**Four Cs
Multi-Academy
Trust**

SAFEGUARDING POLICY

Presented to:

**Full Trustees Meeting
7 October 2021**

Based on recommended wording from Local Authority Safeguarding Officer

Date approved:[1]	5 December 2018
Date adopted:	3 October 2019
Date reviewed:[2]	3 October 2019
Date of next review:[3]	October 2022

---

[1] This is the date the policy was approved by the meeting
[2] This is the date the policy was reviewed prior to its approval above
[3] This is the date as set by the policy review clause or the date approved plus two years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

CHILD PROTECTION POLICY

This policy must be read in conjunction with Appendices A and B

Key Contacts for each MAT school are listed in Appendix B.

INTRODUCTION

The Four Cs MAT fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2020). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with Annex B of 'Keeping Children Safe in Education' (September 2021) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the Trust to decide.

Through their day-to-day contact with students and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating.
- Provide a safe environment in which children can learn.
- Identify children who may benefit from early help.
- Know what to do if a child tells them he/she is being abused or neglected.
- Follow the referral process if they have a concern

This policy sets out how the Trust discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at it's schools. Our policy applies to all staff, paid and unpaid, working in schools, including governors. Learning Support Assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its Governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

PROCEDURES, for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A).

SUPPORTING CHILDREN, particularly those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents/carers on request and is on the Trust school websites.

1.0 PREVENTION

1.1 We recognise that for our students, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

1.2 The Trust will therefore:

1.2.1 Establish and maintain an ethos where children feel safe, including in a digital context, and are encouraged to talk, and are listened to.

1.2.2 Ensure children know that there are adults in schools whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.2.3 For Primary / Special Schools

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable…and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice eg family, school and/or other sources.

1.2.4 For Secondary Schools

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships.

- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

1.3   **Prevention of Peer on Peer Abuse**

We recognise that peer on peer abuse can manifest itself in many ways. This can include, but is not limited to: bullying, (including cyberbullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence and sexual harassment, consensual and non-consensual sharing of nudes and semi-nude images and / or videos, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, upskirting part of the Voyeurism (Offences) Act, April 2019 and initiation / hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

1.3.1   **All** forms of peer on peer abuse are unacceptable and will be taken seriously. The Trust will therefore:

1.3.2   Create a whole school protective ethos in which peer on peer abuse, including sexual harassment, will not be tolerated.

1.3.3   Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

1.3.4   Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment, as an inevitable part of growing up.

1.3.5   Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

1.3.6   Provide high quality Relationship and Sex Education (RSE), and / or enrichment programmes, including teaching about consent.

1.3.7   Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

1.3.8   Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

2.0   PROCEDURES

2.1   The Trust will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:
http://www.safeguardingcambspeterborough.org.uk/children-board/

2.2   The Trust will:

2.2.1   Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Leads, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

2.2.2   Ensure that the role of DSL and DDSL is explicit in the role holder's job description.

2.2.3   Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2021, Annex B'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years.**

2.2.4   Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills eg via bulletins, meetings or further reading **at least annually**.

Ensure that every member of staff, paid and unpaid, and the Trust / Local Governing Committee knows who the Designated Safeguarding Leads and deputies are and the procedures for passing on concerns from the **point of induction**.

2.2.5   Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

2.3   The Local Governing Committee (LGC) has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.

2.3.1   The Trust should ensure every member of staff and every governor knows:

- The name of the DSL/DDSLs and their role.
- How to identify the signs of abuse and neglect.
- How to pass on and record concerns about a student.
- That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring safeguarding concerns to the DSL/DDSL.
- That they have a responsibility to provide a safe environment in which children can learn.
- Where to find the Inter-Agency Procedures on the Safeguarding Children Partnership Board website.
- Their role in the early help process.
- The process for making referrals to Children's Social Care.
- The safeguarding response to children who go missing in education.

2.3.2   The Trust should ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually.**

2.3.3   The Trust should ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.3.4   The Trust should ensure that parents/carers are informed of the responsibility placed on the schools and staff in relation to child protection by setting out these duties in the school websites.

2.3.5   The Trust should ensure that this policy is available publically, either via the school websites or by other means.

2.3.6   The Trust should promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing / have experienced with teachers and school and leadership staff.

2.3.7   Where students are educated off site or in alternative provision, the Trust schools and the provider will have clear procedures about managing safeguarding concerns between the two agencies.   Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the Trust. See the Trust's Remote Lone Worker Policy for relevant procedures.

