Whitburn Church of England Academy

Child Protection Policy

Preface - Vision and values

The Academy Vision and Values can be found here:
https://www.whitburncofeacademy.org/about-us/academy-ethos.html

This policy and its associated procedures are based on these key principles and values.

Purpose and aim

Whitburn Church of England Academy's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the academy's commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of Whitburn Church of England Academy's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Officer will regularly liaise with the Designated Safeguarding Lead and/or Deputy DSLs to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

Prior to implementing this policy we have considered a range of factors to help us identify and focus on the key issues for our school and community. We have reviewed our referrals, reason and considered local context and local issues as well as discussed as a leadership team our key priorities.

Introduction

Whitburn Church of England Academy fully recognises the contribution it can make to keeping children safe and supporting the students in its care. The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills, e.g. as part of the PSHE programme.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018 updated December 2020 with factual changes in relation to information sharing, homelessness duty and references to domestic abuse) and Local Safeguarding Partners' Procedures.

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from Keeping Children Safe in Education 2021 or a named school policy. These must be read in conjunction with our Child Protection Policy.

The areas include:

- Bullying including cyberbullying
- Children missing education Keeping Children Safe 2021 (Annex A)
- Children missing Home or care
- Child sexual exploitation – (CSE) & Keeping Children Safe 2021 (Annex A)

- Domestic Violence
- Drugs
- Fabricated or induced Illness
- Faith Abuse
- Female genital mutilation (FGM) Keeping Children Safe 2021 (Annex A)
- Forced Marriage – Keeping Children Safe 2021 (Annex A)
- Gangs and youth violence
- Gender Based Violence/violence against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing children and adult strategy
- Private fostering
- Preventing radicalisation Keeping Children Safe 2021 (Annex A)
- Relationship abuse
- Sexting new guidance from DfE
- Trafficking
- Peer on Peer Abuse Keeping Children Safe 2021 (Annex A)

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Lead or the Deputy DSLs which may result in the situation being monitored and supported in school or the student/s being referred to specific services.

The policy applies to Whitburn Church of England Academy's whole workforce.

Definition of safeguarding

- Safeguarding and promoting the welfare of children is defined as:
- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes (KCSIE 2021).

Why Safeguarding is important

At our school we feel it is important for children to receive the right help, at the right time to address risk and prevent issues from escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act and refer early signs of abuse and neglect
- poor record-keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information, delays in sharing
- lack of challenge to those who appear not to be taking action

Our school policies and procedures aim to address all areas of poor practice and we ensure staff seek advice when unsure.

Framework and Legislation

No schools operate in isolation. Keeping children safe from significant harm is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tyneside Local Safeguarding Children Board which includes the partnership of several agencies who work with children and families across the borough.

Whitburn Church of England Academy is committed to respond in accordance with Child Protection: South Tyneside Local Safeguarding Children Board procedures www.southtyneside.gov.uk and partner agencies in all cases where there is a concern about significant harm. We follow Sunderland Safeguarding Children Board procedures http://www.sunderlandscb.com for children that reside in Sunderland local authority.

Significant Harm is defined in The Children's Act 1989 as the Ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person. *(Adoption and Children Act 2002)*

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Contacts and Referral Team, Children's Safeguarding undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2021 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools and colleges, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing body

The Governing Body of Whitburn C of E Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor appropriate who champions safeguarding within the school.

The Senior Lead Governor for safeguarding in Whitburn Church of England Academy is Mr L Williamson.

The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Partners' (Formally LSCB) policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly, at least annually.
- Procedures are in place for dealing with allegations against members of staff and volunteers, in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2021);
- Governors remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Governing Body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the Governing Body how the school meets its statutory requirements.

The Governing Body will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.

The Principal

At Whitburn C of E Academy the Principal is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaison with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education' DfE (2021);

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing (or on CPOMS) and given to the DSL.

During term time the Designated Safeguarding Lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

The DSL will manage referrals and will: refer cases of suspected abuse to children's social care, refer cases to the Channel programme if there is a radicalisation concern, refer relevant cases to the Disclosure and Barring Service, and to the Police where a crime has been committed.

