Child Protection and Safeguarding Policy

September 2023

March 2024

BAGINTON FIELDS ACADEMY

Policy last reviewed: February 2024

Reviewed by: Franck Lavie 28.02.2024

Agreed by governors: 16.10.2023

Shared with staff: 05.09.2023 and 01.03.2024

Frequency of review: Annually

Date of next review: September 2024

Head Teacher: Alison Francis

Designated Safeguarding Lead: Franck Lavie, Deputy Headteacher

Deputy Designated Safeguarding Lead: Alison Francis (HT), Sean Noone (AHT), **Rachel Burnside (AHT)**, Sharon Summerfield (PSA and Early Help)

Named Governor for Safeguarding: Donna Partridge

Chair of Governors: James Moore – j.moore363@btinternet.com

Vice Chair of Governors: Emily Seager – eseagerl989@gmail.com

Designated Lead for Looked After and Previously Looked-After Children: Alison Francis

Early Help Assessment Co-ordinator: Sharon Summerfield – sharons@bagintonfields.coventry.sch.uk (at the academy) – **Eleanor Simms - eleanor.simms@coventry.gov.uk (Local Authority Link)**

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Emergency Duty Team: 02476 832 222

CDT Children Disability Team: 02476 78 79 80

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2023)** as;

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

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Baginton Fields Academy**.**

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our academy is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate BFA' commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;

- Provide stakeholders with clear information relating to BFA' safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; <u>and</u>
- Ensure that children are protected from maltreatment or harm.

2.3 BFA is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of BFA, in line with Keeping Children Safe in Education (September 2023) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in BFA understands the safeguarding procedures; <u>and to</u>

- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2023)**
- Working Together to Safeguard Children 2023 (updated December 2023)
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 **We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.**

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2023).

2.8 This policy should be read in conjunction with the policies found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of BFA including TEP leadership structure. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (September 2023) in this policy, it should be understood that BFA will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

Since 1st March 2024 the school has academised under Thrive Education Partnership. The CEO and the Director of Education are centrally representing Safeguarding and Child Protection, with a view to nominate at a later stage a Trust Designated Safeguarding Lead / Attendance employee.

3.1 The Role of the Governing Body

3.1.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Donna Partridge. Part 2 of Keeping Children Safe in Education (September 2023) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for BFA safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole academy approach to safeguarding, including the use of mobile and smart technology in the academy;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure BFA considers local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure BFA has an effective child protection policy, that it is published on the academy website (www.bagintonfields.coventry.sch.uk) or available by other means (paper) and review this annually;
- Ensure BFA has a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety **and filters and monitoring processes**) and this is regularly updated;
- Ensure BFA contributes to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole academy approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who **are absent** from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the Headteacher

3.2.1   The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description **including leading on filters and monitoring processes**;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole academy approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the academy collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to BFA to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2023).

3.3 The Role of the Designated Safeguarding Lead

3.3.1   The Designated Safeguarding Lead **(DSL)** for BFA is Franck Lavie. Our Deputy Designated Safeguard Leads **(DDSL)** in the DSL's absence are Alison Francis, Sean Noone, Rachel Burnside and Sharon Summerfield.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety **and filters and monitoring**);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023);
- Always be available during term time academy hours for staff in the academy to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed o**r** are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the academy with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2023);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in the academy with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves BFA;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the academy leadership team;
- Promote a 'culture of safeguarding', in which every member of BFA community acts in the best interests of the child;

- Ensuring the academy knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in BFA; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2023).

3.4 The Role & Responsibilities of all Staff within the Academy

3.4.1 Academy staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in BFA;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the academy behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in BFA that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2023) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;

- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The academy is committed to multi-agency working and operates under Working Together to Safeguard Children (2023) and local safeguarding arrangements.

3.5.2 The academy will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with all local Family Hubs to ensure children receive appropriate, co-ordinated Early Help Assessments.

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that academies and colleges are a named 'relevant agency'. As such, the academy is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the academy **as well as online, including** the multi-faceted occurrence of factors causing emotional harm.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;

- Neglect.

4.2 Types of abuse **(Taken from Keeping Children Safe in Education, 2023)**

Type of abuse	Information
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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional 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. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of BFA policy and procedures for dealing with this.
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.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The academy recognises that any child can be the victim of abuse and may benefit from early help. However, the academy will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the academy day.
- is a privately fostered child.

4.7 BFA recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if the academy believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation **and sexual exploitation** including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;

- mental health;
- neglect;
- child on child abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 BFA will also take action to protect;

- Children missing **or absent from** education;
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2023) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 BFA recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the academy.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children absent/missing from Education

4.10.1 BFA understand that **children that are absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines. This includes children missing from education that are not on roll.**

4.10.2 BFA will report information to the Local Authority when problems are first emerging **and if there is a need** for the removal of a child from roll.

