

Safeguarding and Child Protection Policy	
Status of Policy: - STATUTORY	
Policy Folder containing Suite / Family of Policies, Guidelines and Recommendations. Behaviour, Safety and Welfare	
This policy should be read, and used, in conjunction with: - Anti-bullying, Medical needs, First aid, Pastoral care, Positive handling and use of restraint, Positive behaviour, Sex & Relationship Education, Health and safety, e-safety, mobile communication equipment, Special Educational Needs & Disability, Academy visits, Attendance & Punctuality, Intimate care, Code of Conduct, Keeping Children Safe in Education ...etc.	
Rights of the child (RRSA Article)	<p>Article 3 The best interests of the child must be a top priority in all actions concerning children</p> <p>Article 19 Everything must be done to ensure that children are protected from all forms of violence, abuse, neglect, and mistreatment by parents or anyone else who looks after them.</p> <p>Article 34 Everything must be done to protect children from sexual abuse and exploitation.</p>
Reviewing By: - QKA Academy Committee:	Community Committee
Last Updated / Reviewed & Approved by Academy Committee on:	September 2019
Date of next scheduled review: -	September 2020
Responsible officers (DSLs) Members of Staff Designated Safeguarding Lead Deputy Designated Safeguarding Lead Linked Trustee	Role & Names:- Deputy Principal – Veronica Giaquinto Specialist Safeguarding Officer – Jennifer Roddis Tom Baldwin

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(including children showing signs of abuse, SEND, Drug and Alcohol misuse for pupils and parents, Domestic abuse, CSE, Sexual Violence and Sexual Harassment, Peer on Peer Abuse, Serious Violence, Sexting, HBV including FGM, CCE, Family Members in Prison, Radicalisation, Children Missing Education, Young Carers, CiC, Private Fostering, E-safety, and Mobile technology)
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Managing and allegation against a member of staff or volunteer

1. Key Contacts

Key Contact list for Safeguarding in Queen Katharine Academy

Role	Name	Telephone contact	email
Designated Safeguarding Lead	Veronica Giaquinto	01733 383888	veronica.giaquinto@qka.education
Deputy Designated Safeguarding Lead	Jennifer Roddis	01733 383888	Jenie.roddis@qka.education
Safeguarding Trustee	Tom Baldwin	C/O 01733 383888	tom.baldwin@qka.education

Key local contacts

<http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre	CSC	(01733) 864170 864180	ReferralCentre.Children@cambridgeshire.gov.uk
Out of hours	CSC	(01733) 234724	
Police Child Abuse Investigation Unit	MASH	(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov.uk
Designated Officer (LADO)	Gisela Jarman	(01733) 864042	Gisela.jarman@peterborough.gov.uk

2. INTRODUCTION

- 2.1. Queen Katharine Academy fully recognises its responsibility to protect and safeguard the welfare of children and young people in its care.
- 2.2. Section 157/175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the Academy (Keeping Children Safe in Education 2019 and Working Together 2015).
- 2.3. All Academy staff play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum. 'All Academics and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns'.
- 2.4. Queen Katharine Academy recognises that safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via peer on peer abuse. This includes, though is not limited to, bullying.
- 2.5. This policy sets out how the Academy's Trustee Committee discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at

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the Academy. The policy reflects the Safeguarding Children Partnership Board child protection procedures and *Keeping Children Safe in Education 2019*, which sets out the arrangements that Education services and schools must make.

There are four main elements to our policy:

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

PROTECTION 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.

2.6. Our policy applies to all staff and volunteers working in the Academy including community education staff and governors. Teaching assistants, mid-day supervisors, administrators as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the Academy or any of the Academy Committee Members.

2.7. The Academy recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally be made by the Academy's Deputy Designated Safeguarding Lead or a designated member of the Queen Katharine safeguarding team, as this aids consistency and careful monitoring. Any escalation would be monitored by the DSL and DDSL, but it is important to note that any individual can refer their concerns to children's social care directly.

This policy is available to parents on request and is on the Academy website.

3. ACADEMY POLICY

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to prevent abuse.

The Academy will therefore:

3.2 establish and maintain an ethos where children feel secure and are encouraged to talk including in a digital context, and are listened to;

3.3 ensure children know that there are adults in the Academy whom they can approach if they are worried or in difficulty; and are encouraged to talk and are listened to;

3.4 engage fully in the Early Help process to maximise the opportunity for timely intervention;

3.5 include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;

3.6 include, in 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 e.g. 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).