The DSL will attend child protection conferences and core group meetings. The DSL will liaise with the three safeguarding partners and other agencies where necessary. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSL will maintain detailed, accurate written records and child protection files ensuring that they are kept confidential and stored securely.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

The DSL will help promote educational outcomes by sharing information about the issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

Whitburn Church of England Academy Governing body has appointed Mrs D A Tennet from the Senior Leadership Team to the role of Designated Safeguarding Lead. She has the overall responsibility for safeguarding and Child Protection and has the appropriate authority and training to undertake such a role; she is able to provide support to other staff on child welfare and child protection matters. She is able to take part in strategy discussions and inter-agency meetings and to support other trained staff to do so, as well as contribute to the assessment of children.

Additional Designated Safeguarding Leads

At Whitburn Church of England Academy, we have the Lead Deputy Safeguarding Lead who is Miss S Kassapian. Other appointed Deputy Designated Safeguarding Leads who are part of the safeguarding team are; Miss D Smith, Mr J Crowe, Mr L Craggs, Mrs C Bengston, Miss N Elleithy, Mrs N Henderson, Mrs Latimer-Mills, Mr A Ellison, Mrs R Coyne and Mrs C Rush.

These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable, we will seek immediate support via the Integrated Safeguarding and Intervention Team in South Tyneside on (0191 424 5010) or, for those children that reside in Sunderland LA, Sunderland's Children's Safeguarding on 0191 520 5560 or via our Safeguarding Consultants Clennell Education Solutions 0191 214 6724

The Designated Safeguarding Lead has a very detailed role (see below). The broad areas of responsibility for the Designated Safeguarding Lead are identified here:

Manage referrals

- Refer all cases of suspected abuse to the Integrated Safeguarding and Intervention Team

- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (MSET lead), Radicalisation (through the Single Point of Contact for the Channel Panel), Female Genital Mutilation and Forced Marriage).

- Support staff who make referrals to the Integrated Safeguarding and Intervention Team, Channel Panel or Police as appropriate.

Work with others

- Liaise with the Principal to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

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- As required liaise with the case manager (Principal or, where the Principal is the subject of the allegations, the Chair of Governors) and the DO at the Local Authority for child protection concerns (all cases which concern a staff member).

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

When new staff join our school they will be informed of the safeguarding arrangements in place, including the recording and reporting procedures.
They will be provided with:

1. Safeguarding / Child Protection Policy
2. Behaviour Policy
3. Staff Code of Conduct / Staff Behaviour Policy including whistleblowing procedures
4. Part One and Annex A of 'Keeping Children Safe in Education' DfE (2021);
5. Safeguarding responses to children who go missing from education
6. Role of the Designated Safeguarding Lead (including the identity of the DSL and any deputies).

All staff are expected to read these key documents and fully understand their responsibility. They will also be provided with information about the school's recording procedures.

Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education' DfE (2021); In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis.
- we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;

All regular visitors, temporary staff and volunteers to our school will be made aware of our safeguarding procedures; they will be informed of whom our DSL and alternative staff

members are and what the recording and reporting system is. DSL photos are displayed in the Atrium and around the site.

The DSL, the alternative designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' (2021) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, throughout the school year we will brief staff on key issues identified within Keeping Children Safe in Education 2021.

Child Protection File

Child protection information will be kept in a separate Child Protection file for each child, stored in a separate secure cabinet and/or CPOMS. Only child protection information will be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All child protection files will include; a chronology, a contents front cover and will record significant events in the child's life.

Child protection files will be the responsibility of the DSL. Child protection information will only be shared with relevant staff / agencies on a 'need to know' basis in the child's interests and on the understanding that it remains strictly confidential.

Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible, but transferred separately from the main student file. They will ensure the secure transit and confirmation of receipt of hard copy files or for those transferred to other educational establishments.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to drug-taking, alcohol abuse, truanting and sexting for example, put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, and the NSPCC websites. School and college staff can

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

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- sexting
- relationship abuse
- sexual violence & harassment between children in schools and colleges
- trafficking & modern slavery

 (part 1 and annex A of Keeping Children Safe in Education 2021)

Procedures

(Working Together to Safeguard Children 2018)

All staff follow the school's procedures which are consistent with 'Working Together to Safeguard Children 2018' and Keeping Children Safe in Education 2021)

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Identifying children and young people who may be suffering from significant harm:

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure they should always speak to the Designated Safeguarding Lead (or deputy).

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in

danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the DSL 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, sexual abuse, serious youth violence and county lines.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play / every day normal activities
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, play, actions)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Staff must also consider children who might present as vulnerable.

Responding to Disclosure:

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgments regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the DSL
- Reassure the child that they will be taken seriously, supported and kept safe
- Listen to and take into account (wherever possible) the child's wishes and feelings about the current situation as well as future plans
- Ask any necessary questions to determine the child's wishes and feelings.
- Explain that only those who 'need to know' will be told
- Explain what will happen next and how the child will be involved (as appropriate)
- Ensure there is appropriate support made available
- Complete a referral on CPOMS

Our school adheres to child protection procedures that have been agreed locally through the Local Safeguarding Partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

Every member of staff, including volunteers working with children at our school, are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Record and Report:

All staff must report any concerns that they have and not see these as insignificant. Staff should not assume a colleague or another professional will take action and share the concern. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternative designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures (CPOMS or by completing a cause for concern passed on)

Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from Children's Services as required. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead.

All referrals will be made in line with Local Children's Services' procedures.

Threshold Levels:

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving then the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head Teacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Lead, their alternative and the Head Teacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point then they should contact Children's Services directly with their concerns.

Early Help:

Early help is organised early intervention to provide support as soon as a problem emerges at any point in a child's life.

If early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, acting as the lead practitioner.

Early help assessments should be kept under review and referred to social care for assessment if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare will be referred to the local authority children's social care by the DSL. Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately.
Referrals will follow the local authority referral process.

Where a child in school has a Child in Need plan or a Child Protection plan, the school will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need / Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parents before the conference as appropriate. In order to complete such reports, all relevant information will be sought from staff working with the child in school. All staff should be prepared to contribute to the report writing process.

Peer on peer abuse:

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Peer on peer abuse will not be tolerated. All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between peers, many of which may be sexual in nature. We recognise that even if there are no reported cases of peer on peer abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.

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

The school takes the following steps to minimise the risk of peer on peer abuse:

- Ensures staff are aware of the indicators and signs of peer on peer abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying
- Ensures staff and students are aware of the policies
- Ensures robust supervision and be aware of potential risky areas in the school
- Increases supervision during key times
- Takes steps to prevent isolation
- Separates children if needed
- Where risk is identified, a student risk assessment is put in place

The following systems are in place to enable children to confidently report any abuse:

- All children know who they can report to in school
- Assemblies signposting children to key actions / people
- Posters around school

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing using the agreed procedures
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL
- Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
- The DSL will balance the child's wishes against their duty to protect the child and other children
- The school will work with our local safeguarding partners where appropriate
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available
- Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)

Victims, perpetrators and any other children affected by peer on peer abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- The needs and wishes of the victim will be taken into account, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made and a safety plan put in place when required
- Early help, children's social care and other agencies will support where appropriate

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

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

- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Radicalisation
- Abuse in intimate friendships / relationships
- Sexual violence and sexual harassment
- Gang associated and serious violence
- Initiation / hazing type violence and rituals
- Consensual and non-consensual sharing of nudes and semi-nudes 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 (which is a criminal offence)

There are a number of factors that make children more vulnerable to peer on peer abuse:

- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (SEN and/or disabilities).

