

CHILD PROTECTION & SAFEGUARDING POLICY

Reviewed: Autumn 2018

Next Review Date: Autumn 2019



SECTION ONE

CHILD PROTECTION POLICY

B **BRANSTON**

COMMUNITY ACADEMY

Contents

Introduction

Section 1 – Pupil information **pages 1-5**

- 1.1 Pupil Information
- 1.2 Transfer of files

Section 2 – Role and Responsibilities **pages 5-9**

- 2.1 Governing Body
- 2.2 Head teacher
- 2.3 Designated Safeguarding lead
- 2.4 All Staff and Volunteers

Section 3 - Child Protection Procedures **pages 9-13**

- 3.1 Definitions
- 3.2 Concerns that staff must immediately report
- 3.3 Responding to disclosure
- 3.4 Action by the Designated Safeguarding lead
- 3.5 Action following a child protection referral
- 3.6 Recording and monitoring



Appendices:

- Appendix 1 Body Map Guidance
- Appendix 2 What to do if you're concerned about a child or young person in Lincolnshire
- Appendix 3 Lincolnshire Safeguarding Children Board (LSCB)
- Appendix 4 Referral flowchart (KCSIE 2018)

Introduction

These procedures should be read alongside the school's Safeguarding Policy.

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term “child “or “children” refers to anyone under the age of 18 years

Section 1 – Pupil Information

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

- Names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes.
- If the child is a Looked After Child (LAC)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

Transfer of files

When a child leaves the school, the pupil record, including child protection file which is separated from the main pupil record in a sealed envelope clearly marked as such, is transferred to the new school as soon as possible. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is transferred with an accompanying list of the files, e.g. pupil file, child protection file etc., by recorded delivery and signed for. The child protection file is clearly marked Child Protection, Confidential, for attention of Designated Safeguarding Lead and a receipt of this transfer will be retained.

The receiving school should sign a copy of the list to say that they have received the files and return that to the sending school for tracking and auditing purposes.

This information should be added to a record of transfer which the sending school keep until the child reaches their 25th birthday and must contain:

- Name & DOB of child
- Name & address of receiving school
- Date file(s) transferred with name and role of person who received it
- Date sending school received confirmation of receipt of files from receiving school
- Brief description of case at the time of transfer e.g. Child Protection Plan: Neglect.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The pupil record should not be weeded before transfer to the next school unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.

Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

If any records relating to child protection issues are placed on the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file. (DOB + 25 years)

Sources of further support:

- Data Protection Toolkit for Schools August 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740740/Data_Protection_Toolkit_for_Schools_OpenBeta_V1.0.pdf

- Lincolnshire County Council Data Protection Advice Service

<https://www.lincolnshire.gov.uk/edulincs/finance-and-professional-services/data-protection-advice-service-new-offer/-reduced-cost/132715.article>

- Perspective Light/Safeguarding/Safeguarding Documents/IRMS Toolkit for schools + Data Protection Toolkit for Schools 2018

Section 2 - Roles and Responsibilities

2.1 Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- the school has an effective Safeguarding policy and Child Protection policy/procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.

- the school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- a senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- the school has one or more deputy DSL’s who are trained to the same standard as the lead DSL.
- children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum.
- staff including the Principal undertake appropriate safeguarding training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually
- the school appoints an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Looked After Children (LAC).

2.2 Our Principal will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the [LSCB Professional Resolution and Escalation Protocol](#)
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Looked After Children Reviews out of school term time when needed
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school.

2.3 Our Designated Safeguarding Lead (DSL) as stated in **KCSIE (2018)** will ensure that they:

Manage referrals

- refer cases of suspected abuse to the local authority children's social care (Customer Service Centre)
- support staff who make referrals to Customer Service Centre
- seek advice from Prevent Team regarding radicalisation concerns & refer cases to the Channel programme when necessary
- support staff who make referrals to the Channel programme when advised by Prevent team
- support the Principal to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases to the Police where a crime may have been committed

Work with others

- liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role (*this will be done by attending the termly DSL Safeguarding Briefings and by attending appropriate Lincolnshire Safeguarding Children Board inter-agency training and other relevant training and/or conference opportunities*) so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff, especially new and part time staff has access to and understands the school's or college's child protection policy and procedures
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- ensure the school child protection policies are known, understood and used appropriately
- ensure the school child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the Lincolnshire Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns.
- there will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

2.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2018)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the Principal of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Principal at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

Section 3 – Child Protection Procedures

3.1

Definitions:

('Working Together' 2018 and 'Keeping Children Safe in Education' 2018)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: 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 (Fabricated Induced Illness).