2.4   **Liaison with Other agencies**

          The Trust will:

2.4.1   Work to develop effective links with relevant services to promote the safety and welfare of all students.

2.4.2   Co-operate as required, in line with 'Working Together to Safeguard Children 2018', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3   Notify the relevant Social Care Unit immediately if:

- It should have to exclude a student who is subject to a Child Protection Plan (fixed term or permanently).
- There is an unexplained absence of a student who is subject to a Child Protection Plan.
- There is any change in circumstances to a student who is subject to a Child Protection Plan.

2.4.4   When a student who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

2.5   **Record Keeping**

The Trust will:

2.5.1   Keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.

Records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

2.5.2   For paper records – ensure all paper records are kept securely, separate from the main student file, and in a locked location.

For electronic records – ensure all electronic records are stored on an identified, purpose-built, secure platform (eg My Concern or CPOMS).

2.5.3   Ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools, within 5 days, in accordance with 'Keeping Children Safe in Education' (September 2021 – page 148) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.4   Make parents/carers aware that such records exist, except where to do so would place the child at risk of harm.

2.5.5   Ensure all actions and decisions will be led by what is considered to be in the best interests of the child.

2.6   **Confidentiality and information sharing**

2.6.1   Information about children and their families is defined as 'special category data', ie information that identifies a living individual. Collection, storage and sharing of personal data is governed by the The General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

2.6.2   The Trust will:

Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3   Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE, July 2018).

2.6.4   Ensure that if a member of staff receives a Subject Access Request (under the General Data Protection Regulations 2018) from a pupil or parent/carer they will refer the request to the DSL or Headteacher.

2.6.5   Ensure staff are clear with children that they cannot promise to keep secrets.

2.6.6   The Designated Safeguarding Lead/Deputies will:

Disclose information about a pupil to other members of staff on a 'need to know' basis. Parent/carer consent may be required.

2.6.7   Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children', July 2018).

In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE, July 2018).

2.7   **Communication with parents/carers**

The Trust will:

2.7.1   Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school websites.

2.7.2   Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.

2.7.3   Discuss with Children's Social Care if the school / college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime *(further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough).*

2.7.4   Record what discussions have taken place with parents/carers or if a decision has been made not to discuss it with parents/carers, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.8   **Dealing with Sexual Violence and Sexual harassment between children**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find their experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum

and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The Trust will:

2.8.1   Be clear that sexual violence and sexual harassment will not be tolerated.

2.8.2   Provide training for staff on how to manage a report of sexual violence or sexual harassment.

2.8.3   Make decisions on a case-by-case basis.

2.8.4   Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

2.8.5   Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.

2.8.6   Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

2.8.7   Liaise closely with external agencies, including police and social care when required.

2.9   Refer to 'Keeping Children Safe in Education – Part 5', 2021, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September 2021) for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020).

3.0   SUPPORTING CHILDREN

The Trust recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

3.1   Providing curricular opportunities to encourage self-esteem and self-motivation.

3.2   Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.3   Applying Trust schools' behaviour policies effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student's sense of self-worth. The Trust will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

3.4   Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school / college for advice on case management.

3.5   Liaising with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

3.6   Developing productive and supportive relationships with parents/carers.

3.7   Promote supportive engagement with parents / carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

3.8 The Trust recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 8-9 of Keeping Children Safe in Education 2021 for the complete list. The list includes:

3.8.1 <u>Children with Disabilities, Additional Needs or Special Educational Needs</u>

    i. We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Trust staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

    ii. The Trust has students with emotional and behavioural difficulties and/or challenging behaviours. The Trust will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall behaviour support plan agreed with parents/carers.

    iii. As part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home..

    iv. The Trust has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

    v. The Trust promotes high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.8.2 <u>Children who are Young Carers</u>

    i. The Trust recognises that a home environment which requires children to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol, can increase their vulnerability and that they may need additional support and protection.

    ii. The Trust will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.8.3 <u>Children at risk of Criminal Exploitation</u>

    i. Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

ii. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. The Trust will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

iii. The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

iv. The Trust recognises that young people who go missing can be at increased risk of child criminal exploitation modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.8.4).

3.8.4 Children Frequently Missing Education

i. The Trust recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

ii. The Trust monitors attendance of individual students closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

iii. The Trust endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

iv. When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.8.5 Children Misusing Drugs or Alcohol

i. The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the Trust will consider such action in the following situations:

ii. When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
- To believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults.
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

3.8.6 Children at risk of Child Sexual Exploitation (CSE)

i. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

ii. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

iii. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

iv. The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

v. The Trust recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.8.4).