3.7 ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

4 THE DESIGNATED SAFEGUARDING LEAD

4.2 The Academy fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role for the DSL is explicitly defined in their job description, with time and training to undertake her/his duties agreed.

4.3 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

4.4 Contingency arrangements are in place should the Designated Safeguarding lead not be available, staff should speak to the most senior leader if DSL/DDSL/DP not available. Social Care to be contacted for advice

4.5 The DSL, DDSL and/or a designated member of the Queen Katharine safeguarding team will always be available during Academy hours. If there is sufficient notice, every effort will be made for a member of the team to attend meetings during Academy holidays, but that cannot be guaranteed. There are also occasions when we are required to keep a student in the Academy, out of Academy hours whilst further work takes place with other agencies to ensure the safety of the child.

4.6 It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the Academy.

The Designated Safeguarding Lead along with the DDSL will therefore:

- ensure that he/she receives formal refresher training at two yearly intervals to keep his/her knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, meeting other DSLs or reading safeguarding developments).
- ensure they he/she has undertaken Prevent awareness training;

- ensure staff are aware of the reporting procedures to complete a log of concern on MyConcern
- ensure that all staff who work with children undertake the appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by sharing pertinent information in a timely manner, but at least annually;
- ensure that all new staff receive a safeguarding children induction and that temporary staff and volunteers are made aware of the Academy's arrangements for safeguarding children;
- ensure that the Academy operates within the legislative framework and recommended guidance;
- nominate a governor for safeguarding and child protection who has undertaken appropriate training
- ensure the Academy safeguarding policy is reviewed annually and provide an annual report for the governing body detailing any changes to the policy and procedures;
- ensure that the Principal is kept fully informed of any concerns;
- develop effective working relationships with other agencies and services;
- decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment or refer to Children's Social Care;
- liaise and work with specialist services over suspected cases of child abuse;
- ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision;
- from September 2018 ensure that all accurate safeguarding records relating to individual children are uploaded securely to the MYCONCERN system
- submit reports to and ensure the Academy's attendance at child protection conferences (during term time), and contribute to decision making and delivery of actions planned to safeguard the child;
- ensure that the Academy effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence for a child who is the subject of a child protection plan, a child is missing from education, a child is being 'privately fostered' or if it should have to exclude a pupil who is the subject of a Child Protection Plan (whether fixed term or permanently);
- provide guidance to parents, children and staff about obtaining suitable support;
- discuss with new parents the role of the DSL and the role of safeguarding in the Academy, make parents aware of the safeguarding procedures used and how to access the child protection and safeguarding policy.

5 THE TRUST BOARD AND ACADEMY COMMITTEE

5.2 The Trust Board and Academy Committee fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

The Trust Board and Academy Committee will therefore:

- 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 Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- Ensure that the role of DSL and DDSL is explicit in the role holder's job description.
- 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, 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**.
- Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**. Staff members are required to log a concern via the electronic system MYCONCERN and submit it to the DDSL immediately.
- Ensure that the DSL or *DDSL* are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available. Staff can speak to any member of the safeguarding team who are trained designated staff (see appendix 3)

Ensure every member of staff and every governor knows:

- the name of the designated safeguarding leads/deputies and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a pupil;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection 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.
- 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**.
- 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.
- Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website.

- Ensure that this policy is available publicly either via the school website www.qka.education.com
- Where pupils are educated off site or in alternative provision, the school 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 school.

6 LIAISON WITH OTHER AGENCIES

Queen Katharine Academy will:

- 6.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 6.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 6.3 Notify the relevant Social Care Team immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 6.4 When a pupil 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.

7 ACADEMY PROCEDURES – STAFF RESPONSIBILITIES

- 7.2 Queen Katharine Academy 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/>
- 7.3 Where there are other adults in Academy, rarely working unsupervised (e.g. contractors) the Headteacher will ensure they are aware of the Academy's policy and the identity of the Designated Safeguarding Lead.
- 7.4 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Where there are other adults in Academy, rarely working unsupervised (e.g. contractors) the Headteacher will ensure they are aware of the Academy's policy and the identity of the Designated Safeguarding Lead.
- 7.5 Any member of staff, volunteer or visitor to the Academy who is concerned about a child or receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to the Deputy Designated Safeguarding Lead. In the absence of the DDSL, the designated safeguarding lead should be notified or, in the absence of both, the matter should be brought to the attention of the most senior member of staff.
- 7.6 Information regarding concerns **must be recorded on the same day on 'MYCONCERN'** and will include a clear, precise, factual account of observations or events.