Emotional abuse: 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: 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: 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.

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Lincolnshire Safeguarding Children Board guidance.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the

public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Definitions of the four main types of abuse are within the Safeguarding Policy.

All staff will also have an awareness of specific safeguarding issues as referred to in the Safeguarding Policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

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

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

3.2 Concerns that staff must act on immediately and report:

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

3.3 Responding to disclosure

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

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information

- Try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me...'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerned about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including date, what the child has said, in the child's words on a 'Record of Concern'/Cause for Concern' form and pass to DSL or on electronic system e.g. CPOMS and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

3.4 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Duty and Advice Team
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Help Assessment - EHA) and/or make a referral to Children's Social Care- Customer Service Centre.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

3.5 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference

- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision and concerns still remain with the child firstly:
 1. Talk in the first instance to the DSL
 2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the professional resolution and escalation protocol shown on the LCSB website.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care- Customer Service Centre

3.6 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. An example of how this is done can be found in Appendix 1. Photographs of injuries must not be taken.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All record of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action. All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access. See section 1.2. for details about record transfer & retention.

Appendix 1 Body Map Guidance

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and**

recorded without delay to Customer Service Centre or the child's social worker if already an open case to social care.

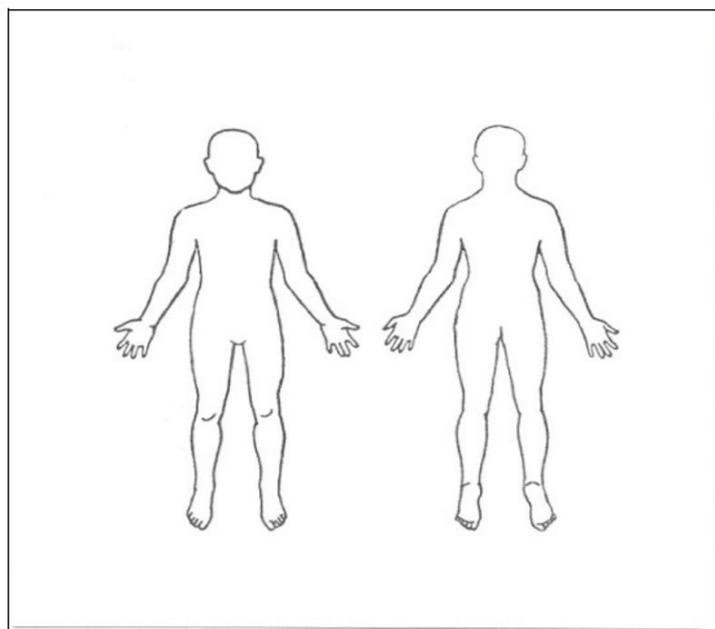
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.



Appendix 2 – Statutory Interventions

[Meeting the needs of children and families in Lincolnshire 2018](#) is Lincolnshire's safeguarding model based on Signs of Safety.

STATUTORY INTERVENTIONS

If you suspect or

if there is no immediate danger to the child, or if you need some advice



Lincolnshire
Safeguarding
Children Board



■ Promotes safeguarding awareness

Lincolnshire Safeguarding Children Board:

- Monitors and evaluates the effectiveness of local safeguarding services
- Provides core inter-agency safeguarding training
- Reviews child deaths
- Produces inter-agency policies, procedures and protocols
- Undertakes serious case reviews and shares key messages



