



Sandwell Academy Safeguarding and Child Protection

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1.1	Jan 2013	Review by Senior Deputy Head (DSP)
1.2	Jan 2015	Review by Senior Deputy Head (DSP), incorporating changes in legislation and best practice
1.3	March 2015	Amendments to 'Extremism' and 'E-Safety'
1.4	April 2015	Changes to Statutory Guidance – Keeping children safe in education / Working together to safeguard children
1.5	June 2015	Addition of guidance on Extremism (Prevent Duty)
1.6	September 2015	Changes to Statutory Guidance – Keeping children safe in education (July 2015)
1.7	September 2016	Changes to Statutory Guidance – Keeping children safe in education (September 2016)
1.8	July 2017	Change of DSL. Addition of Sexting Section and post 18 safeguarding responsibilities.
1.9	September 2018	Changes to Statutory Guidance – Keeping Children Safe in education (KCSIE) 2018
1.10	November 2018	Inclusion guidance in respect of homelessness

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Introduction

Sandwell Academy recognises that it has an explicit duty to safeguard and protect children and young people from abuse as defined in the *Children Act 2004*, Section 175 of the *Education Act 2002*, *Working Together to Safeguard Children 2015* and *Keeping Children Safe in Education (KCSIE) 2018*. Safeguarding children - the action we take to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Sandwell Academy recognises that because Academy staff are in regular and frequent contact with children, arrangements have been made to take all reasonable measures to ensure that risks of harm to children's welfare are minimised. Staff members 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. Procedures for Safer Recruitment and Dealing with Allegations against members of staff are detailed in the Academy Policies: Recruitment and Selection, Disclosure and Barring Statement and Staff Disciplinary Policy.

The Academy also recognises that the staff are particularly well placed to observe signs of abuse. The Academy is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the Academy is committed to reacting in accordance with the Sandwell MBC Inter Agency Child Protection Procedures in all cases where there is concern.

This Policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, The Education Act 2002 and in line with government publications: 'Working Together to Safeguard Children' 2015, 'Keeping Children Safe in Education' September 2016 and 'Keeping Children Safe in Education' (KCSIE) 2018. It should be read in conjunction with these publications, in addition to the SA Code of Conduct – Staff, Governors and Volunteers.

Purpose

The purpose of this policy is to:

- Outline clear protocol regarding action and a framework for responsibilities and legal duties in relation to each child's welfare and
- Comply with all relevant legislation and guidance from Sandwell Safeguarding Children Board, Ofsted and national policies.

Aims

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

This policy will contribute to safeguarding Sandwell Academy's students feeling safe and promoting their welfare by:

Clarifying standards of behaviour for staff and students;

- Contributing to the establishment of a safe, resilient and robust ethos in the Academy, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging students and parents / carers to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage and
- Reducing the potential risk of students being exposed to violence, extremism, exploitation, or victimisation.

This policy will contribute to supporting Sandwell Academy's students by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible and
- Designing plans to meet those needs.

This policy will contribute to the protection of Sandwell Academy's students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with students, parents / carers and agencies.

Definitions

Safeguarding

Safeguarding is about more than child protection. According to Working Together to Safeguard Children (2015), safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Child Protection

The term child protection specifically refers to protecting children from suspected abuse and neglect.

Child / Children

For the purposes of this policy, the terms 'child' or 'children' refer to anyone who has not yet reached their 18th birthday. However, the Academy recognises its safeguarding responsibilities to students in Year 13 who have turned 18 and will refer to the appropriate external agencies when required.

Designated Safeguarding Lead (DSL)

The Head has designated a member of staff to act as the Designated Safeguarding Lead (DSL) for Safeguarding for the Academy. The Head shall advise the Governing Body and all members of staff that the name of the Academy's DSL is Mrs Helen Jones (Senior Leader). The Deputy DSL is Mrs Michelle Povey. The Head will inform the Governing Body and all staff of any changes.