- 7.7 The Deputy Designated Safeguarding Lead will decide upon the most appropriate course of action to safeguard the child. If the decision to make a referral to Children’s Social Care is made, this will be discussed with parents, unless to do so would place the child at further risk of harm. Should this be the case, the Academy will record clearly the reason for not discussing with parents and inform Children’s Social Care.
- 7.8 Where there is a child protection concern, allegation or disclosure a phone call will immediately be made to Children’s Social Care to alert them to the situation. The Multi Agency Referral form will then be completed and forwarded within 24 hours.
- 7.9 The Academy will work to develop effective links with relevant agencies to promote the safety and welfare of children and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences (during term time).
- 7.10 Safeguarding concerns about adults in the Academy should be made to the Headteacher, who will make appropriate, timely referrals to the Designated Officer within the local authority (when cases involve staff), to the Disclosure and Barring Service (where a person is dismissed or left due to risk/harm to a child) and to the police (in cases where a crime may have been committed). If the Principal / Head of School is the subject of the concern, the Chair of the Academy Committee should be informed. The Academy will not attempt to investigate an allegation without prior consultation with the Designated Officer for the LA.
- 7.11 Looked after children; Section 20 of the 2008 Act and amendments made by the 2017 Act, section 20A places the following duties on Academy Committees to ensure;
- The Academy has a designated member of staff to promote the educational achievement of looked after **and** previously looked after pupils
 - To ensure the designated member of staff undertakes appropriate training
 - The Academy Committee and designated teacher must have regard to the looked after and previously looked after guidance and any other issued by the Secretary of State

8 TRAINING AND SUPPORT

- 8.2 All staff, including those employed temporarily, who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.
- 8.3 The training will be facilitated through regular ‘refreshers’ and information updates. All staff, governors and volunteers will read Part 1 and Annex A of Keeping Children Safe in Education (2019) and any other recommended documents to ensure they are familiar with the signs and symptoms of abuse. A record will be kept to demonstrate compliance in the SCR.
- 8.4 The Designated Safeguarding Lead and any nominated deputies will complete the local authority Designated Person training and this will be refreshed every two years. See appendix 3 for full list of all trained Designated Staff.
- 8.5 All staff training will be recorded on staff training records and monitored by the DSL and DDSL. The safeguarding trustee will have oversight of training records to ensure that this is taking place in a timely manner.
- 8.6 Where there are concerns and queries about child protection, support will be available for all Academy staff from the Designated Safeguarding Lead and their deputies. The DSL will seek support from the Headteacher and/or appropriate local authority staff where required.

9 RECORD KEEPING

- 9.2 Well-kept records are essential to good child protection practice. Therefore our Academy will keep clear, detailed and accurate written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 9.3 Any member of staff, or volunteer receiving a disclosure of abuse or noticing signs of abuse must make an accurate record on 'MYCONCERN' as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and will include the action taken.
- 9.4 All records will be sent electronically to the Deputy Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.
- 9.5 Making a record should never delay referrals being made to the Deputy Designated Safeguarding Lead or appropriate authority.
- 9.6 **All** notes will be uploaded to an electronic, identified, purpose-built, secure platform; MYCONCERN, including those of any pupil who is being monitored for child protection reasons, even when there is no need to refer the matter to Children's Social Care immediately.
- 9.7 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2019) 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
- 9.8 Make parents aware that such records exist except where to do so would place the child at risk of harm
- 9.9 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

10 CONFIDENTIALITY AND INFORMATION SHARING

- 10.2 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The Academy will:

- 10.3 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately
- 10.4 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).
- 10.5 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- 10.6 Ensure staff are clear with children that they cannot promise a child to keep secrets.

The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will:

- 10.7 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

- 10.8 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.
- 10.9 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)
- 10.10 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).

