

## Safeguarding and Child Protection (Promoting the Welfare of Students' and Vulnerable Adults') Policy

Policy Code:	SW5
Policy Start Date:	September 2019
Policy Review Date:	September 2020

This policy must be read in conjunction with the policies listed below:

- HR4 Recruitment and Selection Policy
- HR5 Acceptable Use Policy (ICT)
- HR8B Equal Opportunities and Diversity Policy for Students and Parents/Carers
- HR9 Positive Handling and Safe Touch Policy
- HR24 Allegations of Abuse Against Staff Policy
- HR16 DBS and Safeguarding Policy
- HR22 Social Media (Employee) Policy
- HR23 Whistleblowing Policy
- HR33 Records Management Policy
- HS2 Medical Treatment Policy
- ICT2 E-Safety Policy
- ICT3 E-Safety Policy (Students)
- SW6 Anti-Bullying Policy
- SW7 Sex and Relationship Education
- SW11 Educational Visits Policy
- SW16 Freedom of Speech and Expression Policy
- TL6 Special Educational Needs Policy

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## **1 Policy Statement**

- 1.1** This policy shall apply to all employees and volunteers of The Priory Federation of Academies Trust. Staff includes temporary, supply and visiting staff. It also applies to trustees and members of local governing bodies in any of the Trust's sites.
- 1.2** References to the Trust or Academy within this policy specifically include all primary and secondary academies within the Trust, as well as Robert De Cheney Boarding House, the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.
- 1.3** This policy sets out the manner in which The Trust carries out its statutory responsibility for safeguarding, including child protection and promoting the welfare of students and vulnerable adults, and will be addressed in accordance with DfE guidance. It is reviewed and updated regularly to take into account the latest DfE circulars and directives.
- 1.4** This policy has been written in accordance with *Section 157 of the Education Act 2002*, *Working Together to Safeguard Children 2018*, *Keeping Children Safe in Education 2019*, the *Counter-Terrorism and Security Act 2015* and Lincolnshire Safeguarding Children Partnership's multi-agency child protection procedures. The Trust will also follow the guidance contained in *Meeting the Needs of Children and Families in Lincolnshire 2018*.
- 1.5** The purpose of this policy is to ensure that the welfare of the child is paramount and that all employees and volunteers understand their statutory responsibilities.

## **2 Principles**

- 2.1** Safeguarding and promoting the welfare of children is defined as: 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' *Keeping Children Safe in Education 2019*.
- 2.2** Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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### 3 Procedures

The Trust will ensure that:

- Each Academy has a Designated Safeguarding Lead (DSL) and at least one other Designated Safeguarding Officer, who have received training at the appropriate level and receive support for these roles. The DSL must be a member of the Academy's senior leadership team. The Boarding House and the EYFS Setting will have two (or more) DSOs within their settings.
- There is a named Trust member with Trust-wide responsibility for Child Protection and Safeguarding and a member of the Local Governing Body in each Academy with responsibility in that Academy.
- The Local Governing Body in each Academy will receive updates from the DSL for that Academy (see Section 5.1) on safeguarding policies and procedures. The named Trust member and the link safeguarding governor will receive safeguarding training every three years.
- All members of staff, supply staff, students and volunteers know the names of the DSL and other DSOs for child protection/safeguarding and their roles, in all of the academies/settings in which they work/study.
- All necessary internal and inter-agency child protection procedures are in place as required.
- Guidance and training is given to staff to ensure best practice. The Trust is responsible for ensuring all staff receive the appropriate level of training at the required intervals, as governed by *Keeping children safe in education 2019*. See Section 6 for further information.
- This policy will be issued annually to all staff in September and will be issued to staff arriving mid-period as part of their induction.
- Links are in place with other relevant policies to safeguard the general welfare of the children and young people.
- The policy provides a clear statement of the Trust's and Academies' responsibilities in the event of a concern about the conduct of a member of staff.
- All relevant guidance should be given to staff in a timely and appropriate manner. Where necessary, updated DfE guidance will be circulated to staff who will be asked to declare that they have read and understood these updates.

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- An external body will be invited to conduct a safeguarding audit within each Academy every two years.
  - Safeguarding information including Child Protection information is stored and handled in line with the principles of the *Data Protection Act 2018*. A student's Child Protection files will be stored by the last educational establishment until the student turns 25. After this point the files will be destroyed. If a child moves to a different education establishment then their Child Protection file will be sent to their chosen destination (the Academy will keep a copy of this file until the new establishment confirms receipt of the file). The Child Protection file will be sent separately from any other documentation, will be sent via recorded delivery and will be sent for the attention of the organisation's DSL only. Please see HR33 Records Management Policy for further information.

#### **4 Roles and responsibilities**

- 4.1** Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- 4.2** It is the responsibility of all employees and volunteers to adhere to this policy. All employees and volunteers should be prepared to identify children and vulnerable adults who may benefit from early help. Any staff member who has a concern about a child's or vulnerable adult's welfare should follow their Academy's referral processes. Teachers, including Headteachers, should safeguard children's and vulnerable adults' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 4.3** The Trust recognises its responsibility to:
- Protect and safeguard the welfare of the children, young people and vulnerable adults entrusted to its care by establishing safe environments where they feel secure, are encouraged to talk, and are listened to so they can learn and develop. The policy applies to all individuals whose care and education comes within the remit of The Trust.
  - Ensure that young people and vulnerable adults know that there are adults in each of the settings who they can approach if they are worried about abuse (for definitions of abuse, see Appendix).
  - To discuss with a relevant representative of the Local Authority any significant concerns about a young person which may indicate abuse in

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accordance with the Local Safeguarding Children Partnership's child protection procedures and support any child protection conferences, core group meetings and child in need conferences that may be called.

