



**PENINSULA**  
LEARNING TRUST

## **Penrice Academy**

Adopted by the Governing Body  
Review date:

September 2018  
September 2019

# **Child Protection and Safeguarding Policy**

**“Safeguarding is everyone’s responsibility”**

### **Key Information**

- This policy was developed and adopted on: **September 2018**
- The policy will be reviewed on: **September 2019**
- The Designated Safeguarding Lead (DSL) is: **Kay Adams**
- The Deputy Designated Safeguarding Lead (DDSL) is: **Heidi Spurgeon**
- The name of the Designated Teacher for Children in Care is: **Heidi Spurgeon**
- The Single Point of Contact (SPOC) for the Prevent agenda is: **Kay Adams**
- The Child Sexual Exploitation Lead is: **Kay Adams**
- The named Safeguarding Governor is: **Sarah Acraman**

<b>CONTENTS PAGE</b>	2-3
<b>Title page and key contacts within school</b>	1
<b>1. <u>Policy statement and Principles</u></b>	4
1.1 General Principles	4
1.2 Child Protection Statement	4
1.3 Policy Aims	4
1.4 Our Core Safeguarding Principles	5
1.5 Good practices guidelines and staff code of conduct	5
1.6 Terminology	6
1.7 Safeguarding legislation and guidance	6
<b>2. <u>Safeguarding Roles</u></b>	6
2.1 The Designated Safeguarding Lead	6
2.2 The Deputy Designated Safeguarding Lead	7
<b>3. <u>Abuse of position of trust</u></b>	7
<b>4. <u>Children who may be particularly vulnerable</u></b>	7
4.1 Children with Special Educational Needs and disabilities	8
4.2 Children missing education	8
4.3 Young Carers	8
4.4 Private Fostering	9
<b>5. <u>Child Protection Procedures</u></b>	9
5.1 Physical Abuse	9
5.2 Emotional Abuse	9
5.3 Sexual Abuse	10
5.4 Neglect	10
<b>6. <u>Reporting your concerns</u></b>	10
6.1 General Principles	10
6.2 If the DSL/DDSL are not available	11
6.3 Taking action	11
6.4 If you are concerned about a pupil's welfare	11
6.5 If a pupil discloses to you	11
6.6 Notifying parents	12
<b>7. <u>Confidentiality and Sharing Information</u></b>	12
<b>8. <u>Record Keeping</u></b>	13
<b>9. <u>Specific Safeguarding Issues</u></b>	14
9.1 Child Sexual Exploitation (CSE)	14
9.2 Radicalisation/PREVENT	15

9.3	Honour-based violence	16
9.4	Peer on Peer abuse	16
9.5	Online safety	18
9.6	Work Experience	18
9.7	Children staying with host families	18
<b>10.</b>	<b><u>Allegations against Staff</u></b>	<b>19</b>
<b>11.</b>	<b><u>Whistleblowing</u></b>	<b>20</b>
<b>12.</b>	<b><u>Safer Recruitment</u></b>	<b>20</b>
12.1	Volunteers	20
12.2	Contractors	20
12.3	Site Security	21
12.4	Extended school and off site arrangements	21

**APPENDICES:**

<b>Appendix A:</b>	Signs and Indicators of abuse	22
<b>Appendix B:</b>	Dealing with a Disclosure of Abuse	26
<b>Appendix C:</b>	Key Roles and Responsibilities	28

# **1. Policy statement and principles**

## **1.1 General Principles**

This policy is one of a series in the academy's integrated safeguarding portfolio and should be read in conjunction with:

- Keeping Children Safe in Education (Part 1) - September 2018
- Guidance for Safer Working Practice for adults who work with children and young people
- Policy Document on Children in Care
- Anti-Bullying Policy
- Tackling Extremism & Radicalisation Policy
- Transgender Policy
- Self-Harm Policy
- Sexting Policy
- Whistleblowing Policy for staff
- Online Safety Policy
- ICT Acceptable Use Policy Agreement
- LSCB leaflet – Keeping Children Safe
- Female Genital Mutilation policy
- Prevent anti-terrorism leaflet
- How you can help keep our communities safe from terrorist threat
- Child Sexual Exploitation leaflet for professionals

This policy is available on the academy website and can also be found in:

## **Staff Resources/Academy/2018 Penrice Policies/2018 Statutory Safeguarding Policies**

## **1.2 Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors.

## **1.3 Policy aims**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities

- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

#### **1.4 Our Core Safeguarding Principles are:**

- **safeguarding is everyone's responsibility**
- **the school's responsibility to safeguard and promote the welfare of children is of paramount importance.**
- **safer children make more successful learners.**
- **carefully recruit and select all employees, contractors and volunteers.**
- **respond swiftly and appropriately to all concerns about poor practice or suspected or actual child abuse.**
- **share information about concerns with agencies who need to know, involving parents and children appropriately.**
- **all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.**
- **all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.**
- **pupils and staff involved in child protection issues will receive appropriate support.**
- **policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.**