11 COMMUNICATION WITH PARENTS

- 11.2 Queen Katharine Academy will undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents.
- 11.3 We will ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection by setting out its obligations in the Academy brochure/on the Academy website.
- 11.4 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. *[Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board]*. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.
- 11.5 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

SUPPORTING CHILDREN

12 Children showing signs of Abuse and/or Neglect

Queen Katharine Academy recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. The Academy 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.

The Academy 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)

- 12.2 The Academy recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

12.3 The Academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at Academy their behaviour may be challenging and defiant or they may be withdrawn.

12.4 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

12.5 The Academy's good behaviour policy is aimed at supporting vulnerable pupils in the Academy. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The Academy will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

12.6 The Academy will endeavour to support the pupil through:

- Providing curricular opportunities to encourage self-esteem and self-motivation. Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- Developing productive and supportive relationships with parents/carers.
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**
- The school 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 those

12.7 When a pupil who is the subject of a Child Protection Plan leaves, information will be transferred to the new Academy immediately. If information on the new Academy is not available Children's Social Care and the Attendance Service will also be informed.

12.8 Children who are looked after may be particularly vulnerable. The Academy has a designated teacher to promote the educational achievement and welfare of children who are looked after and to liaise closely with the virtual school head in the local authority.

12.9 A child going missing from an education setting is a potential indicator of abuse and neglect. The Academy will carefully monitor any such incidents to help identify and prevent further risks, and act according to Local Authority and PSCB guidance.

13 Children with Special Educational Needs and Disabilities

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

The Academy has pupils with emotional and behavioural difficulties and/or challenging behaviours. The Academy 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.

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 to 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.

The Academy has pupils 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.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote 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.

Staff across the Academy community will remain vigilant and observant to these additional challenges.

14 Children Misusing Drugs or Alcohol

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the Academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abuse or endangering pressure or incentives from others particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug 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

15 Children Living with Substance Misusing Parents/Carers

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

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

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. 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.

Further enquiries and or further action will be taken when the Academy receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

15 Domestic Abuse

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 or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The Academy 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.

Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse. The Academy will follow the procedures outlined in this policy if concerns of domestic abuse arise. The Academy 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.

15.2 Domestic abuse notifications and any information disclosed following a MARAC will be retained with other child protection records.

At Queen Katharine Academy we are working 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. 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.

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*'.

15.3 The Queen Katharine Academy recognises its responsibility to all pupils and vulnerable families and the DDSL Jennifer Roddis is the named domestic abuse lead in the Academy.

16 Child Sexual Exploitation (CSE)

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.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. 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.

The DDSL 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

16.2 Sexual exploitation of children and young people has been identified throughout the UK. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of those involved.

16.3 Staff at our Academy are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.

16.4 The Academy 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

16.5 Any concern that a child may be at risk of sexual exploitation will be passed immediately to Children's Social Care or to the police through our Safer Academics Officer.

16.6 The Queen Katharine Academy recognises its responsibility to all vulnerable pupils who are at risk of or experiencing sexual exploitation and the DDSL Jennifer Roddis is the named child sexual exploitation lead in the Academy.

17 Dealing with Sexual Violence and Sexual harassment between children

The Academy recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The Academy will:

- Be clear that sexual violence and sexual harassment will not be tolerated, accepted and is not an inevitable part of growing up; this forms part of the Academics behaviour framework
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 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.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care when required.

Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2019), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

17.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physically and verbally) and are never acceptable.

17.3 Queen Katharine Academy uses contextual safeguarding approaches throughout its policies to ensure that staff can assess risk and intervene to protect pupils beyond the boundaries of the home and Academy environment

18 Peer on Peer Abuse

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

- Create a whole Academy protective ethos in which peer on peer abuse, including sexual harassment will not be tolerated.
- 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.
- 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.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

18.2 Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, upskirting, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.

18.3 Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy, and victims will be supported appropriately.

18.4 Consideration will always be given to the welfare of both the victim(s) and the perpetrator(s).

18.5 The Academy will include material within the curriculum that support children in keeping themselves safe from abuse, including abuse from their peers and online.

18.6 Additional guidance on sexting can be found in 'Sexting in Academies and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Internet safety (UKCCIS).

19 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

20 Sending or posting sexually suggesting images (sexting)

Pupils should be aware that making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

All members of staff (including non teaching) will be made aware of how to recognise and refer any disclosures of incidents involving 'youth produced sexual imagery' using 'MYCONCERN'.