- Ensure that safeguarding training for all staff is integrated, aligned and considered as part of the overarching safeguarding approach.
- Work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Lincolnshire Safeguarding Children Partnership, the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into an Academy/setting to support individual students/groups of students.
- Make this policy available to parents/carers on request and published on the website of The Trust, with links from each Academy's website.

**4.4** Each Academy's Local Governing Body must ensure that policies, procedures and training in their Academy are effective and comply with the law. They must ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include an effective child protection policy and a staff behaviour policy.

## **5 The Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO) for Child Protection**

- All Academies will have a DSL and at least one other DSO. Larger Academies will need to increase this number accordingly. See 5.1 for Academy specific information.
- Names and contact details of the DSL and DSOs will be displayed prominently in all Academies. Where possible, these will be accompanied by photographs. All staff will be regularly made aware who the DSL and DSOs are, at staff briefings and as part of staff induction.
- In the absence of the DSL or a DSO who can take on the safeguarding/child protection responsibility, the Headteacher will assume responsibility for any child protection/safeguarding matters that arise.
- The DSL and DSOs will co-ordinate action on child protection within each Academy. This includes ensuring that all staff, teaching and non-teaching (including supply staff), know who the DSL and DSOs are and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL or a DSO. The DSL will also ensure that staff are aware of what happens once a

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concern has been raised. The DSL and the DSOs will keep a record of any actions taken as a result of concerns raised.

- The DSL will ensure all Academy staff, governors and volunteers are given the appropriate safeguarding training. Through safeguarding awareness the DSL will signpost to staff those young people who are vulnerable to abuse and radicalisation.
- The DSL will ensure that all staff members are aware of the specific safeguarding issues as categorised in the DfE document *Keeping children safe in education 2019*, as well as raising awareness of peer on peer abuse.
- Where appropriate, the DSL and DSOs will liaise with the DSL of the Academy/School attended by siblings of the child causing concern.
- Frequency and types of child protection referrals will be reported to the Local Governing Body by the Academy's DSL. Personal details, including names, will not be disclosed.
- The Trust's Director of Student Welfare will ensure that this child protection policy is put on the agenda for a Trust meeting annually for discussion, monitoring, review and renewal, typically through the Trust's Education and Standards Committee and a report from the Director of Student Welfare.
- The Trust authorises the DSL for Child Protection in each academy, the Boarding House and the Early Years' setting to carry out his/her responsibilities, and to ensure that the DSOs carry out theirs, as outlined in *Keeping children safe in education 2019* and *Working Together to Safeguard Children 2018*.
- The DSL will ensure appropriate procedures are in place for managing visitors on site.

## 5.1 Academy Specific Information

<b>Academy</b>	<b>Designated Safeguarding Lead</b>	<b>Designated Safeguarding Officers</b>
The Priory Federation of Academies Trust	Mr Rob Reeve	Miss Kathryn Creaser
The Priory Belvoir Academy	Miss Kathryn Creaser	Miss Charlotte Jones; Mr Levon Newton; Mrs Fiona Jays; Mrs F McPeake; Mrs C Tucker
The Priory City of Lincoln Academy & Priory Training	Miss Carly Shutt	Mrs Dawn Newell; Mr Adam Perkins; Miss Gerri Kennan; Miss Ronnie O'Connor; Miss Emma Jordan
The Priory Pembroke Academy	Mr Nick Bibby	Mrs Jodie Elvin; Mrs Tracey Hepplestone; Miss Jane Kelly
The Priory Academy LSST	Mr John Nuttall	Mrs Tina Alderman; Miss Jennifer Bosier; Mr Ian Dinnie; Mrs Julie Staniland; Mr Martin Strawson; Mrs Hannah Moss
The Priory Ruskin Academy	Mrs Sharon Ciperes	Mr Lee Briggs; Mr Rob Gough; Mrs Michaela Jallow; Mr Peter Murphy; Mrs Karen Shelford; Miss Jessica Catnach
The Priory Witham Academy	Mrs Vicky Hall	Mr Andrew Madge; Mrs Sue Crombie; Mrs Denise Czajkowski; Mrs Paula Leeson; Mrs Claire Logan; Mr Mark Nelson; Mrs Paula Parry; Mrs Amy Tallentire; Mrs Dee Taylor; Mrs Rachel Wilkinson
Heighington Millfield Primary Academy	Mr John Beaven	Mr Craig Cosgrove; Miss Lyndsey Done
Huntingtower Community Primary Academy	Mrs Alex Ward	Miss Emma Harkins
Ling Moor Primary Academy	Mr John Sisman	Mrs Elizabeth Barnes; Mrs Donna Woodcock
Waddington Redwood Primary Academy	Mrs Fiona Kent	Mrs Pearl Green; Mrs Sian Milling; Mrs Claire McGeachie
Willoughby Academy	Miss Nina Prowting	Miss Vicki Billyard; Mr James Husbands
Cherry Willingham Primary Academy	Mrs Kiera Evans	Mrs Jane Lowe