#### **1.5 Good practice guidelines and staff code of conduct**

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

## 1.6 Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school

**Child** includes everyone under the age of 18.

## 1.7 Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2018
- What to do if you're worried a child is being abused 2015
- Information Sharing Advice for Practitioners July 2018

## 2: Safeguarding Roles

### 2.1 The Designated Safeguarding Lead (DSL): Kay Adams

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publically available
- advising and supporting staff on child protection and safeguarding matters

- encouraging a culture of listening to children
- managing safeguarding referrals to children’s social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the “case manager” and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of LSCB training courses and the latest local safeguarding arrangements
- transferring the child protection file to a child’s new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

For key roles and responsibilities for the DSL see Appendix C.

## **2.2 The Deputy Designated Safeguarding Lead: Heidi Spurgeon**

is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

## **3. Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

## **4. Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs

- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

#### **4.1 Children with special educational needs 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, which can include:

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

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

#### **4.2 Children missing education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

#### **4.3 Young Carers**

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.



#### **4.4 Private Fostering**

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

### **5. Child protection procedures**

#### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse:

#### **5.1: Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning/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.

#### **5.2: 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **5.3: 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 or 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.

### **5.4: 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.

It may include a failure to:

- Provide adequate food, clothing and shelter.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

**Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.**

## **6. Reporting your concerns**

### **6.1 General Principles**

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

## 6.2 If the DSL/DDSL are not available

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL OR A MEMBER OF THE Safeguarding Team are not available.

**Contact details: MARU 0300 123116**

**If the concerns arise out of office hours contact 01208 251300**

If they are unsure they can contact MARU for advice and guidance.

## 6.3 Taking action

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.** Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

## 6.4 If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **welfare concern form** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

## 6.5 If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is

a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **welfare concern form** and hand it to the DSL as soon as possible
- seek support if they feel distressed.

See Appendix B – Dealing with a Disclosure of Abuse

## **6.6 Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

## **7. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, Principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that **any** member of staff can contact children’s social care if they are concerned about a child.

Child protection information will be stored and handled in line with our Retention and

Destruction Policy.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Safeguarding Disclosure Forms and other written information will be stored in a locked facility. Electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the data protection officer [or DSL].

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

## **8. Record Keeping**

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

## **9. Specific Safeguarding Issues**

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

### **9.1 Child Sexual Exploitation (CSE)**

“Child sexual exploitation” is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point’. (KCSIE September 2018)

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

In addition the school would access the CSE tool kit on the South West Child Protection Procedures website. [www.swcpp.org.uk](http://www.swcpp.org.uk)

Potential indicators of CSE are contained within Appendix A.

## 9.2 Radicalisation/PREVENT

**Penrice Academy** will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)

The Principal and Chair of Governors will:

Establish or use existing mechanisms for understanding the risk of extremism

Ensure staff understand the risk and build capabilities to deal with issues arising

Communicate the importance of the duty

Ensure **All** Staff and Governors implement the duty

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

Penrice Academy will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

10 Provide a safe space for them to debate controversial issues.

11 Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.

12 Give them confidence to explore different perspectives, question, and challenge.

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2018). Please refer to Penrice Academy e-safety/online policy.

All staff in the first instance should contact the SPOC (Single Point of Contact – Kay Adams) within the Penrice Academy with any concerns.

### **9.3 Honour-Based Violence**

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

### **9.4 Peer on peer abuse**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling



- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and

wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2018)*.

### **Supporting those involved**

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

### **9.5 Online safety**

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

Please also refer to Penrice Academy's online policy and the acceptable user policy for staff.

### **9.6 Work Experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2018)*.

Charlotte Selley is the Careers Lead at Penrice Academy and co-ordinates work experience visits.

### **9.7 Children staying with host families**

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during

school terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

The school follows the guidance in Annex E of *Keeping Children Safe in Education (2018)* to ensure that hosting arrangements are as safe as possible.

## **10. Allegations against staff**

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Principal must be informed. If the head teacher is not available then the DSL should be advised.

If the allegation concerns the head teacher then the CEO and Chair of the Trust in a MAT and the Chair of Governors in a maintained school must be informed.

In all situations regarding an allegation of abuse against a member of staff / volunteer / governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Principal, or Chair of Governors (if the allegation is against the Principal) will:

- Contact the LADO for advice;
- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;

- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

## **11. Whistleblowing**

Please adhere to the Academy's whistle blowing policy.

**Whistleblowing Governor: Gordon Simpson**

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

**NSPCC Whistleblowing helpline: 0800 028 0285**

## **12. Safer Recruitment**

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

### **12.1 Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

### **12.2 Contractors**

The school checks the identity of all contractors working on site and requests DBS with

barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

### **12.3 Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **12.4 Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

## **Appendix A: Signs and Indicators of Abuse:**

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns you must pass these to your DSL immediately.