The Academy will follow UKCCIS Guidance: Sexting in Academics and colleges, responding to incidents, and safeguarding young people (2016) to assess the risk and to determine the most appropriate course of action. This may include police and/or CSC involvement.

21 Children at risk of 'Honour-base' Violence, including Female Genital Mutilation (FGM)

So called 'honour-based' violence 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 school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

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 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.

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.

21.2 Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable

21.3 Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the Academy's agreed safeguarding procedures when concerned.

21.4 Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from the Academy for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

21.5 In accordance with the 2015 'Duty', all **known** cases of FGM in girls under the age of 18 will be reported to the police.

22 Child Criminal Exploitation : County Lines

22.2 Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.

22.3 This activity can be perpetrated by groups or individuals, males or females, young people or adults.

22.4 Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can *appear* to be consensual.

22.5 Key to identifying potential involvement in county lines are episodes of missing.

22.6 Academy child protection procedures will be followed where concerns are raised.

The Academy 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.

The DDSL 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.

The Academy recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions

23 Children with Family Members in Prison

23.2 These children are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance.

23.3 Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.

23.4 Queen Katharine Academy is committed to supporting the children and young people who have a parent or close relative in prison and to minimise the risk of them not achieving their full potential.

23.5 Information shared by the family will be treated in confidence and will be shared on a 'need to know' basis.

23.6 We will work with the family to find the best ways to support the child/ren.

24 Children at risk of Radicalisation

Queen Katharine Academy recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the academy's safeguarding response.

The Academy Committee will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

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 DDSL in the usual way. If appropriate the DDSL will make a Channel referral.

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).

24.2 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

- 24.3 Whilst our Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 24.4 Our Academy seeks to protect children and young people against the messages of all violent extremism and will view any attempt to manipulate the vulnerable in this way as a matter of safeguarding.
- 24.5 The Academy fully recognises its statutory duty to identify and support pupils at risk, and to follow the referral process when appropriate.
- 24.6 The Academy Committee, the Principal the Designated Safeguarding Lead and SPOC will assess the level of risk within the Academy and put actions in place to reduce that risk. Risk assessment may include consideration of the Academy's RE curriculum, SEND policy, assembly policy, the use of Academy premises by external agencies, anti-bullying policy, e-safety and other issues specific to the Academy's profile, community and philosophy.
- 24.7 All staff have received training to support their understanding of the Prevent strategy.
- 24.8 The Academy's SPOC (Single Point of Contact) is the DDSL. She will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

25 Children Frequently Missing Education

Queen Katharine Academy 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.

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

The school 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.

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.

26 Children who are Young Carers

The Academy recognises that children who are living in a home environment which requires them 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.

The Academy 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.

27 Children who have returned home to their family from care

The Academy 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.'

28 Privately Fostered Children

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

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

29 E-Safety and Mobile Technology

29.2 Our Academy believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.

29.3 The Academy has a separate e-safety and Acceptable Use policy for staff and pupils which should be considered in line with this policy.

29.4 Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in Academy

29.5 Cameras and mobile phones are prohibited in all toilet and changing areas.

29.6 **No** photographs may be taken on personal mobiles/tablets or for an adult's own records.

29.7 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy within the Thomas Deacon Education Trust Policy.

30 SAFER WORKING PRACTICE

30.2 The Academy will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' 2019. This section should be read in conjunction with the school's Safer Recruitment Policy.

30.3 The Academy will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to "Keeping Children Safe in Education". (DfE 2019)

30.4 Queen Katharine Academy will undertake DBS checks on all Trustees plus Volunteers and Academy Committee who have significant contact with pupils especially if this is unsupervised.

30.5 The Academy Committee will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

The following members of staff have undertaken Safer Recruitment training

- Lynn Mayes
- Joanne Hammond
- Jean Bloye
- Jane Driver
- Dan Taylor
- Veronica Giaquinto
- Karen English

- Jackie Dowds
- 30.6 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 30.7 Any allegation against a member of staff or volunteer must be reported to the Principal without delay unless the Principal is the subject of the allegation when the chair of the Academy Committee and CEO must be informed. The Academy will follow the procedures set out in Part four of 'Keeping Children Safe in Education' 2019.
- 30.8 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2019)
- 30.9 The Principal or Chair of Academy Committee 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. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary
- 30.10 The Academy will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the Designated Officer as doing so may compromise any police investigation.
- 30.11 The Academy will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the Academy. Queen Katharine Academy recognises it has a **legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**
- 30.12 Staff or 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 is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Allegations flowchart is attached see Appendix 3.
- 30.13 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen
- 30.14 The school will 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 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
- 30.15 Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.
- 30.16 All staff have been given a copy of *Guidance for safer working practice for adults working with children and young people in education settings May 2019* as part of their induction and have signed as an undertaking that they will comply with this guidance.

