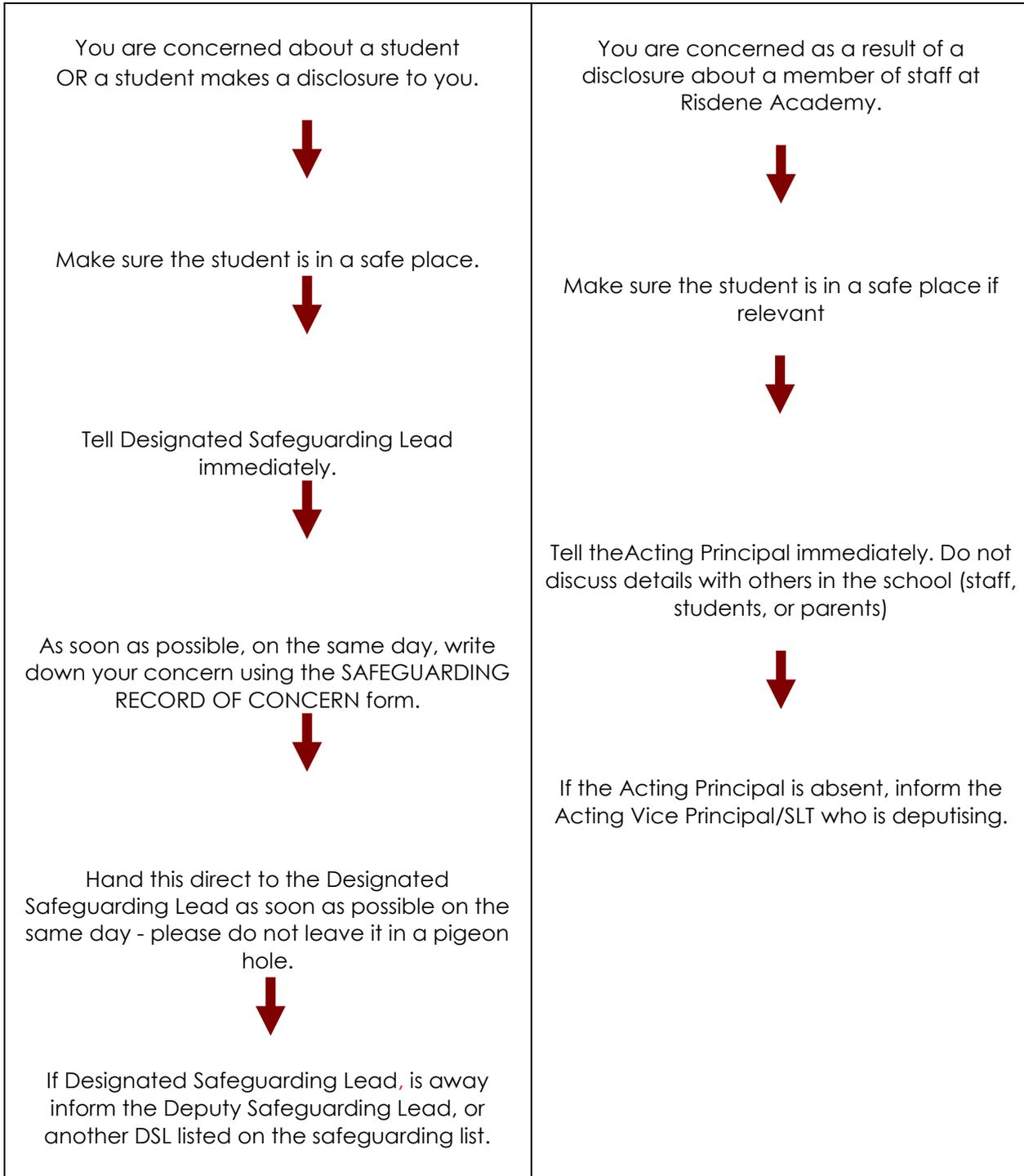
Children and young people may also be missing education through absence including through illness, family holidays and truancy. A clear procedure for addressing any and all absence from school is detailed in our Attendance Policy, which will be followed by academy staff whenever a child is absent from school.

A missing child is one who is reported as missing to the Police by their family or carers. Current research findings estimate that 25 per cent of children and young people, who go missing are likely to suffer significant harm. There are specific concerns about the links between children running away and the risks of sexual exploitation.

See also DfE guidance: Children Missing from Education September 2016:
<https://www.gov.uk/government/publications/children-missing-education>

Appendix 2

RISDENE ACADEMY - Child Protection Procedures:



Appendix Three

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Appendix 4 -

-  Forms are available from any of the DSLs.
-  The form should be completed as soon as is possible – safeguarding concerns take priority over all other aspects of school activity
-  The form should be handed to a DSL
-  If you are unable to find a DSL, ask the office to contact one of them
-  DSLs will judge what information can be shared, in the best interests of the child.

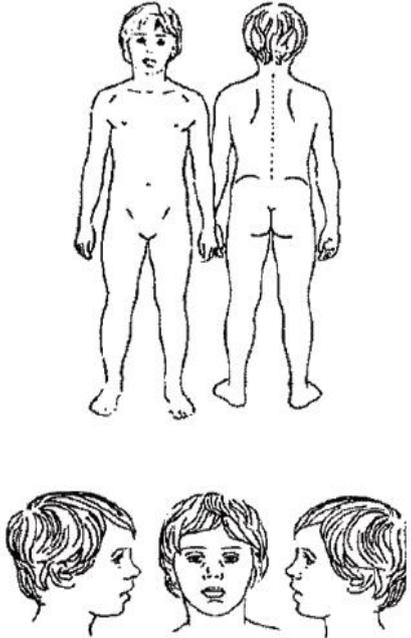
Safeguarding Record of Concern

To be completed by any adult working at Risdene Academy who has a welfare or child protection concern about a child. It must be passed to the school Designated Safeguarding Lead (DSL) as soon as possible after completion for them to decide whether any further action is needed.