Safeguarding is everyone's responsibility

Customer Service Centre
Tel: 01522 782111

BRANSTON
COMMUNITY ACADEMY

Appendix 4 Safeguarding Contacts

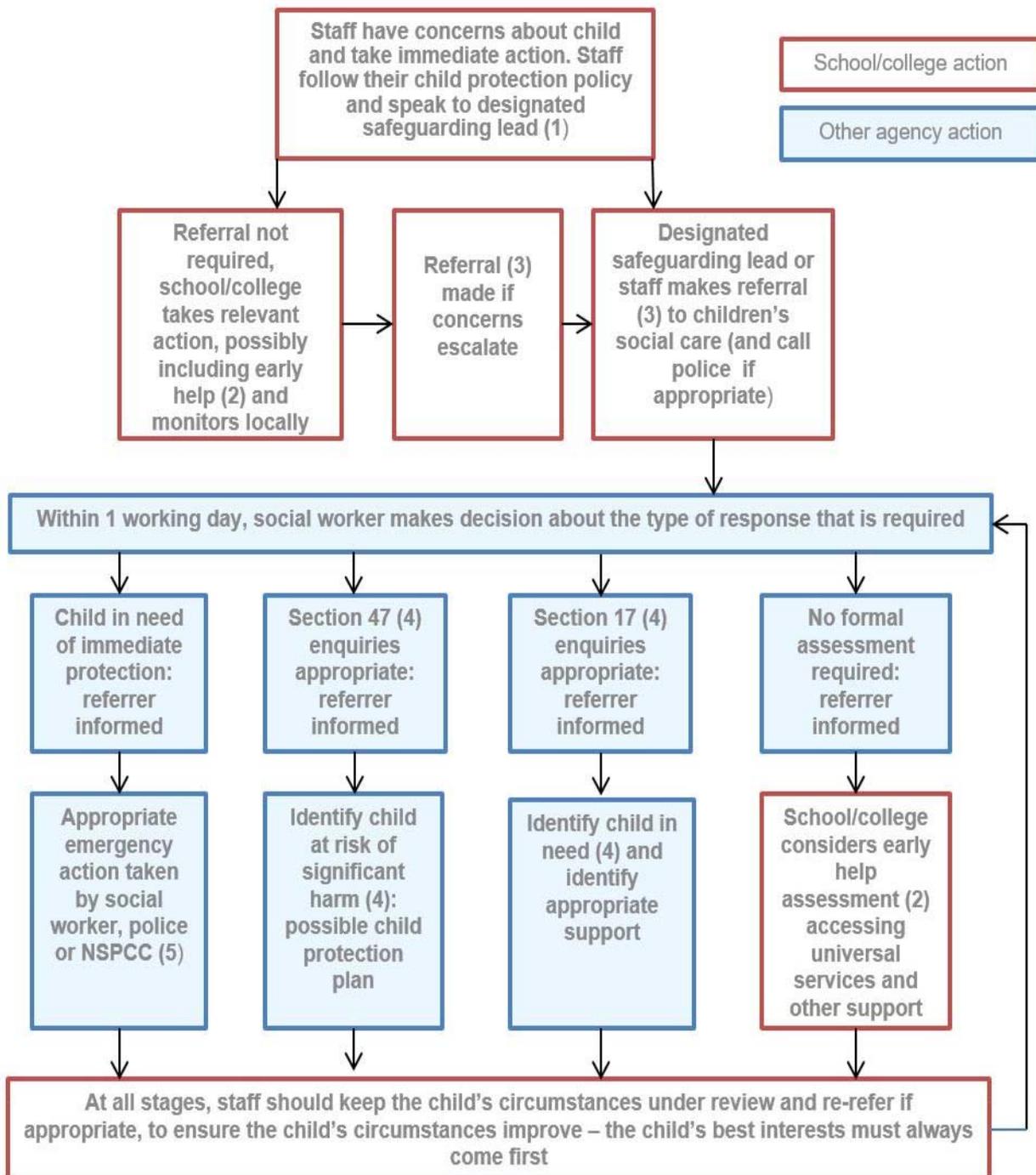
www.lincolnshire.gov.uk/lscb

Safeguarding Contacts

Advice on any aspect of Child Protection and Safeguarding may be sought from the Safeguarding Team;

Designated Safeguarding Lead (DSL)	Andrew Wright
Deputy Designated Safeguarding Lead(s)	Karen Lamming Dave Inman
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> Emergency Duty Team 01522 782333 (6pm-8am + weekends and Bank Holidays)
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	<i>Please add in relevant authority contact numbers if applicable as concerns for children need to be reported to the local authority in which the child resides (or state n/a)</i>
Allegations against /concerns about adult(s) working with children <small>Staff must report concerns to the head teacher or in the event of concerns about the head teacher concerns must be reported to the Chair of Governors.</small>	Lincolnshire Local Authority Designated Officers (LADO) Rachel Powis & Jemma Parkinson 01522 554674 LADO@lincolnshire.gcsx.gov.uk <small>The Head/Chair must contact LADO to discuss concerns & course of action.</small>
Police (Emergency) Police (Non-Emergency)	999 101
LCC Safeguarding in Schools <i>for advice around safeguarding policy, audits, training etc.</i>	Ruth Fox – Safeguarding & Education Welfare Supervisor safeguardinginschools@lincolnshire.gov.uk Tel: 01522 554695