Some of the reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves
- The child may have witnessed physical or emotional abuse
- The child may have viewed sexually explicit / violent movies, video games or other materials
- The child may have just acted impulsively without meaning to harm anyone

Relationship abuse is unacceptable behaviour between any two people.
Further information: www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Consensual and non-consensual sharing of nude and semi-nude images and/or videos

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.
The term 'nudes' is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by children who are in relationships, as well as between those who are not in a relationship. It is also possible for a child in a consensual relationship to be coerced into sharing an image with their partner.

Incidents may also occur where:

- Children find nudes and semi-nudes online and share them claiming to be from a peer
- Children digitally manipulate an image of a child into an existing nude online
- Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.
Nude or semi-nude images, videos or live streams may include more than one child. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. There are also a range of risks which need careful management from those working in education settings.

Many professionals may refer to 'nudes and semi-nudes' as:

- Youth produced sexual imagery or 'youth involved' sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children under the age of 18.
- 'Sexting'. Many adults may use this term, however some children interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images.
- Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes.

Initial response

When an incident involving nudes and semi-nudes comes to the attention of any member of staff:

- The incident should be referred to the DSL (or deputy) as soon as possible.
- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- There will be subsequent interviews with the children involved (if appropriate).
- Parents and carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:
- Whether there is an immediate risk to any child
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the child – **in most cases, images or videos should not be viewed**
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms as this may be unknown
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the children involved which would influence risk assessment

- If there is a need to contact another education, setting or individual
- Whether to contact parents or carers of the children involved - in most cases they should be involved

An immediate referral to police and/or children's social care through the MASH or equivalent will be made if at this initial stage:

- The incident involves an adult.
- There is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The images involve sexual acts and any child in the images or videos is under 13.
- You have reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the DSL may decide to respond to the incident without involving the police or children's social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed at a later date.

The decision to respond to the incident without involving the police or children's social care will only be made in cases where the DSL is confident that they have enough information to assess the risks to any child involved and the risks can be managed within the school's support and disciplinary framework and, if appropriate, their local network of support.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL (or equivalent) should conduct a further review (including an interview with any child involved) to establish the facts and assess the risks.

When assessing the risks and determining whether a referral is needed, the following should be also considered:

- Why was the nude or semi-nude shared? Was it consensual or was the child put under pressure or coerced?
- Has the nude or semi-nude been shared beyond its intended recipient? Was it shared without the consent of the child who produced the image?
- Has the nude or semi-nude been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread?
- How old are any of the children involved?
- Did the child send the nude or semi-nude to more than one person?
- Do you have any concerns about the child's vulnerability?
- Are there additional concerns if the parents or carers are informed?

The DSL will decide whether a child is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the education setting can manage the incident and support any child or young person directly. The DSL will always use their professional judgement in conjunction with that of their colleagues to assess incidents.

Supporting the child involved

The DSL or another member of staff (who the child feels more comfortable talking to) will discuss future actions and support with the child. This discussion will take into account the views of the child as well as balancing what are considered to be appropriate actions for responding to the incident.
The purpose of the discussion is to:

- Identify, **without viewing wherever possible**, what the image contains and whether anyone else has been involved.
- Find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of.
- Discuss what actions and support might be needed, including preventing further distribution.

When discussing the sharing of nudes and semi-nudes, the DSL/member of staff will:

- Reassure the child that they are not alone, and the school will do everything that they can to help and support them. They should also be reassured that they will be kept informed throughout the process.
- Recognise the pressures that children can be under to take part in sharing an image and, if relevant, support their parents and carers to understand the wider issues and motivations around this.
- Remain solution-focused and avoid any victim-blaming questions such as 'why have you done this?' as this may prevent the child from talking about what has happened. For example, they will use questions such as 'describe what happened' or 'explain to me who was involved'.
- Help the child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the image(s).
- Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens.
- Explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children and young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them
- Signpost to the IWF (Internet Watch Foundation) and Childline's Report Remove tool. Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible in order to minimise the number of people that have seen the picture.

Informing parents and carers

Parents or carers will be informed and involved in the process at an early stage unless informing them will put a child or young person at risk of harm. Any decision not to inform the parents or carers will be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

Supporting parents and carers

Children and young people can be involved in an incident in several different ways. They may lose control of their own image, receive an image of someone else or share an image of another person. In any of these situations, parents and carers may find it difficult to know how to deal with the knowledge that their child has been involved in an incident and may display differing emotions.