4.11 Elective Home Education

4.11.1 BFA recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, BFA has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside BFA to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health support

4.12.1 The academy recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should **discuss it with the DSL and report it on CPOMS straight away. The DSL will discuss this further with the appropriate member/s of staff e.g. Thrive practitioners, MHFA, etc and social worker and parents.**

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 BFA has a Mental Health First Aider (staff) called Luisa Miller. Our Lead Thrive practitioner is Rachel Burnside.

4.12.7 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2023.

4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional

barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help academies counter homophobic, biphobic and transphobic bullying and abuse.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within the academy;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if the academy is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the academy believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by BFA to make decisions about protecting children, please visit http://www.coventry.gov.uk/righthelprighttime.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2023).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 BFA has a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the academy is aware the 28 days has been exceeded.

5.10 All academies are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on BFA's Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 BFA understands that both adults and other children can perpetrate abuse, and can happen inside and outside of the academy, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The academy recognise that safeguarding issues can manifest as child-on-child abuse. (See Behaviour policy with mention to sexual violence and sexual harassment)

5.12.2 All members of staff will be made aware of the academy's policy and procedures with regards to child-on-child abuse. The academy will ensure staff understand what is meant by child-on-child abuse and the academy policy on Behaviour which includes child-on-child abuse by providing training.

5.12.3 **The academy will work to prevent child on child abuse by supervising the playground, have assemblies and lessons, social stories and symbols.**

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, BFA will investigate this via their heads of year who will ensure that the staff witness records it on CPOMS and the head of year will include the outcome in the CPOMS record, monitor and report at SLT meetings, communicate at team briefings (inform, monitor and advise).

5.12.5 In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by staff. Parents and guardians will be kept updated when required. Referral to the MASH will be considered.

5.12.6 BFA will never pass off child on child abuse as 'banter', 'having a laugh. 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 BFA will adhere to guidance set out in Keeping Children Safe in Education (2023) when responding to incidents of child-on-child abuse.

5.12.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1 Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The academy is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The academy recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 The academy has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. You may wish to check our Online Safety policy and PHSECC policy.

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The academy recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. **The academy receives an Operation Encompass memo when the police has been called for Domestic Abuse.**

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in BFA.

5.16.2 The academy adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.16.3 Please see the Behaviour policy, safe touch and, care and control policies for more details.
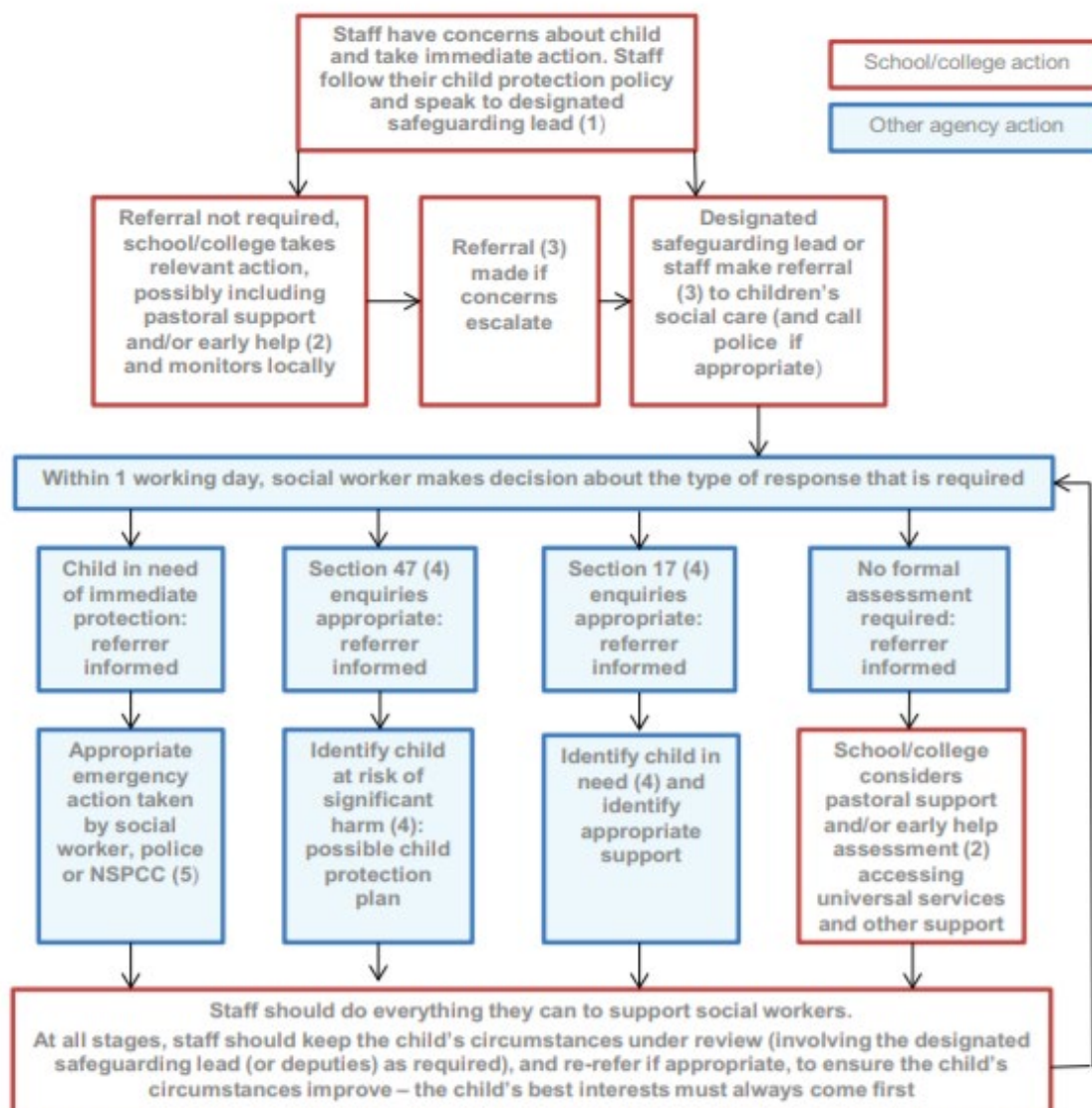
5.17 Online Safety