Upon appointment, the DSL will receive 'new to role' training which will include training to recognise the additional risks that children with SEND face online, followed by biennial updates. The Head shall also ensure that all staff and Governors are aware that the DSL's responsibilities include:

- ensuring that effective communication and liaison takes place between the Academy and Social Services, and any other relevant agencies, where there is a child protection concern in relation to an Academy student;
- ensuring that all staff have an understanding of child abuse and its main indicators; and
- advising staff on the Academy's and their own child protection responsibilities and supporting staff in their child protection role.
- Sandwell Academy students will be taught about Safeguarding and Online safety as part of a broad and balanced curriculum, covering relevant issues through PSHE and other appropriate means.

Staff Training

As well as training on induction, all staff will 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.

All Academy staff will undergo formal Child Protection awareness training every three years.

Reporting Concerns

Any concern can be raised by any member of staff, students or parents and carers. There is no threshold for sharing concerns.

For children who need additional help, every day matters. Academic research is consistent in underlining the damage to children from delaying intervention. The actions taken by

professionals to meet the needs of these children as early as possible can be critical to their future.

In the event of a member of staff having a child protection concern about a student, they must **immediately** report that concern to the DSL. The member of staff will be asked by the DSL to document briefly the events which have given rise to the concern. Staff should use the 'Reporting a Concern' form which is available electronically or as a hard copy.

Parents who have concerns regarding their child or any other child should contact the Designated Safeguarding Lead or the Deputy Designated Lead via the Academy Reception or by email.

In the event of a member of staff having a child protection concern about a member of staff, they must immediately report that concern to the DSL or Head. Child Protection concerns regarding the Head should be reported to the Chair of Governors. All staff may raise concerns directly with Sandwell Children's Services.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8.00AM to 8.00PM, Monday to Friday and email: help@nspcc.org.uk

At Sandwell Academy, the majority of behavioural issues are managed in line with the Behaviour Policy to a successful outcome by the Deputy Head with responsibility for Behaviour. Appropriate action will be taken in the event of a student presenting a safeguarding risk to other students.

The Academy follows the Local Authority guidelines for Child Protection, liaising with the Social Services and other agencies, as appropriate. The action taken by the DSL will, therefore, be in line with the Local Authority guidelines.

In addition to specific training, staff should continually familiarise themselves with *Appendix One: Types of Abuse and Neglect* and *Appendix 2: Specific Safeguarding Issues*

Parents & Carers

Parents play an important role in protecting their children from abuse. The Academy is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents. The School will contact parents and work to support the needs of the child. Consent from the parents/carers will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

The Academy aims to help parents/carers understand that Sandwell Academy has a responsibility for the welfare of all children and has a duty to refer cases to Sandwell Social Services in the interests of the child.

Parents who may have concerns regarding a School staff member can in the first instance raise these with the Headmaster, Designated Lead or Governing Body of the School for further exploration. This may involve sharing those concerns with the relevant agencies.

Where the parent may have concerns regarding the Headmaster, the Governor responsible for Child Protection, Senior Deputy Head or Designated Lead the parent should consult with another senior member of staff in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk or contact can be made direct to Ofsted on; Helpline-concerns 0300 123 4666.

Sandwell Academy will keep parents informed in all areas of Safeguarding and Child Protection through regular methods of interaction.

Early Help at Sandwell Academy

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

All staff should provide support for students as soon as a problem is identified. Staff should in the first instance discuss early help requirements with the designated safeguarding lead and support other agencies undertaking an early help assessment.

The Academy's designated safeguarding lead has a key responsibility to liaise with other agencies and set up an inter-agency assessment as appropriate.

Record Keeping

The DSL is required to manage the keeping of records in relation to child protection matters. These records must be stored securely. Where a member of staff makes an oral statement, a written record should be produced and it should be signed and dated by the author.

Staff should be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Child Protection register, or where there are concerns about a child, the student's Personal Tutor, any other relevant staff and any member of staff chosen by the student to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a student's behaviour and level of achievement at that time.

In the event of a student causing concern transferring to another school, the Academy will:

- find out the name of the receiving school;
- contact the relevant member of staff at that school to discuss the transfer;
- send all information relating to the student to the receiving school for the attention of the relevant designated staff member;
- check with the receiving school that the student has actually arrived there on the expected day; and

- Inform all of the relevant agencies of the transfer.

