



Hinckley
ACADEMY



Hinckley
ACADEMY

Child Protection and Safeguarding Policy

Date of last review:	June 2021
Reviewed by:	Klaire Wright, Director of Student Welfare and DSL
Approved by Governors on:	October 2021
Frequency of review:	Annually
Date of next review:	June 2022

Head of School: Lisa Hickman

Vice Principal: Azizah Pathan

Designated Safeguarding: Lead: Klaire Wright

Deputy Designated Safeguarding Lead/s: Azizah Pathan/ Russ Arnold / Nathan Bennett / Mark Boast / Janet Paterson

Named Governor for Safeguarding: Suzanne Uprichard: Suzanne.Uprichard@thefuturestrust.org.uk

Chair of Governors: Suzanne Uprichard

Vice Chair of Governors: Barry Haytree: BHaytree@hajc.leics.sch.uk

Local Authority designated officer(s): CFS-LADO@leics.gov.uk Kim Taylor: Kim.Taylor2@leics.gov.uk and Lovana Brown: Lovana.Brown@leics.sch.uk **Tele:** 0116 305 7597

Designated Lead for Looked After and Previously Looked-After Children: Graeme Price

Head of the Virtual School: Tony Barnard- virtualschool@leics.gov.uk Tele: 0116 3056097

Safeguarding and Performance Service: Head of Service – Hayley Binley: Hayley.Binley@leics.gov.uk

Tele: 0116 3057566

Safeguarding Development Officers: Simon Genders: 0116 3057756, Ann Prideaux: 0116 3057317

First Response: childrensduty@leics.gov.uk 0116 3050005 **Early Help:** 0116 3058727

[Leicestershire and Rutland Safeguarding Partnerships Business Office - Concerned about a child? \(Irsb.org.uk\)](http://leicestershireandrutland.gov.uk/safeguarding-partnerships-business-office-concerned-about-a-child/)

Contents

1	Definitions	3
2	Introduction	3
3	Roles and Responsibilities.....	5
4	Types of abuse	10
5	Responding to signs of abuse	15
7	Record-keeping	22
7.1.1	Information will be kept confidential and stored securely.	22
8	Confidentiality	22
9	Communication with parents/Carers	22
10	Photography and Images.....	23
11	Early Help	23
12	Staff Training.....	23
13	Safer Recruitment.....	25
14	Allegations of abuse against staff.....	25
15	Promoting safeguarding and welfare in the curriculum	27
16	Children Looked After (CLA).....	28
17	Children with Special Educational Needs or Disabilities or Physical Health Needs.....	28
18	Use of reasonable force.....	28
19	Work Experience	29
20	Children missing from education, home or care	29
21	Private Fostering.....	30
22	Operation Encompass	30
23	Summary.....	30
	Appendix A – Further Safeguarding Information	31
	Appendix B - Indicators of abuse.....	34
	Appendix C - Staff / Volunteer pro-forma for reporting Child Protection concerns to DSL	35
	Appendix D - Preventing Extremism and Radicalisation Guidance.....	36
	School Ethos and Practice.....	36
	The Counter Terrorism and Security Act July 2015	37
	Recognising the indicators of vulnerability to radicalisation	38
	Teaching Approaches.....	39
	Use of External Agencies and Speakers	39
	Whistleblowing.....	40
	Recruitment.....	40
	Role of Governing Body.....	40
	Standards for Teachers	41
	Policy Adoption, Monitoring and Review	41
	Supporting children who are travelling/have travelled abroad to specific locations	41
	LINKS AND SUPPORTING DOCUMENTS.....	42
	Appendix & Supporting Letters	42
	Appendix D1 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations	43
	Appendix D2 - Changes to the Child Protection and Safeguarding Policy.....	44
	Safer Recruitment.....	44
	COVID-19 changes to our Child Protection Policy	45
	COVID-19 Child Protection Policy Addendum (November 2020)	49

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education 2021 as:

- protecting children from maltreatment;
- preventing 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; and
- 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, step parents 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 Hinckley Academy and The Futures Trust.