Actions where there are concerns about a child



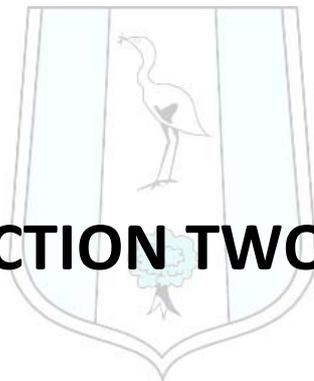
(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



SECTION TWO

SAFEGUARDING POLICY

B **BRANSTON**

COMMUNITY ACADEMY

ACADEMY NAME Branston Community Academy

Principal: Mrs J Turner

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2018-19	Mr A Wright, Vice-Principal	Mrs K Lamming, Vice-Principal	Mrs P Coombes	Mr M Norman

Policy review dates (No later than one year following publication of the policy)

Review Date	Changes made	By whom	Date Shared
Autumn 2018	Yes	Mrs J Turner	10 December 2018

Dates of Staff training and details of course title and training provider

Whole Academy	Designated Safeguarding Lead	Cover for the role of Designated Safeguarding Lead
Virtual College – Choice of Safeguarding Children Update, Prevent, Hidden Harm or Understanding the pathways to Extremism – Autumn Term 2018	Mr A Wright – Update attending at Local Authority Summer 2018	Mrs K Lamming

Governor Review of policy dates

10 December 2018

Designated Governor			

Section 4 Allegations regarding Person(s) Working in or on behalf of Academy (including Volunteers)
page 19

4.1 Managing Allegations Procedures

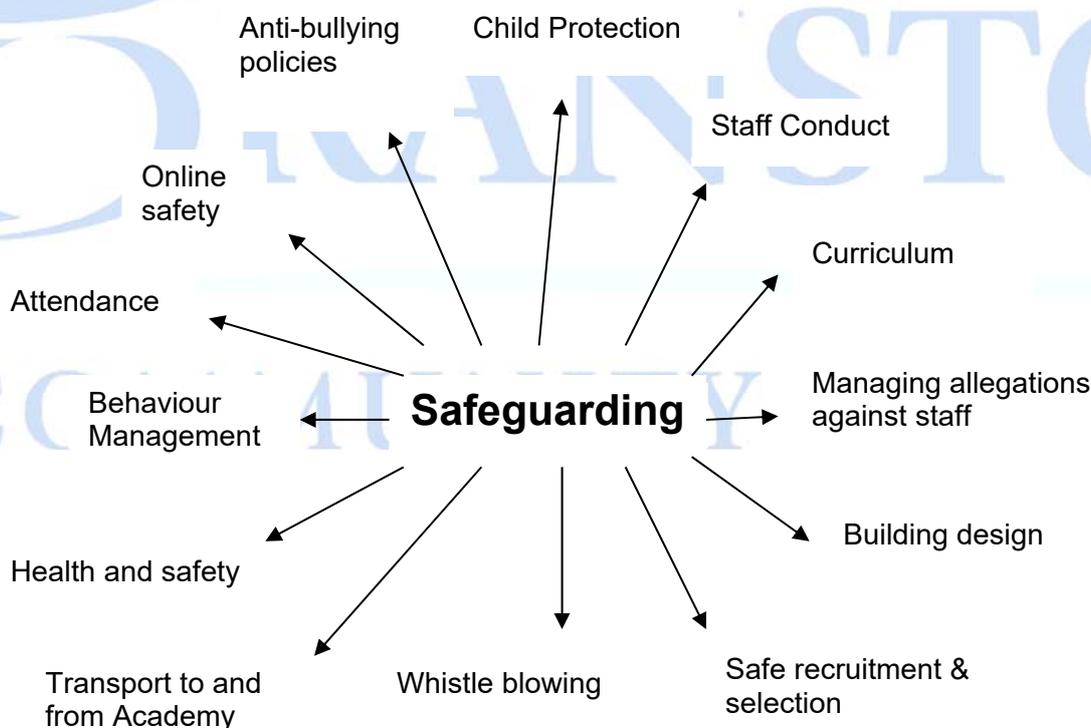
Section 1 Academy Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the Academy.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together 2018. Everyone working in or for our Academy service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our Academy setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our Academy setting'