- The DSL or DSOs at each Academy are the staff to be contacted immediately in the event of any safeguarding issues, including any that arise during off-site activities, including PE fixtures and educational visits.
- The Designated Safeguarding Lead for the Federation is available outside Academy hours on 4355 (internally), 01522 871355 (externally) or 07920 293209.
- LADO (Local Authority Designated Officer)

Leicestershire	01163 057597 / 01163 054532
Leicester City Council	01164 542440
Lincolnshire	01522 554674
Nottinghamshire	01159 773921
Rutland	01572 720913

## **6 Training**

- 6.1** All staff, governors and volunteers will receive appropriate training every three years to ensure that the Trust's safeguarding policy and associated procedures are followed consistently by all staff, as required. This training will be delivered face-to-face. Staff arriving mid-period will receive training as part of their induction. All Boarding House staff (and any volunteers connected to Boarding) will receive training every two years.

In addition to their face-to-face training, staff will receive safeguarding and child protection briefings at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

- 6.2** The Local Governing Body of each Academy should ensure that all staff members and volunteers undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with the requirements of *Keeping Children Safe in Education* 2019 and advice from the Lincolnshire Safeguarding Child Partnership (LSCP) and Leicestershire and Rutland Safeguarding Board (LRSB).
- 6.3** The DSL and DSOs in each Academy should undergo face-to-face and online training to provide them with the knowledge and skills required to carry out the role, as outlined in the local LSCP's 6 Year Safeguarding Children Training Pathway (and for some DSOs they will follow the LRSB competency framework where appropriate). The DSLs and DSOs will undergo training which is specific to their role at least every two years. They will also update their knowledge and skills at least annually through briefings/bulletins and updates issued by the local Safeguarding Partnership.



The DSLs will undergo Prevent awareness training with correct regularity.

The DSLs should link with the LSCP (and LRSB where appropriate) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- 6.4** The Trust recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will, therefore, be provided for staff to contribute to, and shape, safeguarding and child protection arrangements as this policy is reviewed.
- 6.5** Each Academy will ensure that, when recruiting staff, all interview panels have at least one member trained in Safer Recruitment.
- 6.6** The Trust's Director of Student Welfare will ensure all Trustees are given appropriate safeguarding training.

## **7 Staff use of personal devices on Academy sites**

- 7.1** Personal devices must not be used for taking photographs and/or videos of students. This includes cameras, mobile-phones, smart phones, tablets, web-cams, smart watches, etc. (If staff use a work SIM card and their own mobile phone this is a personal device, not a work device).
- 7.2** Personal devices must not be used by staff in student areas (e.g. classrooms / dining hall / common areas). In situations where a personal device may be being used to support the learning opportunities of children any cameras built into or connected to the devices must be deactivated or obscured (e.g. with a sticker, or camera cover) to prevent the accidental taking or recording of any images. The exception to this is in an EYFS setting where personal devices are not permitted at any time.
- 7.3** If a work device (Academy/Trust owned device) is used to take pictures and/or record videos then the following must be adhered to:
- We must have permission for the photograph and/or video to be taken, e.g. parents/carers have given permission for photographs to be uploaded to the website or shared with a 3<sup>rd</sup> party.
  - Once the photograph or video has been used for the purpose for which it was taken, e.g. uploaded to Twitter/the website, it must be removed from the device. Ideally any photographs or videos should be deleted

from the device by the end of the day but at the absolute latest this must be done within 5 working days.

- If photographs or videos need to be stored, e.g. they are being used by a class to analyse, then explicit consent must be sought from students (if they are 13+; if they are under 13 then parents/carers must give consent) for the photograph/video to be taken and stored. The consent form must also state when the images/videos will be deleted.

Photographs/videos should be stored on Sharepoint (or a secure shared area if – not on the device and not on staff user accounts.

E.g. 'I ..... give consent for Mr X to take a photograph of me playing football and for this photograph to be stored on the Sharepoint. I understand that this photograph will be used by the Year 11 PE class for analysis and will be deleted by the end of the section of work.'

- The work device must be kept securely when not in use.

## **8 Safeguarding**

**8.1** The Trust is committed to raising young persons' and vulnerable adults' awareness, and building their confidence and resilience so that they develop the skills to stay safe from abuse. Various methods will be used, including pastoral time, assemblies and the Personal Development Programme, one-to-one tutorial time, apprentice induction and apprentice workshops. Staff must contact their DSL or a DSO if they are given any cause for concern during student awareness sessions. Each Academy should include parents/carers as much as possible in this process, ensuring they are aware of the risks facing children and young people and they understand where to go for advice and guidance and to ensure their child's safety.

**8.2** The Trust has a major responsibility to educate students, teaching them the appropriate knowledge, skills and behaviours, and the critical thinking skills to enable them to remain safe and well. Students should be appropriately equipped to recognise any dangers which may present themselves, both inside and outside of school. They should be adequately informed as to what they can do if they have any concerns.

**8.3** To ensure all children and young people are safe each Academy should have effective safeguarding measures in place throughout all aspects of academy life. This will include procedures for educational visits (please see SW11 Educational Visits Policy), PE fixtures and visiting speakers (please see SW13 Freedom of Speech and Expression Policy).