Whatever their feelings, it is important that we listen to their concerns and take them seriously. We will also help to reassure parents and carers by explaining that it is normal for young people to be curious about sex.

In all situations, parents or carers will be:

- Given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the school.
- Given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate.
- Given support on how to speak to their child about the incident.
- Advised on the law around the sharing of nudes and semi-nudes.
- Kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision.
- Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline. counsellor online or on 0800 11 11, in house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999.
- Directed to NCA-CEOP if the child discloses any further details to them that may suggest they are being groomed or sexually exploited.

Searching devices, viewing and deleting nudes and semi nudes

Staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below.
Wherever possible, responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view any imagery will be based on the professional judgement of the DSL. Imagery will never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child involved.
- Necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or parent or carer in making a report.
- Unavoidable because a child has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network.

If it is necessary to view the imagery, then the DSL will:

- Never copy, print, share, store or save them; this is illegal. If this has already happened, we will contact the local police for advice and to explain the circumstances.
- Discuss the decision with the Principal or a member of the senior leadership team.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal or a member of the senior leadership team.
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the Principal or a member of the senior leadership team's office.
- Ensure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. This will be signed and dated.
- If any devices need to be taken and passed onto the police, the device(s) will be confiscated and the police will be called. The device will be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device will be placed in a secure place, in a locked cupboard until the police are able to come and collect it.

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), the DSL will make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children and adults and appropriate emotional support may be required.

In most cases, children and young people will be asked to delete the imagery and to confirm that they have deleted them. They will be given a deadline for deletion across all devices, online storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

All incidents relating to nudes and semi-nudes being shared will be recorded using the school's procedures. Copies of imagery should not be taken.

It is important that children and young people understand the school's policy towards nudes and semi-nudes. The content of this policy and the protocols the school will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that school will support them if they experience difficulties or have concerns.

For more information: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Children with additional needs:

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

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

Honour Based Violence / FGM:

At Whitburn C of E Academy we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM Duty:

Where FGM has taken place, there has been a mandatory reporting duty placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

Radicalisation:

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Whitburn C of E Academy we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- In our school there are systems in place for keeping pupils safe from extremist material when accessing the internet, by using effective filtering and appropriate usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Working with parents/carers

Whitburn C of E Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

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

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file and wherever possible will hold more than one emergency contact for each child. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. If in any doubt about information sharing, staff should speak to the DSL or deputy DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Child Protection Conferences

Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the DSL or Deputy DSL. In any event, the person attending will need to have as much relevant, up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for Child Protection Conferences will be prepared in advance, using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Safer working practice