Branston Community Academy is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at Academy, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The Academy pays full regard to DfE guidance 'Keeping Children Safe in Education'

We ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the Academy will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the Academy:

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent Academics, including free Academics and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, the Academy will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, the Academy will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

Mrs Jo Turner (Principal)..... (Date)

Mrs P Coombes (Academy Governor)..... (Date)

Karen Lamming (Vice Principal)..... (Date)

The above named have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the Academy, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the Academy will consider on a case by case risk assessment basis whether such checks are necessary

2.2 Safe Working Practice

Our Academy will comply with the current [Guidance for Safer Working Practice for Adults working with Children & Young People in education Settings](#)

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from Academy management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Academy staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the Principal.
- Where staff members have concerns about the Principal, these will be reported to the chair or governors.

Academy staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime or concerns about other agencies by using

the [LSCB Professional Resolution and Escalation Protocol](#) Any such concerns will be taken seriously by the senior leadership team and others involved.

- Appropriate whistleblowing procedures, are in place within the Academy and can be read in further detail by accessing the separate Academy whistleblowing policy.

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the Academy's work. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our Academy are aware of a number of staff who they can approach. The Academy is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of Academy, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC Speak Out Stay Safe, Police, Stranger Danger, and Anti-bullying.

Our Academy will ensure that pupils are made aware that information can be found at the following helplines:

Images



01522 545225

Websites

www.thinkyouknow.co.uk

www.ceop.police.uk

Contact Numbers

Childline 0800 111

Students can also use our internal 'confide' system if they wish to report any specific concerns to a particular member of staff.

Academy's arrangements for consulting with and listening to pupils are specifically via the Academy Council which meets on a regular basis.

We make pupils aware of these arrangements through our 'notice' system. Minutes of each meeting are written and circulated.

2.5 Partnership with Parents

The Academy shares a purpose with parents to educate and keep children safe from harm.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We make safeguarding information available in a variety of formats, e.g. for families with English as an additional language (EAL) etc.

Branston Community Academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with our DSL.

The Academy's child protection policy is available by accessing the Academy website or a written copy will be provided on request to the Academy office.

Branston Community Academy is committed to ensuring the welfare and safety of all children in Academy. All Lincolnshire Academies, including Branston Community Academy, follow the Lincolnshire Safeguarding Children Board procedures. The Academy will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the Academy will discuss concerns with the Customer Service Centre and/or the Police without parental knowledge (in accordance with Lincolnshire Safeguarding Children Board Procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents.

2.6 Partnerships with others

Our Academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Lincolnshire Safeguarding Children Board. – e.g. LA, CAMHS, Barnardo's, Police, Health, NSPCC Speak out Stay Safe Project, National Youth Advocacy Service, etc.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.7 Academy Training and Staff Induction

The Academy's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Lincolnshire Safeguarding Children Board)

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via the weekly safeguarding bulletin uploaded on Perspective Light, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role. Our DSL or deputy will attend at least 2 out of the 3 safeguarding briefings per academic year.

The Principal and all other Academy staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated and follow the [LSCB 5 year training pathway](#)

In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

Our Academy accesses training from LCC/Virtual College/other external providers.

All staff (including temporary staff and volunteers) are provided with the Academy's child safeguarding policy and informed of Academy's child protection arrangements on induction.

2.8 Support, Advice and Guidance for Staff

Staff will be supported by the DSL, the Academy, the Local Authority and professional associations.

The designated Safeguarding Lead for Child Protection will be supported by the deputy DSLs, Principal, designated safeguarding Governor and the LA.

Branston Community Academy seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Early Help Consultants. The LCC Safeguarding and Education Welfare Supervisor for Education Settings Ruth Fox is available on 01522 554695 or safeguardinginAcademy@lincolnshire.gov.uk for non-urgent safeguarding advice about training, policy, audit etc.

2.9 Alternative Provision

This Academy is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the Academy day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The Academy will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the Academy will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Section 3 Ensuring that Children are Safe at Academy and at Home

3.1 Child Protection Procedures

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

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2018)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: 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 (Fabricated Induced Illness).