- 30.17 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 30.18 The Academy will ensure that 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).
- 30.19 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.
- 30.20 In accordance with regulations, Queen Katharine Academy will ensure that staff are aware of legislation which may cause them to be disqualified.
- 30.21 The Academy will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

31 OTHER RELATED POLICIES

- 31.2 **Whistle-blowing**
All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the Academy's Whistle-blowing policy
- 31.3 **Physical Intervention**
Our policy on physical intervention by staff is set out in section 12 of the Good Behaviour Policy and is reviewed annually by the Academy Committee. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.
- 31.4 **Bullying**
Our policy on bullying is set out in a separate document and is reviewed annually by the Academy Committee. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.
- 31.5 **Health and Safety**
Our Health and Safety policy, set out in a separate document, and is reviewed annually by the Academy Committee. It reflects the consideration we give to the protection of our children both within the Academy environment and when away from the Academy when undertaking Academy trips and visits.

32 Extended Academics and Before and After Academy hours Activities

- 32.2 If the Academy Committee provides extended Academy facilities or before or after Academy activities directly under the supervision or management of Academy staff, the Academy's arrangements for safeguarding as written in this policy shall apply.
- 32.3 Where services or activities are provided separately by another body the Academy Committee will seek assurance that the body concerned has appropriate policies and procedures in place for

safeguarding children and child protection and there are arrangements to liaise with the Academy on these matters where appropriate.

This policy also links to our policies on:

- Behaviour Policy
- Staff Behaviour/Code of Conduct
- Whistleblowing
- Attendance
- Curriculum
- Teaching and Learning

33 MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Academy Committee Members' visits to the Academy
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

Appendix 1

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
 - or 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.

Useful Contacts - Cambridgeshire and Peterborough

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

Useful Contacts - Peterborough

Early Help	Tel: 01733 863649
Customer Service Centre – social care referrals	Tel: 01733 864180
Emergency Duty Team (Out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	
Gisella Jarman	Tel: 01733 864030
Jane Bellamy	Tel: 01733 864790

Relevant Documents

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2019)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

Additional Guidance

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf **(Sexual Exploitation)**

<https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying> **(Preventing and Tackling Bullying)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

<https://www.gov.uk/government/publications/drugs-advice-for-Academys> **(Drugs)**

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced> **(Fabricated Illness)**

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief> **(Faith/Belief)**

<https://www.gov.uk/government/collections/female-genital-mutilation> **(Female Genital Mutilation)**

<https://www.gov.uk/stop-forced-marriage> **(Forced Marriage)**

<https://www.gov.uk/government/publications/advice-to-Academys-and-colleges-on-gangs-and-youth-violence> **(Gangs)**

<https://www.gov.uk/government/collections/ending-violence-against-women-and-girls-action-plans> **(Violence against women/girls)**

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> **(Mental Health)**

<https://www.gov.uk/government/publications/children-act-1989-private-fostering> (Private Fostering)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> (Radicalisation)

<https://www.gov.uk/government/collections/this-is-abuse-campaign> (Teenage relationship abuse)

<https://www.gov.uk/government/publications/human-trafficking-practical-guidance> (Trafficking)

Appendix 2

Standards for Effective Child Protection Practice in Schools

The following standards may assist Academics in evaluating their practice

In best practice, Academies:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the Academy's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to Academy staff every three years and in particular to designated staff every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account the guidance for Governors on sex and relationship education in circular 5/94;
- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the Academics approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the Academics position on this issue and who they can contact for support;

- 11 take particular care that pupils with SEN in mainstream and special Academics, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in Keeping Children Safe in Education 2018
- 13 have a written whole Academy policy, produced, owned and regularly reviewed by Academics staff and which clearly outlines the Academy's position and positive action in respect of the aforementioned standards;
- 14 the Academy will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.

Managing an Allegation Against a Member of Staff or volunteer in your Establishment - Peterborough