3.8.7 Children Living with Substance Misusing Parents/Carers

i. Misuse of drugs or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

ii. When the Trust receives information about drug and alcohol abuse by a child's parent/carer they will follow appropriate procedures.

iii. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent/carer's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable care givers or visitors, eg customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

3.8.8   Children Living with Domestic Abuse

i.   The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

ii.   All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

iii.   Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16.

iv.   Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

v.   The Trust recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

vi.   Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The Trust will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

vii.   The Trust works in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

viii.   In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

ix.   On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

3.8.9 <u>Children at risk of 'Honour-based' Abuse, including Female Genital Mutilation (FGM)</u>

    i.   So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The Trust takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

    ii.   FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents/carers will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

    iii.   In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.8.10 <u>Children who have returned home to their family from care</u>

    i.   The Trust recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'.

3.8.11 <u>Children showing signs of Abuse and/or Neglect</u>

    i.   The Trust recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

    ii.   All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

    iii.   The Trust will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the

procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.8.12 <u>Children at risk of Radicalisation</u>

    i.   Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of the Trust's safeguarding response.

    ii.   The Trustees and Local Governing Committees will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

    iii.   Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's DSL (and any deputies) should be aware of local procedures for making a Prevent referral.

    iv.   See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.8.13 <u>Privately Fostered Children</u>

    i.   Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a period who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

    ii.   The Trust will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

3.8.14 <u>Children with Family Members in Prison</u>

    i.   The Trust is committed to supporting children and young people who have a parent/carer or close relative in prison and will work with the family to find the best ways of supporting the child.

    ii.   The Trust recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

    iii.   The Trust will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

    iv.   The Trust will work with the family and the child to minimise the risk of the child not achieving their full potential.

4   **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

4.1   The Trust will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2021). This section should be read in conjunction with the Trust's Safer Recruitment Policy.

4.2   The Trust will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

4.3   Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1   Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education 2021, Part Four, Section One, will be reported straight away to the Headteacher.

4.3.2   In cases where the Headteacher is the subject of the allegation, it will be reported to the Chair of Trustees. The Trust will follow the procedures set out in Part Four of 'Keeping Children Safe in Education' (2021).

4.3.3   The Trust will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff supply staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2021) and the Trust's HR policies and seek advice from the HR provider.

4.3.4   The Headteacher or Chair of Trustees will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.5   Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

4.3.6   Where the school identifies a child has been harmed they should contact Children's Social Care and as appropriate the Police immediately.

4.3.7   The school will consider:

- **Looking after the welfare of the child** – the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Local Authority Children's Social Care.
- **Investigating and supporting the person subject to the allegation** – the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8   The Trust will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed by the Trust and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9   Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4   Concerns that do not meet the harms threshold (Part Four, Section Two)

4.4.1   Low level concerns that do not meet the harms threshold should be reported to the Headteacher. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2   In cases where the Headteacher is the subject of an allegation, it will be reported to the Chair of Trustees. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

4.4.3   The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4   All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5   Schools can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

4.5   The Trust will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Trust (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the schools to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the Trust are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.5.1   The Trust should ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

4.6   All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).

4.7   The Trust will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5.   **OTHER RELATED POLICIES**

5.1   This policy links to the following policies:

     i.   Anti-bullying Policy
    ii.   Attendance Policy (including Children Missing in Education)
   iii.   Behaviour Policy
   iv.   Complaints Policy
    v.   Equality Policy
   vi.   First Aid Policy
  vii.   Health and Safety Policy
 viii.   Intimate Care Policy
   ix.   Mobile Phone Policy (where applicable)
    x.   Remote and Lone Workers Policy

	xi.	Online Safety and Acceptable Use Policies (E-Safety/ICT Policies)
	xii.	Physical Intervention Policy
	xiii.	Safer Recruitment Policy
	xiv.	Staff Code of Conduct
	xv.	Staff Disciplinary and Grievance Policies
	xvi.	Supportint Pupils with Medical Conditions Policy
	xvii.	Whistleblowing Policy

5.2 <u>Use of Mobile Phones Policy</u>

5.2.1 Trust policy on use of mobile phones, cameras and sharing of images is set out in either school E-Safety or Mobile Phone Policies which are reviewed as appropriate. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the Trust outlines the required protocol for all staff, students, volunteers and parents/carers.

6. TRUSTEE AND GOVERNING COMMITTEE CHILD PROTECTION RESPONSIBILITIES

6.1 Trustees and Local Governing Committees should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.2 The Trust fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

6.3 The Trust will:

- Ensure Local Governing Committees nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the Full Local Governing Committee, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff.
- It will be published on the Trust and school websites.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

7. Extended Schools and Before and After School Activities (on or off school site

7.1 If Trust schools provide extended school facilities or before or after school activities directly under the supervision or management of school staff, the Trust's arrangements for safeguarding as written in this policy shall apply.

7.2 Where services or activities are provided separately by another organisation or individual, either on or off school sites, the Trust will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the Trust on these matters where appropriate.

