

Safeguarding Children - Child Protection Policy

This policy applies to the whole school

This Policy is publicly available on the School website and on request a copy may be obtained from the School Office.

Safeguarding is everyone's responsibility. It applies to all who work, or volunteer, or learn, or supply services for the pupils of our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Elayne Bryan, the Head Teacher.

This policy, including its procedures, along with the related documents (which are listed at the end of this policy), is informed by statutory and best practice guidance. Our Local Safeguarding Children Partnership (LSCP) is the Leeds LSCP, <https://www.leedsscp.org.uk/>. Our child protection policy is in accordance with locally agreed interagency procedures. Printed copies of the Leeds (LSCP) procedures are available from the school office. Eden Park Academy recognises *it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Leeds Children Social Work Service (CSWS), the Multi Agency Safeguarding Hub (MASH) or the Local Authority Designated Officer (LADO) and the police, if necessary.*

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Head and Designated Safeguarding Lead (DSL). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than September 2019, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed: Elayne Bryan

Date: December 2018

Richard Graveling
Head of Education

Luiz Guilherme
Proprietor

Our School's Designated Safeguarding Lead (DSL) Elayne Bryan has lead responsibility for child protection and is also the Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. She has the status and authority within the school to carry out the duties of the post. This includes child protection referrals, raising awareness, training, liaising with the local authority children's agencies as appropriate, committing resources and supporting and directing staff. Their telephone numbers are prominently displayed in the school.

**Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school
Elayne Bryan**

Direct Line: 07795 196737

Mobile: 07795 196737 (twenty-four hours)

Email: elayne.bryan@pebblescare.com

Deputy Designated Safeguarding Lead (DDSL) for Leeds is Paul Murphy

Direct Line: 0113 277 3620

Mobile: 07872 165594 (twenty-four hours)

Email: paul.murphy@pebblescare.com

Deputy Designated Safeguarding Lead (DDSL) for Leeds is Andy Fisher

Direct Line: 0113 277 3620

Mobile: 07967 087481 (twenty-four hours)

Email: andrew.fisher@pebblescare.com

The Proprietors representative for Safeguarding and Prevent Duties

Luiz Guilherme

Telephone: 0113 265 3340

Mobile: 07885 225226 (twenty-four hours)

Email: luiz@pebblescare.com

The Local Authority Designated Officers (LADO) are Ted Sullivan and Carolyn Hargreaves, they are familiar with our methods and procedures, and with whom good lines of communication are kept. The contact details are:

Email: ted.o'sullivan@leeds.gov.uk and carolyn.hargreaves@leeds.gov.uk

Telephone (office hours): 0113 247 8652. **Telephone (outside office hours):** 0113 240 9536

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: Nadeem Siddique - Tel: 07891 275424 Email: nadeem.siddique@leeds.gov.uk

The non-emergency police telephone number is: 111 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE)* (DfE: Sept 2018.)

This 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. Children includes everyone under the age of 18.

Keeping Children Safe in Education (DfE: Sept 2018) **makes it clear that anybody can make a direct referral to Children's Social Care including the LADO and other external agencies.** We differentiate between safeguarding children who have suffered or are likely to suffer significant harm 'children at risk' and those who are in need of additional support from one or more external agencies 'children in need'. The former will be reported immediately to the Children's Social Care; the latter will also be referred to Children's Social Care and will lead to inter-agency assessment using the Common Assessment Framework (CAF) and the approaches who will work in conjunction with the school and family involved. An incident referral form for 'children in need' is available at: [**REFERRAL FROM FORM OR METHOD OBTAINING THE APPROPRIATE FORMS.**](#)

Concerns about a child: if a child has suffered or is likely to suffer significant harm, the DSL must immediately report this to Children's social work service (CSWS).

Children in need of additional support from one or more agencies: the DSL also refers this to Children's Social Work Service (CSWS) using the inter-agency assessment process (Multi Agency Safeguarding Hub (MASH)) via a referral form.

Leeds Children's Social Work Service Referral and Assessment Team

9.00am – 5.00pm Monday to Friday.