Listening to Students

The Academy recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. The Academy shall identify quiet areas and provide the opportunity to students to take respite from the normal day when necessary.

All staff shall be made aware that students who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with students at all times.

The Academy recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour. All systems and processes should operate with the best interests of the child at their heart.

Looked After Children

Looked After children (LAC) and previous LAC can access support via the DSL and/or their Designated Teacher. The Designated teacher has a responsibility for promoting educational achievement of children who have left care through, adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales in addition to LAC. Staff will receive training to have the skills knowledge and understanding to keep previously LAC safe. When dealing with LAC and previously LAC, all agencies work together to safeguard this vulnerable group

Alternative provision

Where a student is placed with an alternative provision provider, they remain the safeguarding responsibility of Sandwell Academy. It is the responsibility of the Head of Year arranging the alternative provision to advise the DSL in writing that the student has been allocated alternative provision to enable her to write to the provider and obtain written confirmation that safeguarding checks have been carried out on those working in that establishment.

Anti-Bullying

For detailed information, refer to the Academy's Behaviour Policy which incorporates the Academy's Anti-Bullying stance. Sandwell Academy acknowledges that to allow or condone bullying may lead to action in accordance with Child Protection procedures. This includes all forms, e.g. cyber, racist, homophobic, gender-related bullying and religious intolerance. We keep a record of known bullying, homophobic and racist incidents.

All staff are aware that students who are Looked After Children or have SEND and / or differences / perceived differences are more susceptible to being bullied and / or victims of child abuse.

Managing allegations against other students

At Sandwell Academy, the majority of behavioural issues are managed in line with the Behaviour Policy to a successful outcome by the appropriate member of the Senior Management team. On a rare occasion, some students may present a safeguarding risk to other students; if this is the case, appropriate action will be taken.

Peer on peer abuse

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up. It is recognised that there is a gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Occasionally, allegations may be made against students by others in the School which are of a safeguarding nature. These may include, but may not be limited to:

- bullying (including cyberbullying)
- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

In cases of ‘sexting’ Sandwell Academy will follow guidance given to school and colleges by the UK Council for Child Internet Safety (UKCCIS) August 2016 – ‘Sexting in schools and colleges, responding to incidents and safeguarding young people’. Sandwell Academy will investigate incidents of sexting in accordance with its Behaviour policy which is invoked to deal with such cases of serious misbehaviour.

Some useful guidance around Facebook social networking produced by the UK Safer Internet Centre.

E-safety is a major concern for all professionals. For information and support in this area the following websites below are available for all staff to view. The sites are for all age groups, parents and carers and form the basis of e safety education and policy in our school; www.thinkuknow.co.uk & www.virtualglobaltaskforce.com

If an allegation of peer on peer abuse is made Sandwell Academy will take all reasonable steps to keep the victim and alleged perpetrator a reasonable distance apart on school premises where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator. If appropriate a risk assessment will be completed by the DSL which will inform any decision.

All staff should recognise that children are capable of abusing their peers. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate. The off

Where there is a criminal investigation and bail is deemed proportionate and necessary, the school should work with children's social care and the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education. Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator will be educated in the Willetts Centre. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Allegations of peer on peer abuse will be recorded, investigated and dealt with by the Pastoral Team. Victims, perpetrators and any other child affected by peer on peer abuse will be supported via their Personal Tutor, Pastoral Staff, the Inclusion Team, and/or a referral will be made to an external agency •

Children with special educational needs (SEN) and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any sign.
- Communication barriers and difficulties in overcoming these barriers.

What to do

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern or behavioural concern. If there is evidence to support a safeguarding concern, the Designated Safeguarding Lead Mrs Jones should be informed.

- If it is established the concern is a behavioural issue, a school investigation should take place into the matter in line with the School's usual disciplinary procedures.
- If it is established the concern falls within safeguarding, a factual record will be recorded of the allegation.
- If the DSL concludes it is a safeguarding issue, Early Help will be contacted to discuss the case.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' who are involved.
- If the allegation indicates a potential criminal offence has taken place, the Police should be contacted at the earliest opportunity and parent informed (of both student being complained about and the alleged victim).
- It may be appropriate for the School to take further measures e.g. exclude the student about whom the complaint has been lodged. This would be for a period of time according to the school's behaviour policy and procedures.