**8.4** Visitors to any Academy site are asked to report to the Academy reception every time they visit the site. Visitors can only be unsupervised on site if the necessary safeguarding checks have been performed and

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checked by the reception team. Visitors who require supervision will not be left unsupervised with any child or young person. Please see HR 16 DBS and Safeguarding Policy for more information.

- 8.5** The Federation works with an approved list of contractors who have undergone the required safeguarding checks. In the event that a contractor is used who is not on the approved list normal visitor procedures are applied. Please see HR 16 DBS and Safeguarding Policy for more information.
- 8.6** Priory Training works with a number of external employers and will provide those employers with all necessary safeguarding expectations and procedures in order to ensure the welfare of young people and vulnerable adults is maintained.
- 8.7** For information on recruitment of staff and Safer Recruitment practices employed by the Trust please see HR4 Recruitment and Selection Policy.

## **9 Child Protection**

- 9.1** Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the DSL or a DSO for Child Protection in that Academy **immediately**. This should be done in person. There must always be a written record to accompany or follow this by the end of the same day. This should contain limited details at this point, e.g. name, year group, time/date and reason for referral. See Appendix for definitions and possible signs of abuse.

The DSL and DSOs can also be contacted by dedicated telephone numbers. **Referrals should not be left on answer machines or email.**

- 9.2** However, if a member of staff is concerned that a child is in immediate danger or is at risk of immediate harm a referral should be made to Lincolnshire's children's social care and/or the police immediately. Lincolnshire Customer Service Centre (Children's Services) - 01522 782111 (or 'Out of Hours' number – 01522 782333). For The Priory Belvoir Academy a referral should be made to the appropriate team dependent upon the child's postcode. This could include:
- Lincolnshire, Leicestershire's First Response Children's Duty Team on 01163 050005  
Leicester City on 01164 541004  
Nottinghamshire's Multi-Agency Safeguarding Hub on 0300 500 80 90 (or Emergency Duty Team for out of hours on 0300 456 4546)  
Rutland's Children's Duty Team on 01572 758407 (or out of hours on 01163 050005).

Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

In accordance with the Local Safeguarding Children Partnership procedures, the agreement of the family should be sought for an external referral where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Children's Services and their advice sought. This must not contribute to a delay in making a referral.

## **10 Child Protection - concerns relating to a member of the Academy staff or other person in a 'Position of Trust'**

**10.1** If the concerns in any way involve a member of staff, the matter must be brought to the attention of the Headteacher of the relevant academy immediately. Staff, however, if they wish can discuss any concerns with, and make a referral to, the Academy's DSL, who will then inform the Headteacher. Any allegations should be immediately discussed with the HR Director, the Director of Student Welfare and the Local Authority Designated Officer (LADO). They will act in accordance with procedures issued to all Academies by the LADO.

**10.2** If the concern involves the Headteacher, it must be passed to the Federation's DSL who will inform the Chief Executive Officer (CEO) and the HR Director. The HR Director will then inform the LADO.

If the concern involves a member of the Federation's central staff, the Academy DSL or Headteacher will inform the Federation's DSL who will then inform the CEO. The CEO will then consult with the HR Director, who will then inform the LADO.

If the concern involves the CEO, the Academy DSL or Headteacher must inform the Federation's DSL who will then inform the Chair of The Trust immediately. The HR Director will also be notified, and advice should be sought from the LADO (see Policy on Allegations of Abuse Against Staff).

The Federation's DSL can be contacted on 01522 871355 or 4355 (internally).

The Headteacher or designated Deputy Headteacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.

**10.3** The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with any young person including 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age; and vulnerable adults. Grooming a child, a young person under 18 or a vulnerable adult with a view to a future sexual relationship may also be an offence in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation; neither heterosexual nor homosexual relationships are acceptable within a position of trust. Any concern raised by a parent/carer, child or young person about a member of staff will be listened to and referred to the Headteacher and/or the DSL.

- 10.4** Reporting procedures to the Disclosure and Barring Service are described in HR16 DBS and Safeguarding Policy.

## **11 Specific safeguarding issues**

All staff should have an awareness of safeguarding issues. *Keeping children safe in education 2019* lists specific safeguarding issues. In addition to this each academy should identify any local issues and work to promote awareness amongst all stakeholders.

All staff should know how to identify and respond to:

- Bullying including cyberbullying
- Children and the court system
- Children missing from education
- Child missing from home or care
- Children with family members in prison
- Child sexual exploitation (CSE)
- Contextual safeguarding
- County Lines: criminal exploitation of children and vulnerable adults
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Homelessness
- 'Honour-based' violence - Female genital mutilation (FGM); Forced marriage
- Inclusion and diversity, including SEND, HIV, LGBT students
- Mental health
- Missing children and adults
- Modern slavery
- Peer on peer abuse
- Private fostering
- Preventing radicalisation

Relationship abuse  
Serious violence  
Sexting  
Sexual violence and sexual harassment between children in schools and colleges  
Trafficking  
Unaccompanied asylum-seeking children  
Upskirting

- 11.1** Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities, e.g. looked after children (LAC) or those with special educational needs (SEN) and disabilities (see Appendix for further information).