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

All staff will be provided with a copy of our school's Code of Conduct at induction which sets out the school's expectations of staff behaviour. We will review our Code of Conduct regularly and ask staff to ensure that they are familiar with the current version. Staff are expected to carry out their duties in accordance with the Code of Conduct.
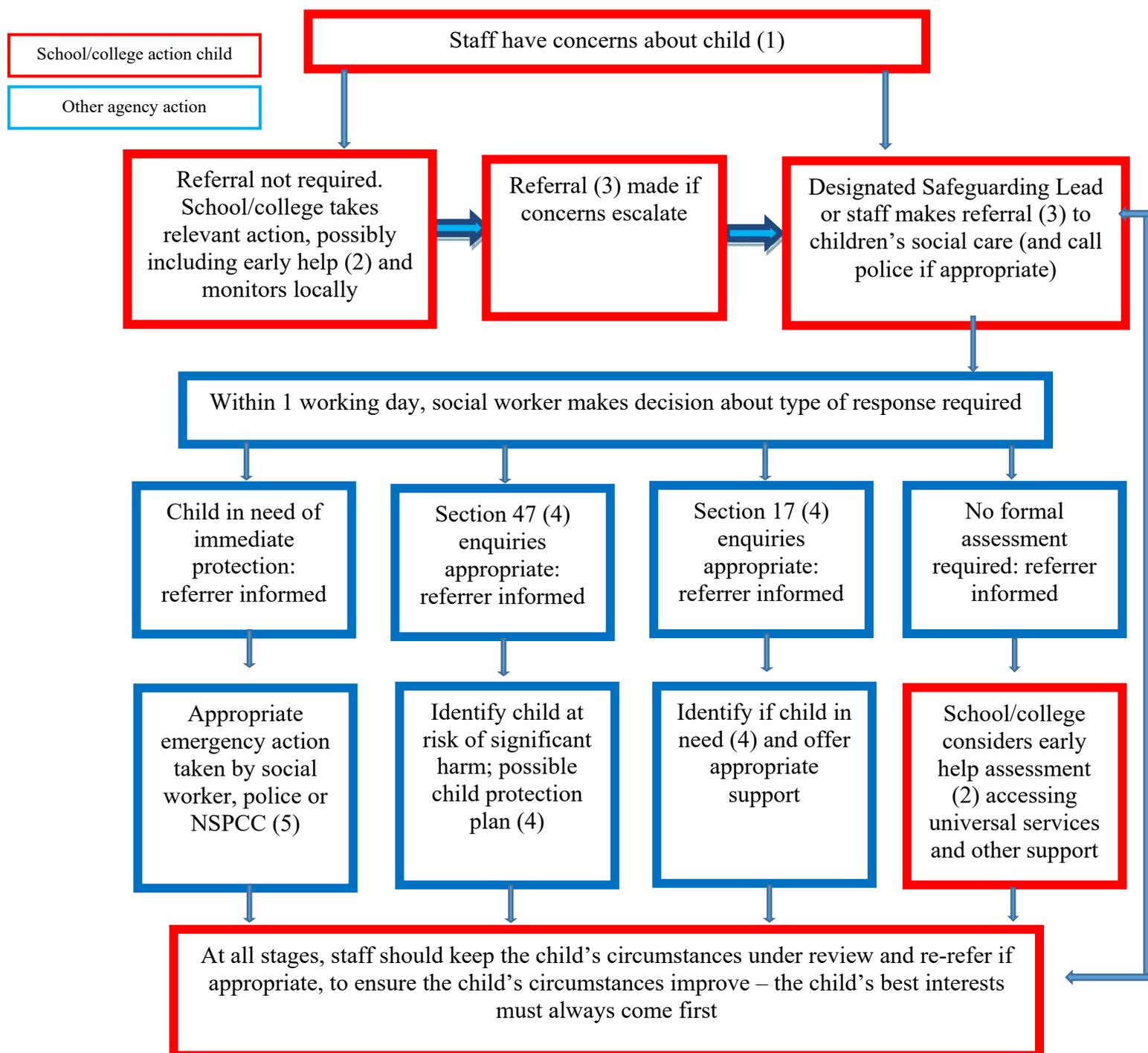
There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

If staff, visitors, volunteers or parent helpers are working with children alone they must ensure they are visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
Further advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (2019). (Available on CES website)
All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

From KCSIE 2021
Actions where there are concerns about a child

School/college action child	
Other agency action	

Staff have concerns about child (1)

Referral not required. School/college takes relevant action, possibly including early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated Safeguarding Lead or staff makes referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about type of response required

Child in need of immediate protection: referrer informed

Section 47 (4) enquiries appropriate: referrer informed

Section 17 (4) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Identify child at risk of significant harm; possible child protection plan (4)

Identify if child in need (4) and offer appropriate support

School/college considers early help assessment (2) accessing universal services and other support

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance/
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of Working Together to Safegurd Children provides details guidance on the early help process
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of Working Together to Safeguarding Children/
5. This could include applying for an Emergency Protection Order (EPO).