2 Introduction

Hinckley Academy and John Cleveland Sixth Form Centre fully recognises the contribution it can make to protect children and support students in school. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff 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 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 the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate Hinckley Academy's 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 Hinckley Academy and John Cleveland Sixth Form's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory duties in relation to Prevent;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003;
- Ensure that children are protected from maltreatment or harm.

2.3 Hinckley Academy and John Cleveland Sixth Form 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.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and 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 Hinckley Academy and John Cleveland Sixth Form are in line with Keeping Children Safe in Education (2021) which 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 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;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone at Hinckley Academy and John Cleveland Sixth Form understands the safeguarding procedures; and to
- 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 \(September 2021\)*¹](#)
- [Working Together to Safeguard Children \(July 2018\)*](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May, 2019\)](#) and [Addendum](#) (April, 2020)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)

2.6 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we will have regard to non-statutory interim guidance on safeguarding schools, during the coronavirus outbreak. We continue to work closely with the Local Authority and the Leicestershire and Rutland Safeguarding Partnership to safeguard children during this time. See Covid 19 Annex for further information.

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 (2021).

¹ Guidance marked with an asterisk (*) is statutory.

2.8 This policy should be read in conjunction with the following policies:

Links to these and further relevant policies can be found in Appendix A, or are available upon request via reception.

- Hinckley Academy and John Cleveland Sixth Form Centre Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Hinckley Academy and John Cleveland Sixth Form Centre Whistleblowing Policy
- The Futures Trust Safer Recruitment Policy
- Hinckley Academy and John Cleveland Sixth Form Centre Code of Conduct
- The Futures Trust's Suitability Policy - Statement on the Recruitment of Ex-offenders
- The Futures Trust Reference Policy (Providing and requesting)
- The Futures Trust Volunteer Policy
- HAJC Staff ICT Acceptable Use Policy
- Hinckley Academy and John Cleveland Sixth Form Centre Online Lessons Policy
- Hinckley Academy and John Cleveland Sixth Form Centre Visitor Management Policy
- Hinckley Academy and John Cleveland Sixth Form Centre Behaviour Policy
- Hinckley Academy and John Cleveland Sixth Form Centre Educational Visits Policy
- Hinckley Academy and John Cleveland Sixth Form Centre CME/PME Policy

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 Hinckley Academy and John Cleveland Sixth Form or The Future's Trust. 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 (2021) in this policy, it should be understood that Hinckley Academy and John Cleveland Sixth Form will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and the Trust.

3.1.1 The Futures Trust has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Carol Blair. At academy level the named governor for safeguarding is Suzanne Uprichard

Part 2 of Keeping Children Safe in Education (2021) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body and Trust will:

- Have a strategic leadership responsibility for Hinckley Academy and John Cleveland Sixth Form's safeguarding arrangements;
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile technology in school;
- Ensure that this policy is reviewed annually, ratified by the Trust and communicated to the Governing Body;
- Through the Head of School, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the academy leadership, Governing Body or Trust.

- Ensure that policies, procedure and training in Hinckley Academy and John Cleveland Sixth Form are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Hinckley Academy and John Cleveland Sixth Form takes into account local authority and Leicestershire and Rutland Safeguarding Children Partnership policies and supply information as requested by the three 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 that Hinckley Academy and John Cleveland Sixth Form has an effective child protection policy, that it is published on the Hinckley Academy and John Cleveland Sixth Form website or available by other means and review this annually;
- Ensure that Hinckley Academy and John Cleveland Sixth Form has a staff behaviour policy or Code of Conduct, which is shared with all current staff and forms part of the induction training for new staff (see section 11 on Staff Training);
- Ensure that all staff and volunteers undergo safeguarding and child protection training (including online safety) on induction and that as part of this they receive Part One and Annex A of Keeping Children Safe in Education (2021). With regular updates and training throughout the academic year.
- Put in place appropriate safeguarding responses for children who go missing from education;
- Consider a whole-school approach to online safety, including the use of mobile technology in school;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- 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;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online;
- Respond to allegations of abuse against the Head of School whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors)
- Ensure that on arrival at school, all visitors (including contractors) are provided with a leaflet making them aware of their responsibilities in being alert to the signs of abuse, and their responsibility for referring any concerns to the Designated Safeguarding Lead or their Deputy. This will include the names of the Designated Safeguarding Leads and their contact details.
- Ensure that children and young people are taught about safeguarding and keeping themselves safe, including online safety, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues such as Child Exploitation; See paragraph 11 of this policy for further information.
- Ensure that the academy contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, 2019)