Each Academy/setting will endeavour to support vulnerable students through:

- Its ethos which promotes a positive, supportive and secure environment; giving students a sense of being valued.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring student welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Effective staff training, in conjunction with external agencies.
- Ensuring child protection information is transferred safely and securely when a student transfers to another school.
- Following Lincolnshire's procedures for Child Sexual Exploitation including using the CSE Risk Assessment Toolkit as necessary

## **12 Extremism and Radicalisation, including Hate**

- 12.1** The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. This exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will be carried out through various methods, including the curriculum, pastoral time, assemblies and the Personal Development Programme. The Trust is committed to promoting the fundamental British Values.

The Trust will work in accordance with the *Prevent Duty Guidance 2015*.

**12.2** The Trust will work with local police to assess the risk facing children and young people.

**12.3** If concerns about a child or young person are identified each Academy's response will involve a multi-agency approach to ensure partnership working. A child or young person may be referred to the local Prevent team where a decision about participation in the Channel process will be made. If there are serious concerns about the vulnerability of a young person in relation to extremist behaviour the Academy should contact the police on 999.

If required, an Academy representative will contribute to the Prevent steering board and/or form part of the multi-agency representation on the Channel panel.

**12.4** The Trust will ensure that staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. Staff should know how to refer children and young people for further help.

**12.5** The Trust will ensure that children are safe from online terrorist and extremist material via appropriate levels of filtering. For further information see ICT3 E-Safety Policy (Student).

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

Female Genital Mutilation (FGM) is child abuse and illegal. There is a specific legal duty on teachers (persons employed or engaged to carry out teaching work at schools and other institutions). If a teacher, in the course of their work in the profession, suspects or discovers that an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police. This is a personal duty and cannot be transferred to anyone else. Other staff should speak to the DSL immediately and ensure that the DSL makes a report to the police. The new mandatory reporting duty relates to a disclosure that FGM has

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already happened and this should be reported to the Police on 101. Where a female discloses information that identifies her as at risk of FGM, the normal safeguarding procedures should be followed.

## **14 Youth Produced Sexual Imagery (Sexting)**

**14.1** Youth produced sexual imagery refers to images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. *Sexting in schools and colleges: Responding to incidents and safeguarding young people.*

Any situations involving students and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent. Children under the age of 10 may also be involved; the fact that they are below the age of criminal responsibility is not relevant to the seriousness with which safeguarding concerns are considered. The age at which children are becoming involved in this issue is lowering all the time and professionals should be mindful of this.

**14.2** When an incident involving youth produced sexual imagery comes to the attention of the Academy community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews/discussions with the young people involved (if appropriate).
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers 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.



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**14.3** An immediate referral to police and/or children's social care should be made if:

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

**14.3** If any devices may need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and locked away until the police are able to come and retrieve it. The Academy will act in accordance with the DfE guidance *Searching, screening and confiscation 2018*.

## **15 Peer on peer abuse**

**15.1** There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not always seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if there is a large difference in power (for example age, size, ability, development) between the young people concerned, or the perpetrator has repeatedly tried to harm one or more other children, or there are concerns about the intention of the alleged perpetrator.

**15.2** Peer on peer can take many different forms including, but not limited to:

- Serious bullying (including cyber-bullying, homophobic, biphobic and transphobic bullying) – please refer to the Trust's Anti-Bullying Policy.
- Relationship abuse – physical, sexual or emotional abuse within the context of a relationship.

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- Domestic violence - this type of abuse relates to abuse between children aged 16 and 17 who are or have been intimate partners or family members. The abuse includes but is not limited to psychological, physical, sexual, financial and emotional.
  - Child sexual exploitation - this is a form of sexual abuse where children are sexually exploited for money, power or status. This abuse can be perpetrated by other children or by adults. It can involve violent, humiliating and degrading sexual assaults. In some cases, children 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.
  - Youth and serious youth violence - serious youth violence is any of the most serious offences where the victim is aged 19 or below, including murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. Youth violence also includes assault with injury offences. This can be linked to gang-related violence - criminal and non-political acts of violence committed by a group of people who regularly engage in criminal activity against innocent people. The term may also refer to physical hostile interactions between two or more gangs.
  - Harmful sexual behaviour - this is any sexual behaviour by a child or young person which is outside of developmentally "normative" parameters. This can (but does not always) include abusive behaviour such as sexual assaults.
  - Gender-based violence - this is violence that is directed against one gender as a result of their gender.
- 15.3** Peer on peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence. However, all forms of peer on peer abuse is unacceptable and will be taken seriously.
- 15.4** Staff should be aware of the potential uses of information technology and social media for bullying and abusive behaviour between young people.
- 15.5** Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Any concerns should be reported to the

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Academy's DSL or DSOs immediately. Any reports of peer-on-peer abuse will be recorded as a safeguarding incident using the Academy's normal reporting mechanisms.

- 15.6** If it is felt that a young person has abused another child or young person then the DSL or a DSO must refer this to children's social care immediately. The DSL or a DSO will consider the steps necessary to ensure that any issues relating to the safety of victims and potential victims is assessed and support is put in place in a timely manner. The needs of the alleged perpetrator must also be considered and support should be offered where appropriate.
- 15.7** Peer on peer abuse rarely takes place in isolation and often indicate wider safeguarding concerns – whilst young people who abuse their peers have power over the young person they are harming they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused. Staff should resist the urge to apply rigid victim/perpetrator divides; while young people may appear to be making choices, if those choices are limited they are not consenting and any response must take this into account.
- 15.8** The Trust is committed to ensuring an environment that actively discourages abuse and challenges the attitudes which underlie it. There will be a clear ethos in all settings that abuse will never be tolerated or passed off as 'banter'.