Whitburn Church of England Academy Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/Confidential Reporting Policy

Whitburn Church of England Academy's Confidential Reporting (Whistleblowing) Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

Complaints / Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Principal immediately. In the Principal's absence then Miss D Smith, Senior Deputy Head or Mrs D A Tennet, DSL must be informed. If the complaint involves the Principal, Miss D Smith, Senior Deputy Head must be informed. The Chair of Governors will also be informed. Where there are concerns about the Principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Principal, where the Principal is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2021)

Consultation without delay with the LADO on 0191 424 6302 will determine what action follows. A multi agency strategy meeting may be arranged to look at the complaint in its widest context; the Principal or lead DSL must attend this meeting which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure. www.southtyneside.gov.uk

Training and Support

All staff members will be made aware of systems within Whitburn Church of England Academy which support safeguarding and these will be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: Whitburn Church of England Academy's Child Protection policy; the academy's staff behaviour and safer working practice document policy (called 'Whitburn Code of Conduct'); and the names of the Designated Safeguarding Lead and Deputy DSLs.

All staff members also receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body in consultation with Senior Leaders will decide the frequency and content of this CPD. In addition, all staff members should receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively, with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Whitburn Church of England Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. (See South Tyneside Safeguarding Children Board procedures at www.southtyneside.gov.uk and Sunderland procedures at http://www.sunderlandscb.com).

Record Keeping

Well-kept records are essential to good safeguarding practice. Whitburn Church of England Academy is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions held about a child or children within its care. All staff will follow the school's information sharing and recording protocols to ensure recording keeping is compliant.

Safeguarding recording within Whitburn Church of England is currently through CPOMS (from Feb 2020) and a paper based system in addition to the use of a confidential drive on the school network. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines and we will continue to follow the appropriate transfer procedures and retention guidelines.

Supporting Children

Whitburn C of E Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whitburn C of E Academy may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Contact and Referral Team at South Tyneside Children's Services with regards to DV incidents and offer wellbeing checks to our students if we are contacted following an incident which has occurred in one of our student's homes.

Whitburn C of E Academy also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those students who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support (see our Peer on Peer abuse policy for detailed information).

Therefore Whitburn C of E Academy will endeavour to support all its students through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.

- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.

- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.

- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.

- Liaison with other professionals and agencies who support children and parents.

- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.

- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Whitburn C of E Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

Whitburn C of E Academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues, children may also be vulnerable and in need of support and protection.

This policy MUST be read in conjunction with other related policies in school.

These include, for example:

- **Safer Recruitment policy**- inclusive of safer recruitment guidance and regulation, for example a **single central record** which demonstrates the pre-employment vetting checks (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed safeguarding across every aspect from vacancy to conditional appointments, induction and an ongoing culture of vigilance.

- Trained panel members ensure that the policy work in practice in all recruitment and selection within the school.

- School Staffing (England) Regulations 2009, regulation 9: Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2021 and Working Together 2018. As an academy we share this commitment.

- South Tyneside Human Resources adopted policies and procedures.

- Staff Behaviour and Safer Working Practices Policy ('**Whitburn Code of Conduct and Dress Code'**) for adults who work with young people and the Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019. The academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

- Whitburn C of E Academy will ensure that staff and volunteers are aware that sexual relationships with students 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).

- Pupil Behaviour Management Policy.

- Restraint Policy

- Anti-Bullying Policy.

- E-Safety Policy inclusive of appropriate usage documentation (including remote teaching and learning) - and the associated linked policies that cover the use of mobile phones, cameras and all other technology within the school or setting).

- Special Education Needs and Disability Policy.

- The school's Educational Visits / Off Site policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or students being creatively educated.

- Peer on Peer Abuse Policy

- Safe Use of Images Policy with parental consent forms.

- Managing Medications and the Medical Needs of Pupils policy statement, including the administration of medicines policy and procedures with trained staff who manage this.

- Attendance Policy- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register.

- Children Missing from Education Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.

- Complaints Policy.

- Managing allegations

- Procedure for dealing with Allegations made against Staff, Volunteers and Agency Workers.

- Confidential Reporting (Whistle blowing) Policy.

- Information Sharing Policy (internal and external exchange of information).