Telephone: 0113 222 4403

Email: [CSWS CONTACT](#)

Out of Hours Team 5.00pm to 9.00am and weekends **Telephone:** 0113 240 9536

The contact details for reporting Female Genital Mutilation to the West Yorkshire Police are:

Telephone: 01924 293956 **Email** cib@westyorkshire.pnn.police.uk

Referral form can be found: [FGM POLICE REFERRAL FORM](#)

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Safeguarding Accusation Regarding an Adult who works or volunteers in the school or is from outside the school. This applies where an adult has behaved in a way that **has harmed** a child, or **may have harmed** a child or **may pose a risk of harm** to a child; possibly committed a **criminal offence** against or related to a child. Allegations are to be reported straight away to the DSL who, whilst keeping the Head and Proprietor informed, will immediately contact the **(LADO)** to discuss the allegation. The LADO consider the nature, content and context of the allegation and agrees a course of action including any involvement of the police.

- **If an allegation is made against the DSL,** the Deputy Head should be informed who will then immediately contact the LADO whilst keeping the Proprietor informed. The DSL must not be contacted or notified.
- **If an allegation is made against the Head, the person making the allegation or having a concern must immediately report to LUIZ GULIHERME who is the Proprietor** and who will inform the LADO immediately and certainly within one working day. The Head must not be contacted or notified. The Proprietor liaises with Leeds City Council.
- **If the allegation is made against the Proprietor** the Head will immediately inform the LADO without informing the Proprietor.

All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

Purpose: This policy provides the Head of Education, Head Teacher, staff, volunteers and the Proprietor with the guidance they need in order to keep children safe and secure in our school, so they can learn effectively. The policy also informs parents and guardians how we will safeguard their children

whilst they are in our care. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating. All staff and volunteers must be aware of how to pass on any concerns about other members of staff, volunteers or people providing services to the school and how to conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes. They must also recognise the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Context: The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent/guardian, the interests of the child must be paramount, and the school reserves the right to contact Leeds Children's Social Work Services (CSWS) or the Police, without notifying parents if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. **They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school, a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering,** or likely to suffer, significant harm Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-Bullying Policies.

Staff should also be familiar with the **Whistleblowing Policy and the Staff Code of Conduct** In preparing this policy we are attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. With an age range from 11 to 16 yrs. we are also aware of the potential scope for problems relating to emotional and mental health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

What our staff and volunteers must know and do where a young person discloses abuse or neglect: All cases of suspected child abuse should be given the highest priority. The following sequence of events should be adhered to.

- **LISTEN** to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. If there is a requirement for immediate medical intervention, assistance should be called for.
- **RECORD** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure.
- **YOU MUST NOT INVESTIGATE THE INCIDENT, ASK LEADING QUESTIONS, OR REPEATEDLY QUESTION/ASK THE CHILD TO REPEAT THE DISCLOSURE OVER AND OVER OR MAKE ASSUMPTIONS OR OFFER ALTERNATIVE EXPLANATIONS**
- **DO NOT PROMISE CONFIDENTIALITY. THIS MUST BE EXPLAINED IN THE INITIAL MOMENTS OF THE SUSPECTED DISCLOSURE TO THE STUDENT, OR AS SOON AS THE PERSON TAKING THE DISCLOSURE BECOMES AWARE OF THE FACT.**
- **DO NOT APPROACH/INFORM THE ALLEGED ABUSER.**
- **REPORT** all suspicions, concerns, instances and allegations of actual or suspected child abuse or neglect immediately to our DSL. **In the absence of the DSL** inform the Deputy DSL. The **LADO** will then provide advice, instruction and direction as is relevant.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Work Services and the police immediately. Anybody can make a referral.

The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with Children's Social Care/police about who should do this. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to Children's Social Care if necessary. The child's views will also be taken into account.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. If the suspected abuse is sexual then the medical examination should be delayed until the CSC and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, CSC or the police, if the parents are not included.

Proprietor Responsibilities and Function with regard to the management of safeguarding.