Emotional abuse: 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: 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: 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.

All staff follow the Academy's Child Protection Procedures which are consistent with [Lincolnshire Safeguarding Children Board's Inter-Agency Procedures](#)

It is **not** the responsibility of the Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated

safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the [Meeting the Needs of Children and Families in Lincolnshire 2018](http://lincolnshirescb.proceduresonline.com/pdfs/meeting_the_needs.pdf) document http://lincolnshirescb.proceduresonline.com/pdfs/meeting_the_needs.pdf based on Signs of Safety for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with within Academy or whether this may require an Early Help Intervention

3.2 Supporting the child and partnership with parents

Branston Community Academy recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Branston Community Academy is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received information and training to help them to identify children who may be vulnerable to radicalisation, and the Academy is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

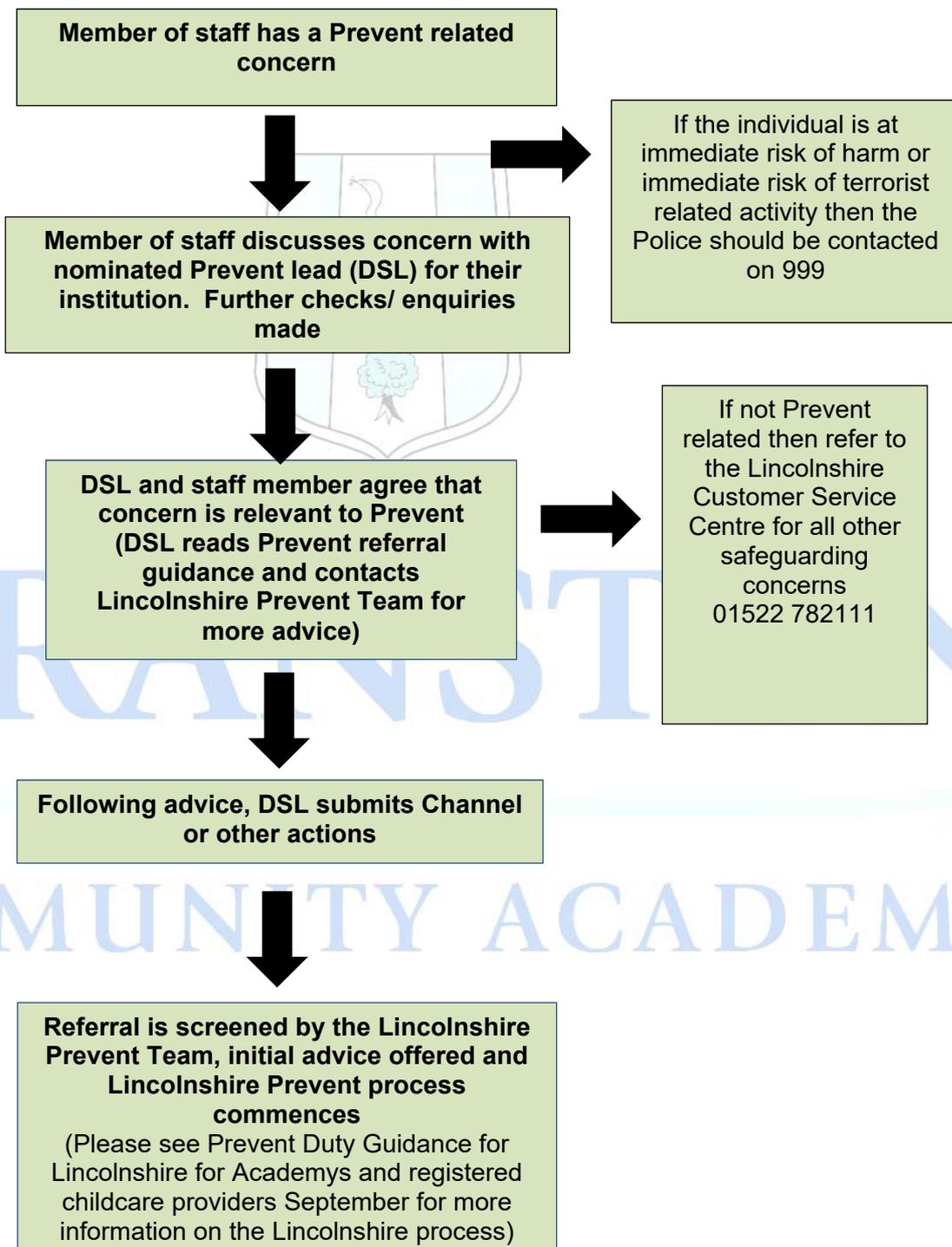
Branston Community Academy will also incorporate the promotion of fundamental British Values into the Active Tutorial Curriculum, at all key stages, in order to help build students' resilience and enable them to challenge extremist views. All students are aware that should they have any worries or concerns they can report these to any member of staff.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