### **Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

#### **The physical signs of abuse may include:**

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

#### **Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

## **Neglect**

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

### **The physical signs of neglect may include:**

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

### **Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

## **Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

### **Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

## **Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

### **The physical signs of sexual abuse may include:**

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

### **Changes in behaviour which can also indicate sexual abuse include:**

- 13 Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- 14 Fear of being left with a specific person or group of people.
- 15 Sexual knowledge which is beyond their age, or developmental level.
- 16 Sexual drawings or language.
- 17 Eating problems such as overeating or anorexia.
- 18 Self-harm or mutilation, sometimes leading to suicide attempts.
- 19 Saying they have secrets they cannot tell anyone about
- 20 Acting in a sexually explicit way towards adults.

**Note:** A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

## **Child Sexual Exploitation (CSE)**

Many aspects of CSE take place on line so it may be difficult to identify this within school. However abuse indicators may include:

- 21 Children talking about having lots of 'friends' online whom when asked the do not know personally
- 22 Disengagement from education



- 23 Using drugs or alcohol
- 24 Unexplained gifts/money
- 25 Repeat concerns about sexual health
- 26 Decline in emotional wellbeing
- 27 Talking about physically meeting up with someone they met online
- 28 Posting lots of images of themselves online
- 29 Going missing
- 30** Talking about friendships with older young people/adults
- 31** Engagement with offending

### **Female Genital Mutilation (FGM)**

Although situations of FGM may be unusual it is important that you do not assume it could not happen here.

#### **Indicators may include:**

- 32 Days absent from school
- 33 Not participating in physical education
- 34 In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- 35 Confides that she is having a special procedure, cut or celebration
- 36 Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- 37 Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- 38 Parents from a country who are known to practice FGM

## **Appendix B: Dealing with a Disclosure of Abuse**

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

### **If:**

- 39 A child or young person discloses abuse, or
- 40 You suspect a child may have been abused, or
- 41 You witness an abusive situation involving another professional.

### **You RECORD AND REPORT:**

- 42 Respond without showing any signs of disquiet, anxiety or shock.
- 43 Enquire casually about how an injury was sustained or why a child appears upset.  
E.g. How did you .....?
- 44 Confidentiality must never be promised to children, young people, or adults in this situation.
- 45 Observe carefully the demeanor or behaviour of the child.
- 46 Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- 47 Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- 48 Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is **BUT** you must ensure the questions are open and give the child the ability to clarify.

- 49 It is important NOT to ask leading questions e.g. Did ----- Was it -----?
- 50 It is important to know when to stop asking questions and listen.
- 51 It is important not to interrogate.

### **Types of Questions you can ask:**

- Tell me? (tell me what happened)
- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

Staff **MUST NOT**

52 Investigate suspected/alleged abuse themselves;

53 Evaluate the grounds for concern;

54 Seek or wait for proof;

55 Discuss the matter with anyone other than the designated staff or MARU

56 Speak to the parents until you have had a conversation with your DSL/MARU

57 Ask the child to repeat the information to anyone including the DSL/DDSL

58 Promise to keep it a secret

## **APPENDIX C: Key Roles and Responsibilities**

### **Designated Safeguarding Lead (DSL):**

The school follows the guidance within Annex B: KCSIE 2018 which includes:

- 59 Being a central point of contact for all staff
- 60 Confident in knowing what to do and where to go if you have concerns
- 61 Ensure records are kept up to date, safely and securely
- 62 That all staff are aware of their safeguarding responsibilities
- 63 Be the initial point of contact for external agencies in relation to safeguarding issues
- 64 Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

### **Deputy Designated Safeguarding Lead (DDSL):**

As above. They will be trained to the same level of the DSL.

If you are a large school you may have more than one DDSL. If this is the case ensure that there is excellent communication between the Safeguarding team within the school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

### **Governing Body**

The Academy meet the requirements of Part 2 of KCSIE (September 2018) which includes:

- 65 Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis
- 66 That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- 67 Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role .
- 68 The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children
- 69 Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the school.
- 70 That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.

- 71 That a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- 72 That we have a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the School on these issues;
- 73 We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- 74 Safeguarding is an agenda item at every full governing body meeting
- 75 That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- 76 The governing body have appointed a whistle blowing governor.
- 77 That all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the Penrice Academy's policies and procedures.
- 78 That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- 79 That all Staff receive the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- 80 To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- 81 We have in place an on-line/ e-safety Policy equipped to deal with a widening range of issues associated with technology.
- 82 That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- 83 That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- 84 That we notify Children's Social Care if it is thought or known that a child or young person may be Privately Fostered.
- 85 Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- 86 That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school.