**16 Bullying including cyberbullying**

This is covered fully in another policy. Please refer to SW6 Anti-Bullying Policy.

**17 Drugs and drug abuse**

This is covered fully in another policy. Please refer to SW3 Misuse of Drugs Policy

**18 Children missing education**

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, engaging in

serious violence, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Any reports of children who are not apparently being educated should be referred to the Academy DSL.

The Trust adheres to *Children missing education; Statutory guidance for local authorities 2016* to ensure that there are effective procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

## **19 Children missing from home or care**

### **19.1** In accordance with *Statutory guidance on children who run away or go missing from home or care 2014* the following definitions are used:

Young runaway: a child who has run away from their home or care placement, or feels they have been forced or lured to leave.

Missing child: a child reported as missing to the police by their family or carers.

Missing from care: a looked after child who is not at their placement or the place they are expected to be (e.g. school) and their whereabouts is not known.

Away from placement without authorisation: a looked after child whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.

### **19.2** Since April 2013 police forces have used the following definitions:

Missing: anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another.

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Absent: a person not at a place where they are expected or required to be.

- 19.3** The Trust recognises the importance of partnership working to prevent children from going missing and to act when they do go missing. The Trust ensures that each Academy works in accordance with the Lincolnshire Safeguarding Children Partnership's joint *Missing Protocol for Children and Young People*. Any reports of children missing from home should be referred to the DSL for the academy.

## **20 Missing children and adults**

Every year an estimated 200,000 people go missing in the UK. Whilst in some cases, missing adults may make a life choice to leave and 'start their lives over again' the majority of missing people, children and adults, are vulnerable. Many go missing as a result of problems they want to leave behind (for example domestic abuse, job loss or problems with a care placement) or because they have been encouraged to leave (for example as a result of grooming). Many vulnerable children and adults go missing as a result of factors over which they have no control, for example, in the case of an older person suffering from dementia (who may forget where they live) or, in some of the worst cases, a child who may be abducted.

Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

Each Academy is committed to prevention – through the work done on early help there will be procedures and systems in place to reduce the risk of children going missing, e.g. effective attendance procedures.

## **21 Child sexual exploitation (CSE)**

- 21.1** 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.

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Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

**21.2** Each Academy uses the Lincolnshire Safeguarding Children Partnership's child sexual exploitation screening tool if there is a concern that a child or young person may be at risk from, or experiencing, sexual exploitation. Staff should discuss any issues with the Academy DSL for the academy.

## **22 Gender-based violence/violence against women and girls (VAWG) including domestic abuse and relationship abuse and forced marriage**

**22.1** Violence against women is one of the most persistent and widespread human rights violations. It is defined by the United Nations as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

The term "violence against women" includes but is not limited to:

- Domestic and intimate partner violence
- Sexual violence
- Sexual harassment
- Emotional/psychological violence

- Economic abuse (one partner has control over the other partner's access to economic resources)
- Sexual exploitation and trafficking
- Honour-related violence (So-called '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 so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such).
- Dowry murder (deaths of women who are murdered or driven to suicide by continuous harassment and torture by husbands and in-laws in an effort to extort an increased dowry)
- Femicide (sex-based hate crime – the killing of females by males because they're females)
- Female infanticide (the deliberate killing of female babies)
- Female genital mutilation (see Section 12).
- Forced and child marriage (a marriage conducted without the valid consent of one or both parties and where duress is a factor).

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

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 required, an Academy representative will contribute to a multi-agency risk-assessment conference (MARAC), which is a local, multi-agency victim-focused meeting where information is shared on the highest risk

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cases of domestic violence and abuse between different statutory and voluntary sector agencies.

- 22.3** Relationship abuse: is a pattern of abusive and coercive behaviours used to maintain power and control over a former or current partner. Abuse can be emotional, financial, sexual or physical and can include threats, isolation, and intimidation. Abuse tends to escalate over time. The sexual orientation of the couple does not make the abuse more or less likely to occur and it is not just an issue which affects females.
- 22.4** Particularly at risk are teenage girls but it can affect students of both genders and all ages. Staff should be vigilant for any indications that a student of any age may be affected by any threats or coercion, or shows any unexplained or suspicious injuries.

## **23 Private fostering**

A private fostering arrangement is one that is made privately (that is to say, without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer.

In the event that a professional believes a child or young person may be subject to a private fostering arrangement this should be communicated to Children's Services through the Academy.

## **24 Gangs and youth violence (serious violence)**

- 24.1** The Trust has a responsibility to protect its students and to ensure that each child feels safe, understand what unsafe situations are and knows how to stay safe. Education programmes should include online safety, substance misuse, knives and gangs, and relationships (including sexual relationships).
- 24.2** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with other individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.



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All staff should be aware of the associated risks and understand the measures in place to manage these.

- 24.4** The Trust is committed to fostering environments which promote mutual respect, tolerance and freedom from bullying, harassment and discrimination.