- Looked after Children (LAC) Policy - inclusive of the named LA teacher whose role is to champion the achievement of LAC in our school and work closely with the DSL and Virtual Principal within the LA who has responsibility for LAC.

- Equality (Single) Policy

- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

- Relationship education/Relationship and sex education

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2018)

- 'Keeping Children Safe in Education', DfE (2021)

- Local Safeguarding procedures

- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2019)

- 'What to do if you're worried a child is being abused', DfE (March 2015)

- 'Information Sharing: Advice for practitioners', DfE (March 2015)

- 'The Prevent Duty: Departmental advice for schools and childcare providers', DfE (2015)

- 'Mandatory Reporting of Female Genital Mutilation – procedural information', Home Office (October 2015)

This Policy overview will be reviewed annually or in light of any changes in legislation and/or guidance and then must be ratified by the governing body.

Academic Year	Designated Safeguarding Lead	Named Deputy Designated Safeguarding Trained Persons	Nominated Governor
2013-2014	Miss D Smith	Miss S Kassapian Mr A Hardie Mr J Crowe Mrs T Gibson Mr C Shaw Mr D Taylor	Mrs J Mulley
2014-2015	Miss D Smith	Miss S Kassapian Mr A Hardie Mr J Crowe Mrs T Gibson Mr C Shaw Mr D Taylor	Mrs J Mulley
2015-2016	Miss D Smith	Miss S Kassapian Mr A Hardie Mr J Crowe Mrs T Gibson Mr C Shaw Mr D Taylor Mr L Craggs Mr N J Clougher Mrs D Tennet	Mrs J Mulley
2016-2017	Mr J Crowe	Miss S Kassapian Mr A Hardie Miss D Smith Mr C Shaw Mr L Craggs Mr N J Clougher Mrs D Tennet	Mrs J Mulley
2017-2018	Mr J Crowe	Miss S Kassapian Mr A Hardie Miss D Smith Mr C Shaw Mr L Craggs Mr N J Clougher Mrs D Tennet	Mrs J Mulley
2018-2019	Mr J Crowe	Miss S Kassapian Mr A Hardie Miss D Smith Mr C Shaw Mr L Craggs Mr N J Clougher Mrs D Tennet	Mrs J Mulley

2019-2020	Mrs D A Tennet	Miss S Kassapian (Lead Deputy DSL) Miss D Smith Mr J Crowe Mr L Craggs Mrs C Bengston Mrs C Rush Mr A Ellison Ms V Latimer-Mills Mrs N Henderson Mrs V Carr	Mrs J Mulley (ended 16th December 2019) Mr L Williamson (from 22nd January 2020) New Deputy DSLs – all fully trained by May 2020
2020-2021	Mrs D A Tennet	Miss S Kassapian (Lead Deputy DSL) Miss D Smith Mr J Crowe Mr L Craggs Mrs C Bengston Mrs C Rush Mr A Ellison Ms V Latimer-Mills Mrs N Henderson Mrs R Coyne (new) Miss N Elleithy (new)	New Deputy DSLs – all fully trained by 24th September 2021

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School/Setting at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

Child Protection Policy for Parents/Carers		
Linked to	All policies as outlined above	
Creation Date	**Version**	**Status**
30th September 2014	1.0	Approved by the Governing Body
Revision Date		
13th October 2015	2.0	Approved by Pupil Intervention Committee and ratified by Termly Governing Body on 1st December 2015
26th April 2016	3.0	Approved by the Governing Body to reflect current named Designated Safeguarding Leads. Also included the list of vulnerable groups and a hyperlink to this in KCSIE, 2015.
5th September 2016	4.0	Policy reviewed in light of KCSIE 2016
20th September 2016	4.0	Approved by the Governing Body
19th September 2017	5.0	Approved by the Governing Body
18th September 2018	6.0	Approved by the Governing Body
17th September 2019	7.0	Approved by the Governing Body
24th March 2020	8.0	Approved by the Governing Body
22nd September 2020	9.0	Approved by the Governing Body
29th September 2021	10.0	Approved by the Governing Body