For more information about Prevent in Lincolnshire, including referral forms and project examples please read the Prevent Duty Guidance for Lincolnshire for Academics and registered childcare providers September 2018, available within the Safeguarding folder on Perspective light and at [Lincolnshire Safeguarding Children Board](#)

Contact Lincolnshire Police, Prevent Officer 01522 558304 prevent@lincs.pnn.police.uk or LCC, Prevent Officer 01522 555367 prevent@lincolnshire.gov.uk

Lincolnshire Prevent Referral pathway



3.4 Child Sexual Exploitation

Branston Community Academy is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Staff have been made aware of some of the key indicators of CSE through their Safeguarding Training. In addition Branston Community Academy appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum. *Staff have been made aware of some of the key indicators of CSE through their Safeguarding Training. In addition, Branston Community Academy appreciates that it has a role to play in the prevention of CSE within its Active Tutorial curriculum via both assemblies and the tutorial work. For example, Healthy relationships in key stage 4.*

If staff identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services Team. Branston Community Academy also appreciates that they have a role to play in sharing soft intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within Academy the DSL will share this appropriately with the police on Tel: 101.

3.5 Female Genital Mutilation

Branston Community Academy understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Branston Community Academy is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory personal duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015. Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

3.6 Domestic Abuse

Branston Community Academy understands that 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, emotional harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services. Where DV Notifications are

received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place – see separate [domestic abuse resource pack for Academies](#)

3.7 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 is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Branston Community Academy understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

3.8 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the Academy becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Academies and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate Academy staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

We will also refer to:

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Academies](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

3.10 Attendance and Children Missing from Education

Branston Community Academy understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the pastoral teams and the DSL/deputy DSL. Likewise, Academy understands that a parent failing to inform the Academy that a child has an authorised absence could be a cause for concern.

Branston Community Academy appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory Academy age receive suitable and appropriate education. Branston Community Academy will support the Authority in ensuring that this duty is carried out effectively. There are specific duties

in respect of Children Missing Education (CME) and Branston Community Academy follow strict local authority guidelines in relation to these.

3.11 Child Criminal Exploitation: County Lines

Branston Community Academy recognise that 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. Academy will consider whether a referral to the [National Referral Mechanism \(NRM\)](#) should be undertaken in order to safeguard that child and/or other children.

3.12 Contextual Safeguarding

Academy recognises that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside the Academy. All staff, but especially the designated safeguarding lead will consider 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. The Academy will provide as much information as possible to children's social care as part of any referral undertaken.

<https://www.contextualsafeguarding.org.uk/>

3.13 Children with Family Members in Prison

Academy understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and Academy will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the Academy is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the Academy. Academy take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the Academy will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the Academy may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the Academy have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative Academy for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that Academy.

3.15 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto Academy premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Principals, Academies and Governors, January 2018 (see link on page 14) will be consulted and the Academy will consider and may apply the disciplinary procedure. If a member of staff suspects a student is

involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The student may be an exploited child and victim, to which the Academy will offer support

3.16 Children who may require Early Help

[Meeting the needs of children and families in Lincolnshire 2018](#) is Lincolnshire's safeguarding model based on Signs of Safety.

All Staff (Governors and Volunteers) working within the Academy should be alert to the potential need for early help for children, for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending Academy or are at risk of exclusion from Academy;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless and the impact of the pupil facing homelessness

www.lincolnshire.gov.uk/tac TACadmin@lincolnshire.gov.uk

These children are therefore more vulnerable; this Academy will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND; [Lincolnshire SEND offer](#)

3.17 Looked After Children

All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The Academy will also ensure that

care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Lincolnshire Virtual Academy Principal Kieran Barnes, Head of Virtual Academy LAC Lincolnshire, email Kieran.barnes@lincolnshire.gov.uk in respect of all pupils at the Academy who are subject of 'looked after' status.