## **25 Mental health**

In order to help students succeed, the Academies have a role to play in supporting them to be resilient and mentally healthy. Promoting good mental health is the responsibility of all members of the Trust's community and staff should be trained to ensure they can spot the early signs of mental health problems, and what to do if they think they have spotted a developing problem.

Where severe problems occur the child will need to get support elsewhere as well, including from medical professionals working in specialist CAMHS, voluntary organisations and local GPs.

It is important that the child and their parents/carers participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the child and their parents/carers should always be considered.

The Trust is committed to promoting the health and wellbeing of all students, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

## **26 Trafficking and unaccompanied asylum-seeking children**

Trafficking of persons: the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set out above.

It is known that child trafficking occurs within the UK - a number of serious cases involving organised child sexual exploitation and trafficking have raised this issue.

Unaccompanied children may come to the UK seeking asylum (unaccompanied asylum-seeking children – UASC), or they may be here to attend school or join their family. A child may be the subject of a private fostering arrangement. Significant numbers of children are referred to local authority children’s social care after applying for asylum and some will register at school for up to a term before disappearing again. This could be an indicator that they are a child trafficking victim. Staff should be vigilant and refer any concerns to the Academy/setting DSL.

In order to ensure effective procedures are in place the Trust adheres to *Children missing education; Statutory guidance for local authorities 2016*.

## **27 Inclusion and diversity**

**27.1** Equality is about ensuring individuals are treated fairly and equally, no matter their race, gender, age, disability, religion or sexual orientation. Diversity is about recognising and respecting these differences to create an all-inclusive atmosphere. The Trust is committed to promoting an environment which is inclusive for all, ensuring all students can thrive together and understand that individual characteristics make people unique and not different in a negative way.

Inclusion and diversity are promoted throughout the curriculum, encouraging an all-inclusive culture and challenging negative attitudes. The Trust is committed to embedding the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

All Trust policies and procedures promote inclusion. Please refer to TL6 Special Educational Needs Policy and HR8B Equal Opportunities and Diversity Policy for Students and Parents/Carers for further information.

**27.2** Specifically in relation to Lesbian, Gay, Bisexual and Transgender (LGBT) issues, the Trust aims to:

- Provide an inclusive environment in which LGBT students and staff are valued and respected
- Promote understanding of and support the needs of LGBT pupils and staff

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- Normalise LGBT awareness and issues through the provision of an inclusive curriculum
  - Monitor and tackle homophobic, biphobic and transphobic (HBT) language and bullying.

It seeks to achieve these aims by:

- Ensure Trust policies and Academy practices are inclusive and supportive of LGBT people, and explicitly state that HBT language and bullying are unacceptable.
- Provide training to staff in supporting LGBT students, developing an LGBT-inclusive curriculum and tackling HBT language and bullying.
- Provide support structures and information/resources to LGBT students on LGBT issues and support services.
- Provide students with LGBT-inclusive Sex and Relationship Education, opportunities to discuss gender identity and sexuality, and including LGBT people and themes in the Personal Development curriculum and wider curriculum where relevant.
- Provide multiple ways for students to report HBT language and bullying, monitoring (including through staff and student surveys) and recording HBT language.
- Work with organisations, such as Stonewall, to provide training and resources for staff and students.

**27.3** It is in the interest of all students that each Academy's curriculum provides accurate information about HIV, including how to avoid acquiring infection, as part of Sex and Relationship Education. Staff must be equipped with accurate knowledge and understanding about HIV and routes of transmission. Children living with or affected by HIV may be among those being taught about HIV and HIV prevention and there is a duty of care to ensure that information is provided without perpetuating stigma and prejudice against those living with HIV. A supportive approach to HIV can benefit all students, staff, the Academy and wider community.

Any disclosure of a diagnosis, by a student or a member of staff, will be supported in a non-judgemental way and confidentiality will be respected and maintained.

Please refer to SW7 Sex and Relationship Education Policy for more information.

## **28 Child criminal exploitation (County lines)**

**28.1** County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. Key to identifying potential involvement in county lines are missing episodes, and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

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

The Trust is committed to ensuring that staff receive appropriate training which enables them to identify vulnerable individuals who may be at risk from exploitation. If any member of staff is concerned about a vulnerable person who may be at risk of county lines exploitation then this should be shared with the Academy/setting DSL without delay.

## **29 Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support

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professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **30 Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The government have produced age appropriate guides (for 5-11 year olds and 12-17 year olds) to support children.

Making child arrangements via the family courts following separation can be stressful and entrench families in conflict. This can be stressful for children.

### **31 Homelessness**

Being homeless or being at risk of homelessness presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes into the Local Authority Housing Authority so they can raise/progress concerns at the earliest opportunity (this does not, and should not, replace a referral into children's' social care where a child has been harmed or is at risk of harm).

Indicators that a family may be at risk of homelessness include:

- Household debt;
- Rent arrears;
- Domestic Abuse and anti-social behaviour;
- The family being asked to leave the property.

In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 or 17 year olds (and vulnerable adults) could be living independently and will require a different level of intervention and support. The DSL should ensure appropriate referrals are made based on the child's circumstances.

### **32 Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur between two children of any age and sex, It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

#### Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence refers to sexual offences under the *Sexual Offences Act 2003* as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>22</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting.

### The response to a report of sexual violence or sexual harassment

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

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reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should follow their Academy/setting reporting procedures without delay.