Departmental, SMT and Governor Meetings will have Child Protection and Safeguarding as a standing agenda item at all meetings, making these priority areas and at the forefront of our minds.

The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should be considering the risks carefully recognise the additional vulnerability of these groups.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. If a member of staff becomes aware that a child is privately fostered they should advise the DSL who will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should ensure that all registers are marked accurately. Personal Tutors should follow up with parents/carers any unauthorised absence and advise the DSL if they have any concerns.

Extremism

We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the Academy and where political issues are brought to the attention of the students, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.

We acknowledge the significance of the governmental 'Prevent' strategy and that protecting children from the risk of radicalisation is part of the Academy's wider safeguarding duties, and is similar in nature to other forms of harm and abuse.

The 'Prevent' Lead at Sandwell Academy is Mrs Jones.

Any concerns must be reported to the Prevent Lead immediately or in her absence, the Head. The concern will be logged and reported to Sandwell's 'Prevent' Team.

Our policy also recognises that the Police can be contacted in urgent circumstances, via the 101 telephone number or at prevent@west-midlands.police.uk. Staff taking this course of action should alert the Prevent Lead or the Head as appropriate.

Volunteers at Sandwell Academy

Sandwell Academy recognises that there are benefits to working in partnership with volunteers at the Academy and through offering work experience placements to those individuals who wish to enter the education profession.

The Academy is mindful of its obligations to ensure students are protected and the following guidelines are in place:

- Work experience students must have a letter from their University or other place of education confirming the date of their DBS check and reference number.
- Individuals who wish to undertake work experience at the Academy and cannot provide a letter from their University must have a DBS check from the Academy prior to the commencement of their work experience.
- Volunteers at Sandwell Academy are required to adhere to Academy safeguarding expectations which are outlined in the policy titled: Volunteers.

Governing Board

Sandwell Academy Governing Board is committed to ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of the statutory guidance for Keeping Kids Safe in Education 5 September 2016.

All Individuals must undergo an enhanced DBS check before appointment to Sandwell Academy's Governing Board. The Designated Governor for Child Protection liaises with the Local Authority on general Child Protection issues and will do so in the event of an allegation of abuse made against the Head.

All Governors undergo Child Protection awareness training every three years.

Safer Recruiting

All staff are recruited through Sandwell Academy safer recruitment procedures.

The Governing Board and Head ensure that at least one person involved in the recruitment of a new member of Teaching or Support staff has completed Safer Recruitment training.

The Chair of Governors and the Lead Governor for Recruitment have completed Safer Recruitment training.

E-Safety

All within the Academy community must adhere to The Acceptable Use of ICT, Email, Internet and Social Networking Policy and Employee Use of IT Policy; the Academy will make all aware of their existence and importance through regular annual training. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion. All monitoring software that is used within the Academy is reviewed and checked regularly by IT services.

It is recognised by Sandwell Academy that all Information Technology, whether personal or work based, is a whole School issue and all staff have a duty to be vigilant. The policies already mentioned cover the extent of this activity and its suitability. Staff and students are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.

In the interests of safeguarding students, staff members should not access their mobile phone during contact time with students. It is acknowledged that at times that this is unavoidable for members of the Senior Management Team.

When on school trips and educational visits, mobile telephones may only be used to make or receive calls or text messages relating directly to ensuring the safety and wellbeing of the students.

Photographs or images of children in our care may only be taken with parental consent. Use of these images will be monitored by the IT Department.

Confidentiality

All staff are required to adhere to the Academy's policy on confidentiality as set out within this section, to be read in conjunction with the Code of Conduct – Staff, Governors and Volunteers.

Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee absolute confidentiality. All staff must be aware that they cannot promise a student to keep secret something which would compromise the student's safety or wellbeing. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate.