8.   Policy Review

8.1   The Trust will review this policy in line with the procedure for policy review.

8.2   Date for Review
        This policy to be updated annually at the first meeting of the Trustees each academic
        year.

Appendix A
Four categories of abuse

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

Neglect - 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.
It may occur during pregnancy as a result of maternal substance misuse.
It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.
It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.
It may involve conveying to a child that they are:
- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:
- Not giving the child opportunities to express their views
- Deliberately silencing them
- 'Making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:
- Interactions that are beyond the child's developmental capability
- Overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may
occur alone.

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:
- Physical contact including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities involving:
- Children in looking at, or in the production of, sexual images,
- Children in watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- 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.

Appendix B

USEFUL CONTACTS

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures http://www.safeguardingcambspeterborough.org.uk/children-board/

Education Safeguarding Team ECPSGeneral@cambridgeshire.gov.uk
Police Child Abuse Investigation Unit Tel: 101

	Name	Telephone contact
Early Help		(01733) 863649
Customer Service Centre - Social Care Referrals		(01733) 864180
Emergency Duty Team (out of hours)		(01733) 234724
Designated Officer(s) (LADO)	Gisela Jarman Jane Bellamy	(01733) 864038 (01733) 864790

Key Contact list for Safeguarding at **Arthur Mellows Village College**

	Name	Telephone contact	
Designated Safeguarding Lead	N Steele – Assistant Headteacher		
Deputy Designated Safeguarding Lead	J Sludds – Senior Management Team C Phillips – Pastoral Team E Kavanagh – Deputy Headteacher	01733 252235	office@arthurmellows.org
Safeguarding Governor	S Humble – Link Governor and Chair of Students and Safeguarding		

Key Contact list for Safeguarding at **Fulbridge Academy**

	Name	Telephone contact	Email
Designated Safeguarding Lead	Rose McCloskey		
Deputy Designated Safeguarding Lead	George Edwards		
Safeguarding Team members	Ben Erskine Tracey Thorne Sam Barrasso Libby Porter	01733 566990	office@fulbridgeacademy .co.uk
Designated Teacher for looked after children	Emily Bass		
Domestic Violence Lead	George Edwards Sam Barasso		
SPOC (for all Prevent referrals)	Ben Erskine		
Safeguarding Governor	Helen Bath		

Key Contact list for Safeguarding at **Hampton Vale Primary Academy**

	Name	**Telephone Contact**	**Email**
Designated Safeguarding Lead	Helen Daniels	01733 247000	office@hvp.org.uk
Deputy Designated Safeguarding Lead	Amy Wright		
Safeguarding Team members	Maxine Bull Zoe Clark Scott Collins Helen Daniels Leanne Herring Nicola Lord Candyce Thomas Amy Wright		
Designated Teacher for looked after children	Helen Daniels		
Domestic Violence Lead	Amy Wright		
SPOC (for all Prevent referrals)	Helen Daniels		
Mental Health Lead	Leanne Herring		
Safeguarding Governor	Jemma Finch		

Key Contact list for Safeguarding at **Discovery Primary Academy**

	Name	Telephone contact	Email
Designated Safeguarding Lead	Claire Freeman	01733 325001	office@discovery.peterborough.sch.uk
Deputy Designated Safeguarding Lead	Michelle Siequien		
Safeguarding Team members	Mrs Freeman Ms Siequien Mrs Waliszewski		
Designated Teacher for looked after children	Claire Freeman		
Domestic Violence Lead	Claire Freeman		
SPOC (for all Prevent referrals)	Claire Freeman		
Safeguarding Governor	Madeleine Roberts		

Key Contact list for Safeguarding at **Manor Drive Primary Academy**

	Name	Telephone contact	Email
Designated Safeguarding Lead	Rose McCloskey	TBC	office@manordriveprimary.org.uk
Deputy Designated Safeguarding Lead	Jess Mason		
Safeguarding Team members	TBC		
Designated Teacher for looked after children	Rose McCloskey		
Domestic Violence Lead	TBC		
SPOC (for all Prevent referrals)	TBC		
Safeguarding Governor	Roy McMichael (Chair)		

Key Contact list for Safeguarding at **Manor Drive Secondary Academy**

	Name	Telephone contact	Email
Designated Safeguarding Lead	Jo Sludds	TBC	office@manordrivesecondary.org.uk
Deputy Designated Safeguarding Lead	George Collins Anna Knight		
Safeguarding Team members	TBC		
Designated Teacher for looked after children	George Collins		
Domestic Violence Lead	TBC		
SPOC (for all Prevent referrals)	TBC		
Safeguarding Governor	Suzanne Jones		