5.17.1 The academy recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

- *Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)*
- *Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)*
- *Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)*
- *Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams*

*5.17.2 The academy understands that the above can take place on a student's phone or smart device (including smart watches) whilst at the academy or elsewhere. The academy has responded to this by having a whole academy approach to online safety which aims to protect and educate students, parents and staff in their use of technology **No mobile or smart technology can be taken to the academy. Refer to behaviour, acceptable use of IT and Online Safety policies.***

*5.17.3 The academy has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. **The system used for filtering and monitoring is called LightSpeed and Impero.** Specific words and websites are filtered to safeguard our students. The system will alert the IT manager who in turn will contact the DSL. An investigation will take place to substantiate the claim and outcomes/strategies will be deployed to the appropriate person. A record is kept.*

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated safeguarding lead or staff make referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47 (4) enquiries appropriate: referrer informed

Section 17 (4) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Identify child at risk of significant harm (4): possible child protection plan

Identify child in need (4) and identify appropriate support

School/college considers pastoral support and/or early help assessment (2) accessing universal services and other support

Staff should do everything they can to support social workers.
At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

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

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

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

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

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The academy will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

MASH Telephone number: 02476 788 555

MASH online referral form: http://www.coventry.gov.uk/safeguardingchildren

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 If a child's situation does not appear to be improving following a referral, the academy may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main academy file and will only be accessed by the relevant safeguarding staff.

6.3 BFA keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMS).

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves academy/school, the safeguarding file will be transferred to the new setting securely and separately from the main academy/school file in a timely manner (within 5 days for in-year transfers). Once received by the new academy/school, this academy/school will not retain the information.

6.6 The academy will seek to hold at least two emergency contacts for every child.

6.7 All data processed by BFA is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information;

See data policy, privacy notice, any other relevant academy policy via our website.

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2023).

7 Photography and Images

7.1 Consent from parents to photograph children at academy events for promotional reasons will be sought when the child joins BFA. Consent is sought annually.

7.2 Parents can withdraw consent at any time and must notify BFA if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Early Help Assessment

8.1 The academy is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. The academy is committed to working closely with all family hubs to work with families in the community to improve outcomes for children.

8.2 The academy works within the Coventry Safeguarding Children Partnership's *'Right Help, Right Time'* framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, the academy has committed to training staff throughout the academic year. All staff members will be made aware of the academy's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (September 2023)
- Academy procedures for Children **Absent from** Education
- The academy Behaviour Policy

9.2 Staff at BFA will undertake training during the year and will receive communication from the DSL with updates weekly when require. Any volunteers will receive safeguarding training and agency staff will be offered the opportunity to attend. Governors will receive updates on Safeguarding and attendance to Safeguarding training is compulsory.

9.3 The academy recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

10.1 The academy is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required); and
- Verification of the candidate's mental and physical fitness may also be **sought**.

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. The academy reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to the academy who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at the academy comply with Keeping Children Safe in Education (September 2023). See Part 3 of Keeping Children Safe in Education (September 2023) for further information. See Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 BFA takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2023) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors (James Moore).

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

The details of the LADO can be found of the front of this policy. Immediate referrals can be made via the following link

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education* 2023*,* the academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to BFA in managing the allegation.