Parents should not be informed of concerns unless staff are certain that the child would not be put at risk by their doing so. (In this policy statement, 'parents' means all those having a parental responsibility for a child.) The Academy will always undertake to share our intention to refer a student to Sandwell's Children's Services with the child's parents / carers, unless to do so would put the child at greater risk of harm or impede a criminal investigation

Key Personnel

Designated Safeguarding Lead for Child Protection (DSL): Mrs Helen Jones (Senior Leader)

Deputy Designated Safeguarding Lead for Child Protection: Mrs Michelle Povey (Senior Deputy Head)

Designated Safeguarding Governor: Councillor Ann Shackleton

Local Authority Designated Officer (LADO) for Sandwell: Ms Uzma Bhatti

Appendices

Appendix One: Types of Abuse and Neglect

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's 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, although it may occur alone.

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or

danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. – revised guidance 'What to do if you're worried a child is being abused' (2015)

Some of the following signs might be indicators of - Abuse or Neglect:

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

Some of the following signs may be indicators of - Physical Abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained:
 - bruises or cuts
 - burns or scalds
 - bite marks.

Some of the following signs may be indicators of - Emotional Abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child

- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

Some of the following signs may be indicators of - Neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

Some of the following signs may be indicators of - Sexual Abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Appendix Two: Specific Safeguarding Issues

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It should be noted that there is a clear distinction between a forced marriage and an arranged marriage.

Forced marriage is an abuse of human rights and falls within the Crown Prosecution Services definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as an Academy or through a third party.

The 'One Chance' Rule

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

Female Genital Mutilation (FGM)

FGM describes any procedure that intentionally alters or injures the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries, including the UK, where it is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. **If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police**

FGM is sometimes known as 'female circumcision' or 'female genital cutting'.

It is essential that Sandwell Academy staff are aware of FGM practices and the need to recognise signs, symptoms and other indicators of FGM.

Some of the following signs may be indicators that *Female Genital Mutilation (FGM)* may have already taken place. These may include:

- The child may have difficulty walking, sitting or standing – may look uncomfortable.
- The child may be spending longer than normal in the toilet.
- The child may show signs of frequent urinary, menstrual problems.
- The child may have repeated absences or behaviour changes – withdrawn or depressed.
- The child may find confiding in a professional due to embarrassment or fear.
- The child may talk about pain or discomfort between their legs.

Risk factors of FGM include:

- Low level of integration into UK society.
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PHSE
- Visiting female elder from the country of origin
- Being taken on holiday to the country of origin
- Talking about a special procedure to become a woman

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the following signs may be indicators of - *Sexual Exploitation (CSE)*:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant

- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education.

There are three main types of child sexual exploitation:

- Inappropriate relationships – usually involves one abuser who has inappropriate power-physically, emotionally or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with the abuser.
- Boyfriend/Girlfriend – Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafes or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/woman and threatened with violence if they try to seek help.
- Organised exploitation and trafficking – Victims are trafficked through criminal networks – often between towns and cities –and forced or coerced into sex with multiple men. They may also be used to recruit new victims.

Teenage Relationship Abuse

It is crucial to be aware that teenagers are at risk of relationship abuse and to remember that this type of abuse is not specific to adults.

Relationship abuse is manipulative or abusive behaviour towards an intimate partner. Relationship abuse can be physical or sexual, but it can also be financial, verbal, emotional and even academic. Aside from bodily harm, relationship abuse also has a profound impact on a victim's self-image as well as her view of others. All types of abuse are valid reasons to end a relationship, and all types of abuse deserve help.

Examples of Teenage Relationship Abuse:

Physical

Physical abuse is often the most easily recognized form of relationship or domestic abuse. Physical abuse includes hitting and kicking as well as holding a partner captive or locking a partner out of the house. Physical abuse is also the only type of abuse that is easily punishable by law. Self-defence is not considered relationship abuse because it's a response to violence and not indicative of controlling behaviour.

Sexual

Rape is not the only type of sexual abuse. Other examples of sexual abuse include unwanted touching, withholding sex, controlling decisions about pregnancy or abortion or demanding sex after a violent incident. If sex is forced, even if it's with someone who is normally a consensual partner, it is still considered sexual abuse.