Please complete all the boxes you can, as this will help make this more useful now and in the future
If you are unsure of any of the information, do not delay in finding a DSL to share your concerns with.



Risidene Academy Safeguarding Concern Form

Full Name of Child			
Date/Time of Record		Time of Record	
Name of Person Completing Form		Designation of Person Completing Form	
Is this urgent?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Concern Summary (Outline why form is being completed)			
Details of concern (Timeline, Facts and Clarity of conversations)			Body Map 
Action Taken by Person Completing			

Passed to DSL (Initially SR, IF not available LA, KM or LB)	Name: Date: Time:		
DSL Signature of Receipt		DSL Time and Date added to my concern	

Appendix 5

Confidentiality and Information Sharing Guidance from Safeguarding Board

All information obtained by school staff about a student and their family is confidential and can only be shared with other professionals and agencies with the family's consent.

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 or over are able to give their own consent

Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with SSC and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by SSC.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.

Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, schools should consider the proportionality of disclosure against nondisclosure: is the duty of confidentiality overridden by the need to safeguard the child?

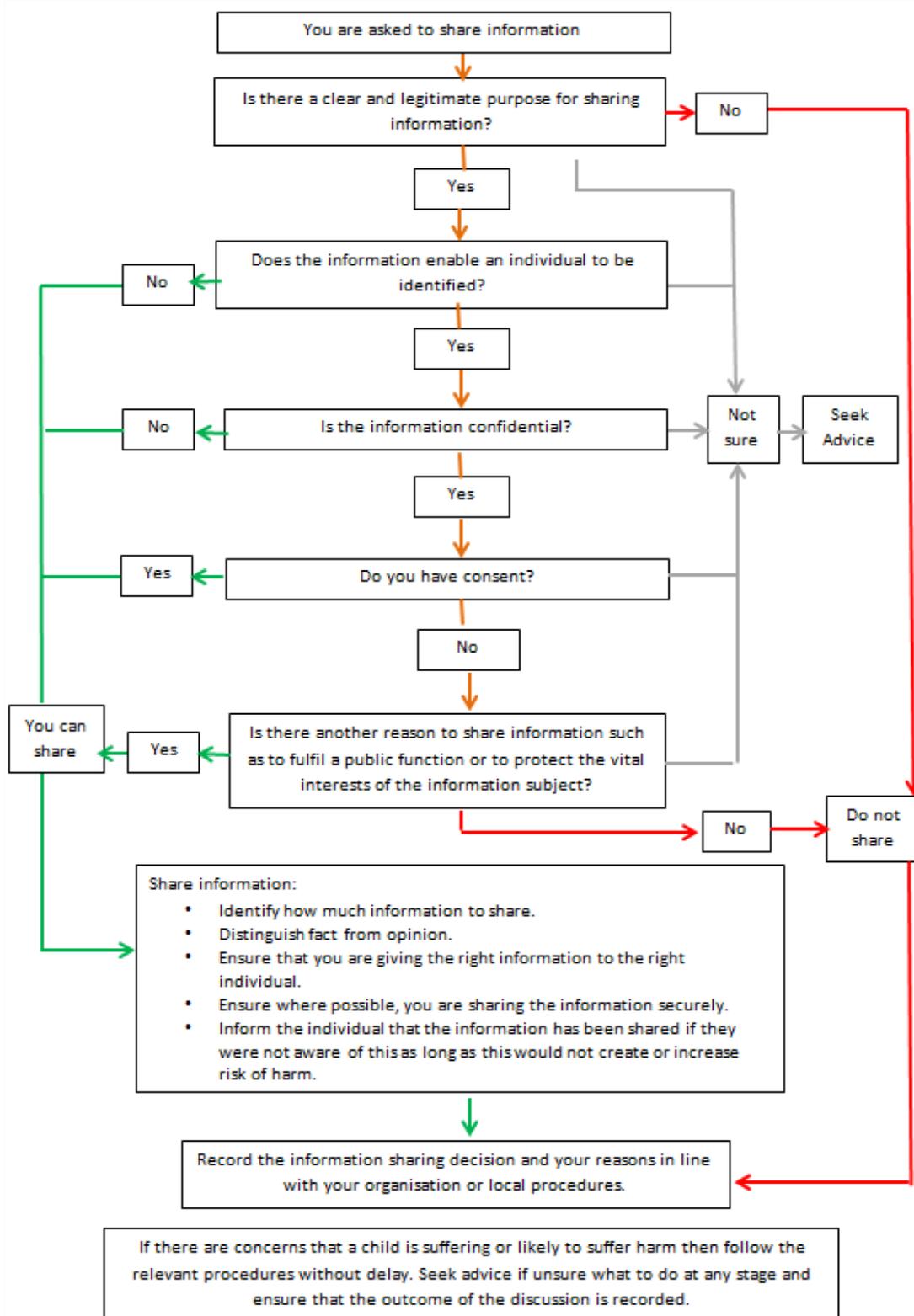
Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or a member of the Senior Leadership Team.

Appendix 6

Flowchart of when and how to share information (DfE Information Sharing March 2015)



Appendix 7 – schedule of changes made November 2016.

Page	Amendment or addition
6	Statement on potential vulnerability of children and young people with Special Educational Needs and/or Disabilities
19	Statement on Peer on Peer abuse
23	Statement on Honour Based Violence
25	Statement on Domestic Abuse
27	Statement on Online Safety and Sexting
27	Statement on Children Missing from Education and Missing Children