11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.11 Supply Teachers and all contracted staff

11.11.1 Although the academy does not directly employ supply teachers and contractors, the academy will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2 The academy will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 The academy will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant academy policies. The academy will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, the academy will follow local procedures.

11.13 Volunteers

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.14 Whistleblowing

11.14.1 BFA operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or BFA' safeguarding processes to the senior leadership team.

11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.14.3 In the event that a member of staff is unable to raise an issue with senior leadership at the academy, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.15 Complaints Procedure

The Academy operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. The complaints procedure is available on our academy website.

Complaints from staff are dealt with under the academy's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

Complaints which escalate into a child protection concern will automatically be managed under the academy's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 BFA recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The academy will teach children about safeguarding, including online safety within their ICT/Computing and PSHECC/RSHE curriculum. Any other subjects where IT is used is also a reminder for safe practice online.

12.3 The academy plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-academy approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The academy will have a clear set of values and standards, upheld and demonstrated throughout all aspects of the academy life. These will be underpinned by the academy's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE and PSHECC).

12.3 Children at BFA will receive the following as part of our promotion of safeguarding across the curriculum: Protective behaviour, assemblies, social stories, symbols, parent sessions, etc. This can be dynamic depending on the need(s) of our students and parents/carers.

12.4 Education at home and remote education: students follow the same as in the academy curriculum.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. The academy recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Alison Francis.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and **who have been** Previously Looked-After.

13.3 The academy will work with Personal Advisors when children leave care (where applicable).

13.4 The academy is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in Keeping Children Safe in Education (2023), BFA is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content.

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the DSL will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary.

All staff aim to de-escalate situations following on the strategies through Team Teach. Incidents are recorded separately to CPOMS following national guidance.

16 Work Experience/ Alternative Provision

The Academy will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the academy would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the academy. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the academy and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17 Use of academy premises for non-academy activities

The Academy may hire or rent out academy facilities/premises to organisations or individuals. Safeguarding is still considered with this, and the academy will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the academy on these matters were appropriate. This applies whether the children in attendance are on the academy's roll or not. The governing body will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the academy will follow its own policy including informing the LADO.

18 Children staying with host families (see Annex D KCSIE)

19 Summary

19.1 The academy is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the academy.

Appendix A – In conjunction with (policies)

The academy's safeguarding policy is intended to be used in conjunction with the following policies. Policies are accessible via our website for the general public (relevance and statutory), through the Intranet for staff and can be requested by calling the academy on 02476 303 854.

The academy adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

• Allegations Against Staff or Volunteers (CSCP)

• Allegations Against Members of Staff

• Anti – Bullying Policy

• Anti-Discrimination and Harassment Policy

• Attendance Policy

• Behaviour Policy

• Supporting students with Medical Needs

• Children Missing in Education Procedures

• Complaints Policy

• Critical Incident Plan

• Data Protection Policy and Privacy Notice

• Code of Conduct

• PSED Policy

• Managing Professional Disagreements (CSCP)

• Health & Safety Policy

• HR & Governance Policy

• Online Safety Policy (including filtering and monitoring)

• Intimate Care Policy

• IT Policy

• Lone Working Policy/Home visits policy

• Medicine & First Aid Policy

• Primary-Secondary Transition Policy

• PSHE Policy

- RSHE Policy

- Mental Health Guidance

- Safer Recruitment Policy

- Site Security Policy

- SEND Policy

- Staff Code of Conduct

- Trips and Visits Policy

- Care and Control Policy

- Visitor Management Guidance (LoTC via Evolve and external speakers' information)

- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the academy will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2023), Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The academy takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here:

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

We recognise that young people are vulnerable and that there is always the possibility that they can be enticed/ attracted into becoming a conduit for criminal activity of various kinds with or without their knowledge.

Staff will be alert to changes in behaviour or attendance patterns and report any concerns to the DSL.

We work with parents/carers, Police, where appropriate, and young people themselves to heighten their awareness of potential risks and dangers to their well-being through allowing themselves to become involved in crime and to support them positively.

Domestic abuse – Include Operation Encompass

The negative effects of Domestic Abuse upon families, children and young people are well documented. Baginton Fields Academy works with West Midlands Police as part of Operation Encompass. www.operationencompass.org

The DSL will be informed of any incidents of Domestic Abuse reported to the Police involving families of Baginton Fields Academy students. We will support students and families as appropriate. This might include individual mentoring or counselling for students. On occasion, families will also be offered an 'Early Help' protocol as a form of support.

www.gov.uk/guidance/domestic-violence-and-abuse

Fabricated or induced illness

We recognise that fabricated or induced illness can be a symptom of underlying issues for a child or young person.