Financial

Relationship abuse includes having tight control over a partner's finances. Financial abuse may also manifest as taking away credit cards or cash as well as forcing a partner to account for every penny spent and withholding basic necessities. Partners may also use financial rewards to 'get their own way' in a relationship.

Academic

An abusive partner might attempt to sabotage his partner's academic success by interrupting during study time, monitoring him / her during classes or by making him / her feel guilty about spending time on homework instead of with him / her.

Emotional

Emotional abuse often does as much damage as physical abuse but also tends to go unnoticed by people outside the relationship. Some forms of emotional abuse are: minimizing a partner's feelings, giving the 'silent treatment' and criticizing or advising with the motive to control rather than to help. Emotional abuse also includes intimidating, controlling or belittling. The damage of emotional abuse is due to the lasting effects on a victim's self-perception.

Forced Marriage, Honour Based Violence (HBV) & Female Genital Mutilation (FGM)

Where issues may be raised of Forced Marriage, Honour Based Violence or Female Genital Mutilation (FGM) whether by people within Sandwell Academy, the wider community, older or younger children, we will follow Government guidance; **“Handling cases of Forced Marriage” (multi agency practice guidelines) June 2009** **“Female Genital Mutilation” (multi agency practice guidelines) HM Government 2014 pages 42-44** and Home Office **“Mandatory reporting of female genital mutilation: procedural information” October 2015**. We will consult appropriately and sensitively, in a two way process, in line with national guidance, current, future and local procedure. Sandwell Academy recognises that FGM/HBV is against the law and can happen across all ranges of educational settings. Staff receive guidance on their statutory duty to report FGM if they become aware that a child (i.e. someone under the age of 18) is at risk or has undergone FGM through Sandwell Academy Child Protection Training programme. www.fgmelearning.co.uk

Sandwell Academy, will in line with Section 47 of the Serious Crime Act 2015 that clearly states “If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police and discuss any such cases with the designated safeguarding lead, Mrs Jones.

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and should be handled and escalated as such. Where staff are concerned that a student might be at risk of HBV, they must contact the designated safeguarding lead, Mrs Jones, as a matter of urgency. National and local protocols for multi-agency liaison with police and children's social care will be activated.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Extremism

Some of the following signs may be early indicators of - *Recognising Extremism and Radicalisation*

- Showing sympathy for extremist causes.
- Glorifying violence, especially to faiths and culture.
- Making remarks or comments about being at extremist events or rallies outside of school.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships.
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti British Values.
- Advocating violence towards others.

Taking Action

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect/FGM/S

If a child is in immediate danger or is at risk, you should:

- 1. Refer to children's social care and/or the police.**
- 2. Be alert to signs of abuse and neglect**
- 3. Question behaviours**
- 4. Ask for help**

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help.

Each has its own specific warning indicators, which you should be alert to. ***Working Together to Safeguard Children (2015)*** statutory guidance sets out full descriptions.

This is a revised policy statement about the signs to look in line with the revised document **'What to do if you're worried a child is being abused' – Advice for practitioners March 2015.**

Expert and professional organisations provide up to date guidance and practical support on specific safeguarding issues. Information for schools and colleges can be found on the TES, MindEd and NSPCC websites.

Appendix Three: Homelessness

An individual is considered to be homeless if they:

- have no home where they can live together with their immediate family
- can only stay where they are on a very temporary basis
- do not have permission to live where they are
- have been locked out of their home and are not allowed to return
- cannot live at home because of violence or threats of violence, which are likely to be carried out against them or someone else in their household
- live in a vehicle or boat and have nowhere to put it.

An individual will also be considered homeless if it is not reasonable for them to stay in their home, for example if:

- they cannot afford to stay where they are
- their home is in very poor condition.

Impact of homelessness upon children:

Shelter, a national homelessness charity, produced guidance for schools which outlined the damaging impact that bad housing conditions can have on children's learning. The report identified that homeless children have lower levels of academic achievement and higher levels of absence from school. Bad housing can impact upon a child's health and physical safety, reducing their ability to make a positive contribution throughout school. It also significantly affects their opportunity to enjoy and achieve in life, which impacts strongly on their life chances. Children living in bad housing are nearly twice as likely as other children to leave school without any GCSEs.