Our Proprietor appoints individuals from the Schools senior leadership team to take responsibility for child protection matters. The core responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This role is exercised in conjunction with the DSL for the whole school. We also have an alternative person (Deputy DSL) to whom reports are made in the absence of the DSL in order that there is the required cover for the role at all times. However, our Proprietor recognises and fully understands that the safeguarding duties remain the responsibility of the Proprietorial group as a whole integral to which is the annual review of safeguarding.

The application and implementation of these proprietorial duties include:

- monitoring the policy, procedures and the efficiency with which they are carried out; ensuring that there are clear job specifications for the DSL and the deputy DSL;
- holding the DSL/Prevent Officer and Proprietor responsible for safeguarding to account;
- producing and presenting an annual detailed report and minutes with the DSL along with a report which demonstrate both the breadth and the depth of the review;
- ensuring that ALL staff are aware of the referral process and how to implement the safeguarding protocols.

Teaching Children How to Keep Safe:

The Proprietor and Head will carefully monitor the School's arrangements to educate and encourage pupils to keep safe through considering how best to educate children about safeguarding issues, including online issues. The internet and the use of social media in particular has become a major factor in the radicalisation of young people; we ensure that children are safe from terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering (**NetNanny**), internet safety rules and e-safety education with the curriculum and in tutor time (in line with our **E-safety and Cyber Bullying policies** which are on our website and within our Integrated Safeguarding Portfolio). The use of social media for on-line radicalisation, the UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's *Thinkuknow* website www.thinkuknow.co.uk.

Eden Park Academy' (Leeds) ethos promotes a positive, supportive and secure environment, giving pupils a sense of value as well as a creation of a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. The latest resources promoted by DfE regarding teaching children how to keep safe can be found at: **Induction and On-Going Training for all staff, temporary staff, volunteers and the Head:** All staff are given and required to read Part 1 of every new edition of *Keeping Children Safe in Education* (KCSIE), the latest being September 2018 which includes *Prevent*. This applies not only to new staff but also those already in post. Eden Park Academy (Leeds) ensures that sufficient relevant staff are trained in safer recruitment processes. We consult with the Leeds LSCP to determine to most appropriate schedule, level and focus for training. For staff who cannot read English, or at all, our school takes steps to ensure that they understand key information. The school has arrangements to listen to children by use of counsellors, listeners, helplines and other systems to gain views and insight.

Eden Park Academy' (Leeds) arrangements for role-appropriate training and refresher training is also in accordance with Local Authority procedures and also as required in KCSIE (DfE: Sept 2018) as follows:

1. The child protection policy, staff code of conduct, behaviour policy, anti-bullying policy, whistleblowing procedure and e-safety including cyber bullying, along with the implications for mental health and pastoral care and how to identify children at risk.
2. The identity of the DSL/deputy DSL.
3. The active promotion of British values and an understanding of extremism and radicalisation.
4. The *Prevent* strategy requires that our staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. Channel on-line general awareness training is suitable if difficulty is found in accessing local training.

DSL Responsibilities and Job Description (including the Prevention of Radicalisation):

Managing Referrals includes

- all cases of suspected abuse are referred to Leeds Children's Social Work Services (CSWS) and Police
- the LADO for child protection allegations which concern a member of staff or volunteer,
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- Police (in cases where a crime may have been committed);
- with the Head and Proprietor for Safeguarding Issues, keeping links with the Leeds LSCP and the LADO
- ensure staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection
- use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Training

All staff complete safeguarding training either on line or face to face throughout the school year which is usually certificated. During supervision further training can be identified either by the staff or by managers. This can be undertaken with the company's in-house training department or by external providers where necessary.

The DSL/DDSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training and identifying children at risk of radicalisation and being drawn into terrorism) are attended every two years in order to:

- ensure that staff understand that there should not be a delay in acting to safeguard the child;
- ensure all staff are alert to the signs of abuse and have a responsibility for referring any concerns to the DSL and
- ensure all staff know they may make a referral directly to Leeds Children's Social Work Services (CSWS) relating to a child, or direct to the LADO if relating to an adult who is a member of the school staff whilst keeping the DSL informed.

Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has been involved in a matter deemed to be a safeguarding concern:

Raising Awareness

The DSL in conjunction with the DDSL ensures Eden Park Academy (Leeds) policies are known and used appropriately. This is achieved in part by:

- the policy being made available publicly;
- linking with the Leeds LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- following up unexplained absences of any student, raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender, Queer or Questioning (LGBT) pupils.
- All staff are required to read the following documents to ensure that they are up to date with all current legislation and recent updates: -

- Keeping Children Safe in Education (Sept 2018) (Part one); School leaders and teaching staff should also read annex A of the same document.
- School's Code of Conduct.
- School's Safeguarding Policy.

Use of mobile phones, cameras: Is in line with Radical Services company policy - In general, staff should not use mobile telephones in the presence of children. Personal mobile telephones should never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Head. Photographs or recordings should only be made where there is a legitimate school purpose. Images or recordings should not be transmitted to third parties without permission of the Head or parents of the child involved. This guidance also applies to all pupils.

'Sexting': the term 'sexting' is derivation of 'text images, videos and/or written messages with sexually explicit content. These are created and sent via electronic communication devices such as mobile telephones, tablets, laptops and desktop computers. They're often 'shared' via social networks. Eden Park Academy will not tolerate 'sexting', it is inappropriate and illegal amongst Young People and can have extremely damaging and long-lasting consequences.

Sexting potentially breaches several civil laws concerned with the creation, possession and distribution of child pornography and indecent images. These are images that show partial (where breasts or genitals are exposed) or full nudity and/or feature sexual acts being performed. Several it is illegal for students to make and/or share images such as these, even if they are images of themselves, which have been taken personally or with consent. Students who engage in sexting (to any extent) are at risk of receiving a police caution and/or being placed on a register for sexual offenders for a period of several years (which can have serious ramifications in adulthood with regards to employment, travel etc). Sexting can also (in some cases) be viewed as a crime under the Malicious Communications Act. If 'sexting' discovered/disclosed, this must be treated as a safeguarding concern and referred to the DSL.

Parents and carers will be notified, and the incident will be reported to the local MASH team or the police, as appropriate. Staff are not permitted to forward, copy or print any 'sexting' images as they may inadvertently implicate the viewer through simply viewing such material.

If you are in any doubt whatsoever, seek immediate advice from the DSL and refer the issue on.

Missing Children: Our staff will follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Eden Park Academy (Leeds) will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (Sept 2018). Eden Park Academy (Leeds) has an admission register and an attendance register. All pupils are placed on both registers. For further information, see Children missing education: statutory guidance for local authorities Sept 2016.

Allegations of abuse by one or more pupils on another pupil: In circumstances where there is an allegation of abuse by one or more pupils against another pupil, it is essential that all children involved, whether perpetrator or victim, are treated as being 'at risk'. Where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' the allegation or disclosure must be reported to the DSL immediately, but at least within 24 hours of it becoming known. The DSL will then report

this to Leeds Children's Social Work Services (CSWS) and will seek their advice on whether a formal referral should be made along with referring the pupil to an external agency. Additionally, if appropriate the DSL will also refer pupil-on-pupil abuse to an external safeguarding agency such as Childline. Reference is also made to the Eden Park Academy (Leeds) Anti-Bullying Policy.

If there are grounds for concern, the DSL/DDSL must contact Leeds Children's Social Work Services (CSWS). This will always be done where there is a disclosure that relates to child-on-child abuse within the school or abuse that relates to events outside the school. If there is not a disclosure or an allegation of abuse, or reasonable cause to suspect a child is at risk of, or is suffering, significant harm, the DSL may still choose to contact the LSCP to elicit advice and will then either move to a formal referral or actively monitor the situation.

Allegation of abuse of a child who is not a pupil at the school: If Eden Park Academy (Leeds) was given information that suggested that a member of staff was abusing a child who is not a pupil at the School, the DSL would immediately report to the LADO and follow the procedure as if it was one of our own pupils.