If we suspect that a student is fabricating illness, the student will be positively encouraged to speak with a trusted member of staff. The issue will be discussed with parents and every attempt made to identify its cause, which will then be addressed, as necessary. The Head of Key Stage will be informed of concerns and actions taken by the academy and parents/carers.

Should a child or young person self-harm, they will be encouraged to speak with their preferred trusted member of staff. Parents will be informed and appropriate support put in place. This could include: internal mentoring or counselling; referral to GP; referral to NHS local Academy Nurse/SEN academy nurse; referral to CAMHS.

Where a member of staff has reasonable cause to believe a child is at risk from, or is the subject of, fabricated or induced illness, the academy's safeguarding children procedures apply. This will require the member of staff to refer his or her concerns to the DSL or DDSL who is then responsible for making a referral to MASH.

www.gov.uk/government/publications/safeguarding-children-in-whom-illnessis-fabricated-or-induced

Faith-based abuse

Baginton Fields Values are caring, creative and motivated. They reflect British Values of:
• Democracy.

• The rule of law.

• Individual liberty.

• Mutual respect.

• Tolerance of those of different faiths and beliefs.

These values are promoted via our academic curriculum, tutorial programme and are at the heart of our ethos.

Contravention of these values, will result in a student receiving individual or small group mentoring in cultural understanding, Baginton Fields Values, British Values and sanctioning, as appropriate.

If a child or young person is believed to be at risk of harm as a consequence of his/her or family's faith or belief, then the academy will liaise with family and any outside agencies, as appropriate.

www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Female genital mutilation (A form of so-called 'honour-based' abuse)

Baginton Fields Academy recognises the legal responsibility of staff to report any incidents of FGM to the Police in addition to the DSL, as it is illegal to practise the procedure in the UK and also to take a female to another country, in order to conduct FGM.

Students will be encouraged to discuss any concerns they have, privately.

Staff will be alert to visible behaviours or attendance patterns which suggest concerns re: FGM and will discuss with families, as appropriate.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Forced marriage (A form of so-called 'honour-based abuse)

Whilst it is acknowledged that arranged marriage is quite common and accepted within certain cultures, forced marriage is illegal and Baginton Fields Academy will promote the difference through the pastoral curriculum.

Students are encouraged to discuss any concerns they might have with a trusted member of staff. They are also informed of appropriate actions to take should they feel they are at risk of being forced into a marriage, either in this country or abroad.

Should the academy believe a student is at risk of being forced into an unwanted marriage, Police and Social Care will be informed.

www.gov.uk/guidance/forced-marriage

Gangs or youth violence

Baginton Fields Academy recognises that conflict can affect any academy. We aim to:

• understand the problems that young people are facing both in academy and in their local community;

• consider possible avenues of support;

• work with local partners.

Through our PSHE Programme and pastoral support (Heads of Key Stage), we aim to teach conflict resolution, awareness of risky situations, the consequences of violence and coercive and abusive relationships.

Students will also be made aware of Joint Enterprise and legal powers with regard to searching for weapons and/or illegal substances.

Key Staff will be trained in understanding social factors likely to create the risk of a student becoming involved in gang culture.

The academy will work both internally and with external partners to support students in preventative and supportive capacities.

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangsand-youth-violence

Gender-based violence

Violence of any kind will not be accepted at Baginton Fields Academy. All violence, including Gender Based violence against women and girls and homophobic violence, will be dealt with in accordance with the academy's Behaviour policy and incidents reported to external agencies as appropriate.

www.gov.uk/government/policies/violence-against-women-and-girls

Hate

Baginton Fields Academy will promote British Values through the academic and pastoral curricula. Any concerns will be reported to the DSL appropriate protocol will be followed in accordance with Preventing Radicalisation, Anti- Bullying and Behaviour policies.

http://educateagainsthate.com

Homelessness

Baginton Fields Academy recognises the pressures and issues created for children and young people if they are in a position of being homeless.

Every effort will be made to support the child and young person. This could take the form of:

• extra catch-up support, if necessary

• mentoring; offer of Early Help to family

• liaison with relevant external agencies

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

So-called 'Honour-based' violence is a crime. This will be made clear to students within the PSHE curriculum. Students will be encouraged to report any concerns they have regarding potential or actual 'honour based' violence to a trusted member of staff.

www.disrespectnobody.eo.uk/relationship-abuse/what-is-relationship-abuse/

Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the academy's wider safeguarding duties, and is similar in nature to protecting children from other forms of

harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

We acknowledge that 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 have become major factors in the radicalisation of young people.

Staff are trained in Prevent awareness as part of Safeguarding Training.

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection and refer to the DSL if they have any concerns. The DSL will assess whether to refer the student to Channel for support.

Should a student be considered to be at immediate risk of harm or of harming others, the Police and Social Care should be informed without delay.