Children living in temporary accommodation face a number of practical considerations including: transport to and from school, moving from one school to another, and not having suitable space and equipment in which to do their homework. Often temporary accommodation is small and space is shared with several family members. The lounge may double up as a bedroom; bed and breakfast accommodation can be just one room which has to accommodate an entire family, with no cooking facilities provided. In these circumstances it can be very difficult for children to complete or concentrate on homework tasks.

A range of emotional, behavioural and social responses could be attributable to a child's housing situation.

Education professionals need to be aware of these circumstances, their effects on pupils, and to know how they can support children experiencing housing problems.

What to do if you are worried that a student is at risk of becoming homeless:

- 1) Consider any safeguarding concerns and report them to the Designated Safeguarding Lead (DSL). The DSL will consider what support the student/family might require from external agencies.
- 2) Consider what support for the student/family can be provided within school. A student's personal situation is confidential and should not be disclosed to other

students. If a member of staff becomes aware that a student is homeless they should inform the DSL who will advise relevant teachers and relevant support staff. This will allow them to offer appropriate support to the student and take their circumstances into consideration when necessary.

- 3) Session 3 Homework club should be offered to homeless students as they are less likely than others to have access to computer equipment. Staff should be aware of this when setting homework that requires the use of a computer.
- 4) If money is required for a trip or special supplies, staff could consider using school funds (where possible) to allow students to take part in activities. This would mean that they are not left out from important educational pursuits, nor are they ostracised further from their peers.
- 5) If a student is frequently late this may be because the journey to school is long and/or difficult and may be the first indication of a housing issue. Personal Tutors must contact parents/carers to find out more about the situation and explore potential solutions.
- 6) Sandwell Academy will ensure students are aware of the support that can be offered by the Academy's pastoral/welfare services.
- 7) Any new students to the Academy, due to a family move to more permanent accommodation, will be provided with a 'buddy' to look after them for the first few days to show them around the school. The Academy will ensure that parents/carers are provided with regular updates regarding the student's progress.

Local Support Services for children/families affected by homelessness

SMBC Housing Solutions: Support for people who are homeless or at risk of becoming homeless

During office hours: 0121 368 1166

Out of hours: 0121 569 6883 (24 hour call-back service)

Advice for private tenants:

Private Sector Housing Team 0121 569 5232

Advice for young people:

SMBC work with St Basils to provide advice, support and mediation for young people aged 16-25. This support can be accessed via the Housing Solutions Team (number above)

Advice on debt/budgeting/benefits:

Citizens Advice Sandwell: (<https://citizensadviceandwell.org.uk/>)

Advice Line — 03444 111 444 (Local Rates) Open: Monday 9.00am- 3.30pm, Tuesday 9.00am -7.00pm, Wed/Thur/Fri 9.00am- 3.30pm

6 local offices with drop in sessions

Welfare Rights Team:

0121 569 3158 or email welfarerights_team@sandwell.gov.uk

Food vouchers:

Local Welfare Provision

http://www.sandwell.gov.uk/info/200145/benefits_and_grants/2576/local_welfare_provision

Food – This will be a food voucher that can be used at one of the local food banks and gives emergency provision for three days

Fuel – This will be a pay point voucher for pre-pay meters only and gives emergency provision for three days

Out of hours emergency number **0121 569 2355** (Adults and Children's social care)

Places of Welcome:

A place where everyone can go for a friendly face, a cup of tea and a conversation.

Find a Place of Welcome near your school <https://www.placesofwelcome.org.uk/>

Wellbeing:

SandwellFamilyLife <https://sandwellfamilylife.info/>

Route2Wellbeing <https://r2wbirmingham.info/>

References

Keeping Children Safe in Education (2018)

Working Together to Safeguard Children (2015)

Safeguarding Children and Young People from Sexual Exploitation (2009)

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (June 2014)

Multi-agency statutory guidance on female genital mutilation (2016)

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2009)

Sandwell Inter-Agency Child Protection Procedures