Safer Recruitment (please refer to our safer recruitment policy) and Employment of Staff and Single Central Record: We operate safe recruitment procedures; we have a safer recruitment policy which is a related document.

Requirement to inform Disclosure and Barring Service (DBS) and to consider referral to National College for Teaching and Leadership (NCTL)

The School will report promptly to both the Disclosure and Barring Service (DBS) and National College for Teaching and Leadership (NCTL), within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes making a referral where an employee has been dismissed (or would have been dismissed had he/she not resigned).

Visitors and Visiting Speakers: In accordance with The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visitors or visiting speakers, are suitable and appropriately supervised; this will always include a barred list check and internet search.

Disqualification by Association - early years and later year's provision: Pre-appointment checks are made in this regard.

Vulnerable Pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence, or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Social Care and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Children Looked After: Our Head Teacher Elayne Bryan is the designated member of staff with responsibility for their welfare and progress and ensuring this person has up to date assessment information from the relevant Local Authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. In our school this person is the DSL.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Private Fostering

What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) Schools have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement see Replacement Children Act (1989) Guidance on private Fostering (2005) paragraph 2.6

Safeguarding Disabled children: Some disabled children may be more vulnerable to abuse because they may have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

Physical Chastisement: Where a student sustains a physical injury, or is distressed as a result of reported chastisement, or alleges they have been chastised by the use of an implement or substance, this will immediately be reported for investigation to Children's Social Care.

School Website Safeguarding Statement: No private information about children is published on the website such as surnames or contact details.

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour: Guidance is provided in the Eden Park Academy (Leeds) *Staff Code of Conduct and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The staff Code of Conduct is wide-ranging and covers staff/pupil's relationships and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy.

Listening to the wishes of children and young people: Our School has a culture of ensuring that pupils wishes, and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.

Records: All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. A child's name will only be removed from the School's Admission Register in accordance with the Student Registration Regulations. Further information is contained in our Admissions Policy.

Whistleblowing There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Eden Park Academy (Leeds) has regard to KCSIE (Sept 2018) and as a result has clear processes for reporting and recording allegations.

Co-operation with Leeds Children's Social Work Service (CSWS): We cooperate entirely with any investigation carried out by CSWS, including those involving the LADO, in conjunction with the police.

Our policy is in accordance with the guidance provided in KCSIE (DfE: Sept 2018) paragraphs 141 – 147.

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

Child's Death: In the event of a death of a child the Head must notify both Leeds Children's Social Work Services (CSWS) Child Death Overview Panel (CDOP) and the DfE.

Types and Signs of Abuse and Neglect including Possible Indicators (This section of the policy encompasses the types of abuse and neglect signs which are identified in Keeping Children Safe in Education (Sept 2018))

Types of Abuse and Neglect: *Working Together to Safeguard Children* (HM Government, 2018) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. *Part 4 of KCSIE to Safeguard Children* (HM Government, 2018) further states that the type of abuse and neglect include: *Abuse and Neglect; Neglect; Physical abuse; Extremism/Radicalisation; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Child Sexual Exploitation; Child exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Safeguarding Disabled Children; Disability and Vulnerability; Vulnerable Groups; Vulnerable Pupils; Children in Need; Children who run away or go missing and Significant Harm.*

Specific safeguarding issues: Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child sexual exploitation (CSE); bullying including cyberbullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); mental health; private fostering; radicalization; sexting; teenage relationship abuse; trafficking.

Radicalisation: is defined in the government's Prevent strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". It is a social process but also a deeply personal experience. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Eden Park Academy responds to pupils who may be targeted or influenced to participate in radicalism or extremism. Eden Park Academy also ensures that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

Female Genital Mutilation: Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk

of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. As of October 2015, it is mandatory for our school to report to the police cases where we discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Mandatory reporting of female genital mutilation procedural information.

KCSIE 2018 states that "Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. 18 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures."

Indicators of Abuse

NEGLECT

Is defined as 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. Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories.