The academy internet is filtered to prevent students accessing sites which might put them at risk of being radicalised. The PSHECC include strategies used to attract young people and dangers of radicalisation and encourages them to challenge it.

www.gov.uk/government/publications/prevent-duty-guidance

Relationship abuse

Baginton Fields Academy expects all students and staff to demonstrate the value of caring, to be the best that they can be and to show Integrity. Any abuse of a relationship will be managed in accordance with the relevant policy.

www.gov.uk/government/policies/violence-against-women-and-girls

Serious Violence

Baginton Fields Academy has zero tolerance on violence at the academy. Parents/Carers will be invited to discuss a way forward in the best interest of the child/young person and taking into account the academy community. Baginton Fields Academy will work in cooperation with authorities and partners to plan, share data, intelligence and knowledge. Baginton Fields Academy will contact the Police and report to Social Care if necessary.

Sexual violence or sexual harassment (including child-on-child abuse)

Child on Child abuse will not be treated as immature 'banter', but will be dealt with in accordance with the academy's Behaviour and Anti-Bullying policies. Sexual violence or sexual harassment will be reported to Social Care and, if necessary, the Police.

Sharing of consensual or non-consensual nude images and videos

Sharing of consensual or non-consensual nude images and videos.

Students will be taught the dangers and legal implications of sharing of consensual or non-consensual nude images and videos.

They will be supported in protecting themselves via individual and small group mentoring if appropriate. Students are not allowed to bring their mobile devices in the academy.

If a young person brings a mobile device such as a mobile phone, parents/carers will be reminded that such device is not be sent to the academy.

Parents/Carers may need to be asked to collect their child's mobile device from the academy. If it is believed that a young person is in an abusive situation or that there is communication of images involving an adult, then external agencies will be informed.

Trafficking and modern slavery

Staff will be alert to attendance patterns and behaviours of students. Should there be any indications that a student might be involved in trafficking, the academy will notify Social Care and the Police.

If it is believed that any student or member of his or her family is in a situation which could be considered to be modern slavery, the academy will inform the Police.

Any concerns which the academy might have will be referred to the DSL who will take appropriate action in informing Police and Social Care.

www.gov.uk/government/policies/violence-against-women-and-girls

Children absent from education, home or care

The academy will also take action to protect;

- Children **absent from** education
- Children missing from home or care

Children Absent from Education

Baginton Fields Academy recognises that there are several reasons why a child might miss education and these include:

• failing to make a successful transition

• exclusion

• mid-year transfer of education provision

• families moving into a new area

The academy also accepts that there are some students who might be particularly vulnerable to missing education.

The academy will promote the importance of attendance to parents and students.

Should attendance become a concern, the academy will act in accordance with the Attendance Policy and requirements stipulated in Government statutory guidance:

www.gov.uk/government/publications/children-missing-education

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Children Missing from home or care

Baginton Fields Academy acknowledges when a child goes missing or runs away they are at risk. Looked After Children are particularly vulnerable.

The academy will attempt to support students prior to their feeling the need to run away and inform family, unless it is felt they are in immediate danger from family. In this case, a referral to MASH will be made.

Should a child run away, the academy will work with family/carers and outside agencies towards ensuring the safety and well- being of the child or young person. Upon return, they will be monitored and supported as necessary.

www.gov.uk/government/publications/children-who-run-away-or-go-missingfrom-home-or-care

Private Fostering

The academy has a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start

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

The academy recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four categories of abuse, which may result in a child being place on the Child Protection Register. They are:

• Physical Abuse

• Emotional Abuse

• Sexual Abuse

• Neglect

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent

- Improbably excuses given to explain injuries

- Refusal to discuss injuries

- Untreated injuries

- Admission of punishment which seems excessive

- Bald patches

- Withdrawal from physical contact

- Arms and legs covered, even in hot weather

- Fear of returning home

- Fear of medical help

- Self-destructive tendencies

- Aggression towards others

- Running away

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags

- Admission of punishment that appears excessive

- Over-reaction to mistakes

- Continual self-deprecation

- Sudden speech disorders

- Fear of new situations

- Inappropriate emotional responses to painful situations

- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking

- Self-mutilation

- Fear of parents being contacted

- Extremes of passivity or aggression

- Drug/solvent abuse

- Running away

- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

• Sudden changes in behaviour or in academy performance

• Displays of affection in a sexual way, inappropriate to age

• Tendency to cling or need assurance

• Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys

• Complaints of genital itching or pain, or anal pain

• Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger

• Unexplained gifts or money

• Depression and withdrawal

• Apparent secrecy

• Bedwetting, daytime wetting and/or soiling

• Sleep disturbances, nightmares

• Chronic illness e.g. throat infection, venereal disease or other STD

• Anorexia, bulimia

• Unexplained pregnancy

• Fear of undressing e.g. for sport

• Phobias or panic attacks

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

• Constant hunger

• Poor personal hygiene

- Constant tiredness

- Poor state of clothing

- Emaciation

- Frequent lateness or non-attendance at the academy

- Untreated medical problems

- Destructive tendencies

- Low self-esteem

- Neurotic behaviour

- No social relationships

- Running away

- Compulsive stealing or scavenging

Appendix C – Vulnerability for disabled students

Why the increased vulnerability for disabled students?