Andrew Morris is Lincolnshire County Council's Corporate Parenting Manager, M: 07770 648 087, T: 01522 553916 Andrew.Morris@lincolnshire.gov.uk. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Andrew for broader queries and once they are 18. In Lincolnshire all 16 year old Looked After Children (LAC) have a social worker until they are 17 years 6 months. At that point they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect Academies to be working closely with the young person and their social worker.

Section 4 Allegations regarding Person(s) Working in or on behalf of Academy (including Volunteers)

Where an allegation is made against any person working in or on behalf of the Academy that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire Safeguarding Children Board Procedures that can be accessed at www.lincolnshire.gov.uk/lscb Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in Academy.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will proceed as the 'Principal'.
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Principal (or Chair of Governors if the allegation is about the Principal) will consult with the Local Authority Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by Academy or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the

concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation

- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation.
- The Principal will inform the Chair of Governors of any allegation against a member of Academy staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from either Lincolnshire County Council HR or the HR advisor employed by the Academy.

Annex A

Useful Contacts within the local authority

Introduction

The policy is in line with:

- [Lincolnshire Safeguarding Children Board Inter-Agency Procedures](#)
- [Working Together to Safeguard Children & Young People 2018](#)
- [Keeping Children Safe in Education 2018](#)
- [Information Sharing Document 2018](#)
- [What to do if you're worried a child is being abused 2015](#)
- [Children Act 1989](#) and [Children Act 2004](#)
- [Education Act 2002](#)
- [Teaching Standards 2013](#)
- [Guidance for Safer Working Practice for Adults who work with Children and Young People 2015](#)
- [Sexting in Academys and Colleges 2016](#)
- [Sexual Violence and Sexual Harassment between children in Academys and Colleges May 2018](#)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2018)

The term “Child” or “Children” refers to as anyone under the age of 18 years

We believe that:

- Academies play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse

Appendix 1

Contact Details

Local Authority Designated Officers (LADO) Rachael Powis and Jemma Parkinson 01522 554674
LADO email address LSCB_LADO@lincolnshire.gov.uk

Customer Service Centre: 01522 782111

For secure transfer of emails from Academies use LADO@lincolnshire.gcsx.gov.uk
[LADO referral form](#)

Out of Hours

Emergency Duty Service (6pm-8am + weekends and Bank Holidays) 01522 782333

Lincolnshire County Council Education Safeguarding Team

safeguardinginAcademys@lincolnshire.gov.uk

Service Manager John O'Connor

Team Manager Jill Chandar-Nair

Team Leader Joanne Carr

Safeguarding & Education Welfare Supervisor Ruth Fox 01522 554695

Head of Virtual Academy LAC Lincolnshire Kieran Barnes Kieran.barnes@lincolnshire.gov.uk

Elective Home Education (EHE) ehe@lincolnshire.gov.uk

Children Missing Education (CME) cme@lincolnshire.gov.uk

Child in Entertainment or Employment cee@lincolnshire.gov.uk

Prevent

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367,
prevent@lincolnshire.gov.uk

PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304, Email: prevent@lincs.pnn.police.uk

Online Safety incidents

National helpline
www.saferinternet.org.uk/helpline

Lincolnshire Police

101 non-emergency or 999

Early Help Team

TACadmin@lincolnshire.gov.uk www.lincolnshire.gov.uk/tac

FGM

The Female Genital Mutilation Helpline fgmhelp@nspcc.org.uk
0800 028 3550



Academy Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – October 2015
<http://www.safeguardinginAcademys.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

Training Materials

LSCB Online and face to face Safeguarding Training courses including Safer Recruitment training
www.lincolnshire.gov.uk/lscb

LCC Safeguarding in Academics Training Package safeguardinginAcademys@lincolnshire.gov.uk

Safeguarding Governor Training governorsupport@lincolnshire.gov.uk

Prevent Training

All staff can undertake e-learning which is equivalent to WRAP 2 via the [LSCB website](#).

In addition free face to face Prevent Awareness training is available through contacting either of the following:

Lincolnshire Police, Prevent Officer, 01522 558304, prevent@lincs.pnn.police.uk.

Lincolnshire County Council, Prevent Officer, 01522 555367, prevent@lincolnshire.gov.uk