### **33 Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

### **34 Procedures for, and response to, specific safeguarding issues**

- 34.1** The Trust recognises the importance of educating all shareholders about these specific safeguarding issues. Employees and volunteers, governors, parents/carers and visitors should be educated to spot the signs of abuse and know what to do if they have a concern about a child or young person. It is important that the long-term impacts of suffering such abuse are known so that the response can be tailored to meet the needs of the child.

Student awareness sessions are essential if children and young people are to develop the skills necessary to stay safe from abuse. Various methods will be used, including pastoral time, assemblies and the Personal Development Programme in order to build students' resilience and confidence.

- 34.2** Any concerns about the wellbeing of a child should be dealt with as a safeguarding issue and the Academy's safeguarding procedures should be adhered to.
- 34.3** Safeguarding incidents and/or behaviours can be associated with factors outside the Academy/setting and/or can occur between children outside the Academy/setting. All staff (especially the safeguarding teams) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **35 Learning from experience**

The Trust recognises the importance of acknowledging serious case reviews and learning lessons reviews. Each Academy will share lessons learned with staff as part of a regular review of Academy practices and to ensure no child falls through the gap.



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## **36 Professional Escalation**

**36.1** In the event that an individual is concerned about a decision or practice involving a child or young person they should raise the concern immediately with their setting's safeguarding team.

**36.2** In the event that the individual feels their concern has not been resolved appropriately they should follow the local Safeguarding Partnership's Professional Escalation and Resolution Policy (which can be found on the relevant Partnership's website).

## **37 Whistleblowing Procedure**

**37.1** This is covered fully in another policy. Please refer to HR23 Whistleblowing Policy.

**37.2** In addition to the Trust's policy all staff, volunteers and contractors should be aware of the NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285). This number can be used for an incident that happened in the past, is happening now or is believed may happen in the future.

## **38 Policy change**

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.



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## **The Priory Federation of Academies Trust Safeguarding and Child Protection (Promoting the Welfare of Students' and Vulnerable Adults) Policy**

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.

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## APPENDIX

### (A) Definitions of Abuse

**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 setting or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

The following should be taken as accepted definitions of the four types of abuse:

**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, for example, 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.

**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.

**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 and social media). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

***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.

**(B) Possible signs of abuse**

Many of the following symptoms may occur for reasons other than abuse and inevitably some students who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

***Possible signs of Neglect***

- Constant hunger
- Student looks extra thin
- Poor personal hygiene (repeatedly unwashed, smelly)
- Constant tiredness
- Poor state of clothing
- Frequent lateness and non-attendance
- Has repeated accidents, especially burns
- Is left alone at home inappropriately
- Untreated medical problems
- Kept away from medicals
- Low self esteem
- Neurotic behaviour
- Poor social relationships (unable to make friends)
- Deterioration in school performance
- Is unusually 'hard' or 'detached' when told off
- Running away/reluctant to go home (particularly at the weekend)
- May appear distressed with no explanation when asked

***Possible Signs of Emotional Abuse:***

- Domestic violence
- Disclosure of punishment which appears excessive

- Over -reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviour
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Told they are useless, stupid, wicked, unlovable, clumsy, unattractive, weak

***Possible Signs of Physical Abuse:***

- Unexplained injuries, bites, bruises or burns, particularly if they recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- History of accidents and bruising
- Injuries getting progressively worse, or occurring in a time pattern (every Monday morning)
- Untreated injuries
- Disclosure of punishment which appears excessive
- 'Grip' marks on arms or 'slap' marks on cheeks, arms, legs
- Long marks which could be from a belt or cane
- Stub marks from a cigarette
- Bruising on both sides of the ear
- Teeth marks
- Withdrawal from physical contact/aggressive behaviour
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- May appear distressed with no explanation when asked
- Eating disorders
- Self-destructive tendency
- Running away

***Possible Signs of Sexual Abuse:***

- Sudden change in behaviour
- Displays of affection that are inappropriate
- Alleged promiscuity of sexualised behaviour
- Acting in a sexually provocative way
- Openly masturbating
- Fear of undressing
- Regression to younger behaviour
- May appear unhappy or isolated
- May have aggressive eruptions
- May be reluctant to go home

- Inappropriate internet use and possible grooming concerns
- Genital itching or genital pain
- Distrust of familiar adults
- May be kept away from medicals
- Unexplained gifts
- Depression and withdrawal
- Wetting or soiling
- Sleep disturbance, nightmares, bedwetting
- May present eating disorders (anorexia, bulimia, or excessive 'comfort eating')
- Chronic illness, especially throat infections and sexually transmitted diseases

**(C) Identifying a vulnerable child - Who are the most vulnerable?**

**Children or young people:**

- who are disabled or have specific additional needs
- with special educational needs
- who are underachieving in education
- who have been rejected by peer, faith or social group or family
- who have been a victim or witness to crime or traumatic event
- who have experienced conflict with family over religious beliefs and/or lifestyle choices/extreme political views
- with identity confusion
- who experience poverty, disadvantage or social exclusion
- in a family circumstance which presents challenges to the child, such as substance abuse, adult mental health problems and domestic violence
- classified as LAC or post-LAC
- who have recently returned home to their family from care
- who regularly go missing from home or education
- who are young carers
- who identify themselves as transgender or are gender questioning