NSPCC research has highlighted examples of the neglect of children under 12 including: frequently going hungry; frequently having to go to school in dirty clothes; regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse; being abandoned or deserted; living at home in dangerous physical conditions and not being taken to the doctor when ill and not receiving dental care. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you are worried a child is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies.

EMOTIONAL ABUSE

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

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.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; low self-esteem; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

PHYSICAL ABUSE

The nature of physical abuse: Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school. **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.

Indicators of physical Abuse/Factors that should increase concern include:

- multiple bruising or bruises and scratches (especially on the head and face); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries;
- recurring injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault.

We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation (CSE). Most people who sexually abuse children are men, but some women sexually abuse too.

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from 'consensual' to serious organised crime by gangs. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. 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). Some young people do not exhibit any external signs of abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Characteristics of child sexual abuse: it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural observations

- Sexual knowledge inappropriate for age; Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity; Hinting at sexual activity inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging, Lack of concentration, restlessness, aimlessness; Socially isolated or withdrawn, Overly-compliant behaviour; Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults; Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour; Arriving early at school, leaving late, running away from home, Suicide attempts, self-mutilation, self-disgust; Suddenly drawing sexually explicit pictures; Eating disorders or sudden loss of appetite or compulsive eating, regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed; Trying to be 'ultra-good' or perfect; overreacting to criticism.

Information on Child Sexual Exploitation

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.

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; and
- Children who regularly miss school or education or do not take part in education. (KCSIE 2018 pg 17)

Information on so-called 'honour based' violence

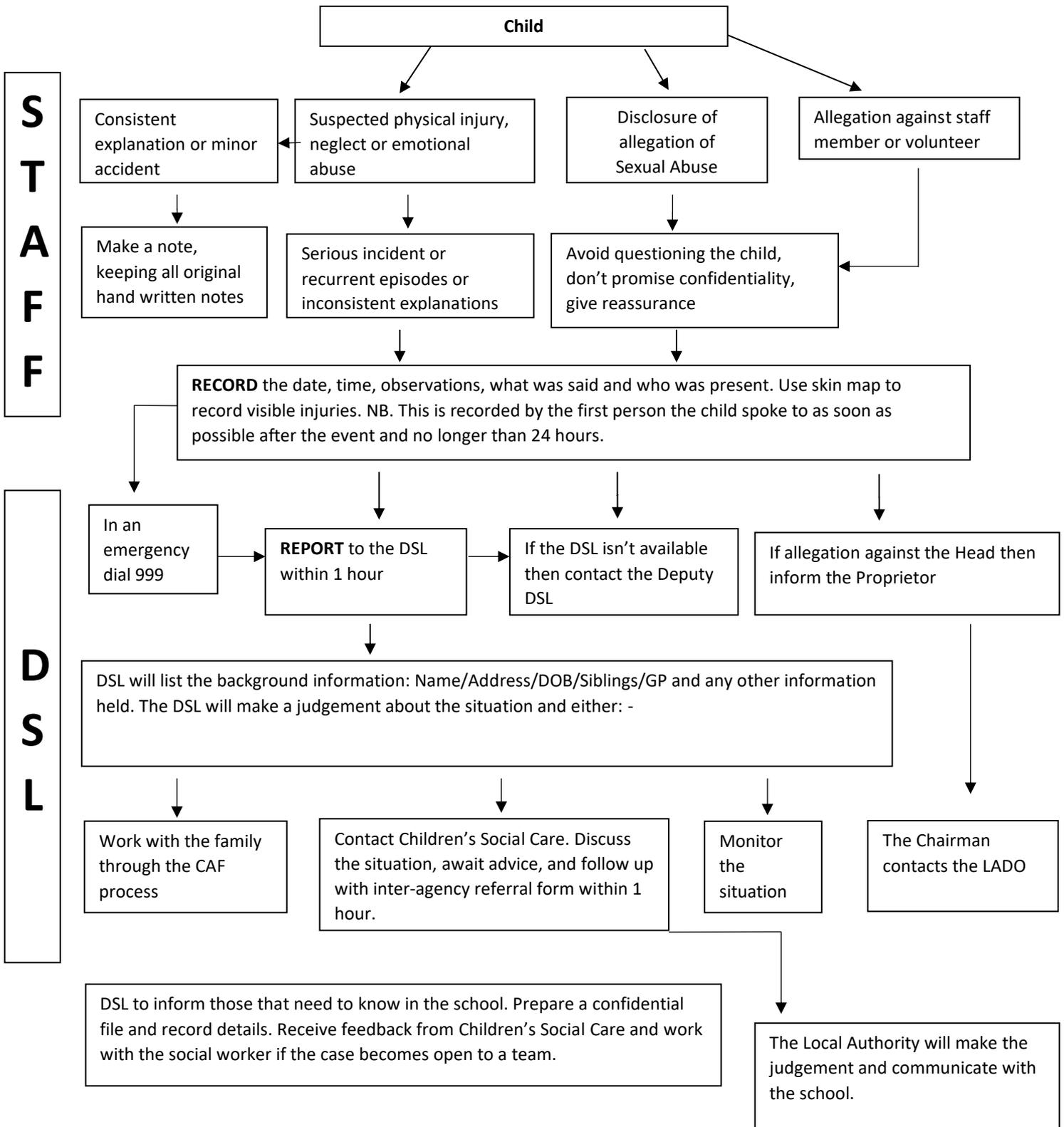
So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Indicators There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. Actions:

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. (KCSIE 2018 pg 19)

QUICK REFERRAL FLOW CHART

DSL – Designated Safeguarding Lead
CAF – Common Assessment framework

CSC – Leeds Children’s Social Care
LADO – Local Authority Designated Officer



Key Contacts

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Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Tel: 03001234234

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795
Telephone for customer services: 0870 909 08 Email: customerservices@dbs.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000

Childline: Tel: 0800 1111 - www.childline.org.uk

Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Proprietor informed). The Proprietor will arrange for the complaint to be investigated in accordance with the school's complaints procedure.

Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the LADO and the Proprietor's Annual Safeguarding Audit and Review.

Legal Status (statutory and best practice guidance)

- Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations 2014, in force from the 5th January 2015 and as amended in September 2015
- *Keeping Children Safe in Education (KCSIE) Information for all school and colleges* (DfE: Sept 2018) updated Sept 2018 incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and also refers to non-statutory advice for practitioners, *What to do if you're worried a child is being abused* (HM Government: March 2015)
- *Working Together to Safeguard Children (WT)* (HM Government: 2018) which also refers to non-statutory advice, *Information sharing* HM Government: March 2015)
- *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and childminders* (June 2015) and *The use of social media for on-line radicalisation* (July 2015)

This policy has been compiled in conjunction with and reference to the following related documents which are:

- **available on the edenparkacademy.org.uk website and also on request from the school office:** Anti-bullying; Behaviour Management including Discipline, Sanctions and Exclusions; Child Protection: Quick Referral Charts; Designated Safeguarding Lead – Job Description; First aid; Educational Visits and Off-site activities; E-Safety including Cyber Bullying; Personal Social Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Educational Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Education; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and college staff* (DfE: July 2015).
- **also available on request:** Preventing Extremism and Radicalisation; Safer Recruitment; *Keeping Children Safe in Education. Statutory guidance for schools and colleges.* (DfE: Sept 2018)

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: For website links regarding the following please refer to KCSIE Part 1 – July 2015 page 9:

- Bullying including cyberbullying;
- Child missing from education;
- Child missing from home or care;
- Child sexual exploitation (CSE);
- Domestic violence;
- Drugs;
- Fabricated or induced illness;
- Faith abuse;
- Female genital mutilation (FGM);
- Forced marriage;
- Gangs and youth violence;
- Mental health;
- Preventing radicalisation;
- Private fostering;
- Sexting;
- Teenage relationship abuse;
- Trafficking;
- Violence against woman and gender-based violence and girls (VAWG).