• Speech, language, communication needs

• Wide range of carers

• Perpetrators believe it is safer to abuse a disabled child

• Child may be disbelieved when they disclose

• Not given means/skills to complain and impaired capacity to resist, avoid or disclose abuse

• Increased likelihood of social isolation

• Increased desire to please/taught compliance

• Lack of access to trusted person if wanted to disclose

• Disabled children received very little education relating to personal or intimate relationships

• Families report particularly high levels of unmet needs, isolation and stress

• Poverty

• Divorce/separation

• Long periods in hospital e.g. can affect attachment

Possible indicators of abuse

• Force feeding or inappropriate feeding – withholding food or prescribed food, continuing tube feeding when not needed and not allowing the experience of eating and progressing.

• Personal care needs not being met e.g. a child who smears or soils being left unhygienic

• Physical restraint being carried out unnecessarily or not in accordance with guidelines

• Rough handling

• Extreme behaviour modification

• Actions taken by carer for convenience

• Misuse of medication

• Denied access to medical treatment

- Misapplication of programmes or regimes

- Deliberate use of ill-fitting equipment

- Inappropriate restriction

- Bruising in a site that might not be of concern on an ambulant child / young person

- Financial abuse

- Poor toileting arrangements

- Lack of stimulation

- Unwillingness to try to learn child's method of communication

- Fabricated/induced illness

- Eternal Child Syndrome

Appendix D – Referral Guidance

Reasons why some people hesitate to report abuse.

The following list contains a range for reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

• The child asks you to keep silent – keep a secret

• Fear of breaking up the family

• Fear of exposing the child to further abuse

• Fear of breaking a trusting relationship with child/family

• Painful memories of your own abusive experiences

• Fear of reprisals to yourself/your children/family

• Fear of presenting evidence in court

• Afraid of misinterpreting or overreacting to the situation

• Assuming another agency is dealing with the problem

• The "rule of optimism" – everything will work out OKAY

• Assuming one parent/carer will protect

• Believing the child is fantasizing/lying

• Being persuaded by the child's retraction

• Allowing a temporally improvement in the child's situation to distract you from the reality of continuing abuse

• Being unable to comprehend the unbelievable nature of the disclosure

• Not understanding procedures

Why children can't tell about abuse?

• Threats from abuse – withdrawal of "favours" or physical threats – may be implicit derived from abuse of power

• Threats from peers also involved in abuse

• May think s/he is to blame and fear arrest

• Fear the loss of the child's world – family, academy, etc.

• May be emotionally dependent on abuser

• May have compartmentalized abuse

- Thinks won't be believed

- Low sense of self-esteem makes disclosure difficult

- May not realise sexual abuse is a crime – thinks it's normal

- May not wish to betray abuser

- May fear exposure and particularly publix exposure

- May be ambivalent about sexual identity or feel guilt about taking party in abuse

- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities

- Hasn't got adult permission to tell

- Lack of appropriate language skills.

Why refer?

- Children have the right to be safe

- Adults have a responsibility to protect children

- Abuse is damaging

- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken

- You only have one small piece of a jigsaw

- Children rarely lie about abuse

- An abuser may well abuse many other children who also have a right to protection.

For guidance and support, contact the Multi Agency Safeguarding Hub (MASH) on 02476 788 555.

Appendix E – Guidelines for Appropriate Physical Contact

Baginton Fields Academy actively promotes an open culture and ethos where safeguarding students and staff is concerned. We understand that child abuse can happen anywhere so have produced these guidelines to protect staff from the possibility of their actions bring misinterpreted.

Baginton Fields Academy is a caring community and we recognise that there are times throughout the academy day when staff may need to use touch or physical contact with students i.e.

• to support learning by providing a physical prompt, such as in PE or dance

• during times of intensive interaction

• when participating in rebound therapy

• providing a guide at times of transition or change of lesson activity

• physiotherapy sessions

• hand and foot massage for a short period in a planned manner

• deep pressure applied according to sensory profile / Positive Support Plan

• supporting a student when changing for swimming etc ...

• at times of personal care

• greetings such as a hand shake

• to provide reassurance

• to protect students from danger

• at times when physical intervention is necessary.

The above list is not exhaustive as a safe touch is recognised as being a physical way of soothing. calming and containing distress (Source: Thrive-Fronting the Challenge Projects Ltd 2015 vl60128)

Safeguarding members of staff

• Staff should always be clear about the reasons for physical contact with a student and be able to explain this if questioned. There could be times when physical contact is misconstrued by others.

• Where possible student consent should be sought.

• In the case of non-verbal students staff need to inform students of their actions and why they are necessary. staff should then ensure they take care to notice and respond to any signs that might indicate that physical contact or touch would not be welcomed.

• Staff should also make sure that they observe closely any behavioural changes that could indicate the need to stop or reduce contact.

• Staff should not favour any individual child.

• The area between a child's waist and mid-thigh or near the chest should not be touched in normal circumstances.

• Where a child tries to become physically closer than appropriate, it is important they do not feel rejected, but are gently guided to a more appropriate behaviour by a positive suggestion i.e. if a child goes to hug a member of staff they should reposition the child by their side and this should be for a short time period only.

• Never kiss a child, and do not encourage children to kiss adults other than their parents.

• Students should not sit on the laps of any member of staff.

• Where children require help with changing or toileting, the dignity of the child must be respected.

• As far as possible all physical contact with a student should be in view of other adults.

• As far as possible staff should avoid being alone with a student, if this is necessary then staff should ensure that a door is open and that they are in view of any passing student or member of staff.

• At times of personal care staff should ensure that the door is open but the curtain drawn to protect privacy.

• Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out.

• Staff should remember that they are role models for students and should model appropriate behaviour through their own actions.

If staff have any concerns regarding appropriate touch or observe any practice from others that raises concern they should discuss this immediately with the DSL or Headteacher.

This should be read in conjunction with

the Intimate and Personal Care Policy - Manual Handling Policy - Behaviour management Policy

Appendix F – Factsheet: filtering and monitoring

published by **The Key > Safeguarding** *(July 2023)*

Learn about our academy's filtering and monitoring systems and how you can help to keep students safe online. Know what to do if you have concerns about the content that students are accessing.

What is filtering and monitoring?

Filtering systems block access to harmful websites and content.

Monitoring systems:

> Identify when someone searches for or accesses certain types of harmful online content on academy devices

> Identify who is searching for or accessing the harmful content

> Alerts the academy about it so we can intervene and respond

> **Don't** block access to harmful content

We're all responsible for filtering and monitoring

No filtering and monitoring software is perfect:

> It might not be aware of all the websites that contain inappropriate content

> Abbreviations or misspellings in a search engine may slip past the software

> Inappropriate content may be found on websites considered 'safe' e.g. youtube

You can help to make sure the internet is used appropriately by:

> Monitoring what students are accessing on devices during academy hours (e.g. by looking at their screens when using computers during lessons)

> Alerting **Zak Khalifa (IT manager)** if you become aware that content is not being filtered

If you have concerns about what a student is accessing online, always raise it with **Franck Lavie (DSL) and complete a CPOMS.**

Inappropriate content includes:

> Illegal content (e.g. child sexual abuse)

> Discriminatory content (e.g. sexist, racist or homophobic content)

> Sites that promote drugs or substance abuse

> Extremist content (e.g. the promotion of terrorism)

- Gambling sites
- Malware and/or hacking software
- Pornography
- Pirated material (copyright theft)
- Sites that promote self-harm, suicide and/or eating disorders
- Violent material

What systems do we use?

Keeping Children Safe in Education 2023 states that all academies should have appropriate filtering and monitoring systems in place.

We have the following systems in place:

We have the following systems in place:

- Our overall internet and firewall are maintained by **Coventry City Council** and they have their own filtering called **Smoothwall**.

- On-premises, we use and maintain **Impero** and **Lightspeed** to filter and monitor the systems. This filters words and websites by working with IWF (Internet Watch Foundation).

- We can also add our own custom-blocked words or websites and also allow websites which are safe to access.

- The lightspeed system also works away from the academy network as this is logged and reported in the cloud (online system).

- Impero is checked daily and Lightspeed is checked once a week by Zak Khalifa.

Any purposely inappropriate use of the system is reported to Zak Khalifa and/or Franck Lavie where a Computer Security Incident Form is filled in and actioned.

How to raise questions or concerns

Our filtering and monitoring system is designed to protect students online. It shouldn't have an impact on teaching and learning or academy administration.

Contact **Zak Khalifa (IT Manager)** if you and/or students:

- Cannot access content that you need to carry out your work
- Have access to content that should be blocked

If you become aware of pupils accessing concerning content at any time, report this to **Franck Lavie (DSL)** as soon as possible.

Sources

This factsheet was produced by The Key Safeguarding: **thekeysupport.com/safeguarding**

> Keeping Children Safe in Education, GOV.UK – Department for Education
> *https://www.gov.uk/government/publications/keeping-children-safe-in-education--2*

> Filtering and monitoring standards for schools and colleges, GOV.UK – Department for Education
> *https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges*

> Appropriate filtering, UK Safer Internet Centre
> *https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering*

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