- Working to help identify children and young people who are privately fostered;
- Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda;
- Ensure that the academy develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:

- Attendance at case conferences;
- Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan;
- Contacting the child's social worker directly if there is an unexplained absence of a child who is Looked After. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- Ensure that the academy adheres to and fully implements the Trust's Safer Recruitment Checklist and the processes that underpin it;
- Ensure that² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring,
- following resignation, dismissal, or in the case of a volunteer, when we cease to use their service as a result of a substantiated allegation³; and
- Ensure that the Trust's Whistleblowing Policy is accessible to staff and volunteers and is published on the academy's website.

3.2 The Role of the Head of School

3.2.1 The Head of School 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;
- 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;
- Promote a whole school 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 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 as required;

² Following guidance from the LADO

³ Working Together to Safeguard Children (DfE 2018) states "If an organisation or agency removes an individual (paid worker or unpaid volunteer) from work in regulated activity with children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation or agency must make a referral to the Disclosure and Barring Service to consider whether to add the individual to the barred list."

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- Ensure that Children's Services (from the host local authority or placing authority) have access to Hinckley Academy and John Cleveland Sixth Form to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (2021).
- Ensure that the academy works 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 when need is

identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.

- Ensure that the academy is alert to possible private fostering arrangements, and that in the academy admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 *The Designated Safeguarding Lead for Hinckley Academy and John Cleveland Sixth Form is Klaire Wright*

The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection (including online safety) at Hinckley Academy and John Cleveland Sixth Form.
- 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;
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2020);
- Always be contactable during term time (during school hours) for staff to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Leicestershire and Rutland Social Care where children are at risk of significant harm. The DSL will consult with the MARF team for advice if unsure whether to refer. Thresholds for referral can be found in the Guidance available at <http://lrsb.org.uk>
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Hinckley Academy and John Cleveland Sixth Form 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;
- Be available during academy hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Provide staff in the academy with the knowledge, skills and support required to safeguard children;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (2021);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- 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 Hinckley Academy and John Cleveland Sixth Form;
- 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 welfare of children;
- Work closely with other relevant education professionals (e.g. SENDCo, 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 Hinckley Academy and John Cleveland Sixth Form's community acts in the best interests of the child;
- Ensuring Hinckley Academy and John Cleveland Sixth Form knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations; via Overcoming Barriers to Learning (OB2L) meetings and Year Leaders
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at Hinckley Academy and John Cleveland Sixth Form; and
- Liaise with the Head of School regarding safeguarding cases and issues.

The Designated Safeguarding Lead will have the status and authority within the academy to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

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 (2021).

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 at Hinckley Academy and John Cleveland Sixth Form Centre:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; Hinckley Academy and John Cleveland Sixth Form 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 at Hinckley Academy and John Cleveland Sixth Form that support safeguarding and child protection;
- Will be provided with a copy of Part 1/ Annex A of Keeping Children Safe in Education (2021) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have 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 makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help 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, understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to LCC Social Care if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- 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.

- Should always seek advice from the Designated Safeguarding Lead if they are unsure;
- If concerns or allegations arise regarding a member of staff or the Head of School, must follow the steps outlined in section 13 of this Policy, and the Academy's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers;
- 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

The academy is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

The academy will work with Leicestershire and Rutland Safeguarding Partnership, social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child or failing to protect a child from harm, online as well as face to face. 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 2021)

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
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

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to Children's Services 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 Services 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 Hinckley Academy and John Cleveland Sixth Form 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 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 misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- 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 absence for part of the school day;
- is a privately fostered child.²

4.7 Hinckley Academy and John Cleveland Sixth Form 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:

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- serious violence and harassment including gangs or youth violence;
- gender-based violence;

- hate;
- mental health;
- peer on peer abuse;
- So called honour-based violence (including female genital mutilation and forced marriage);
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer/child on child abuse);
- sharing of consensual or non- consensual nude and semi-nude images/videos;
- trafficking and modern slavery.

4.8 Hinckley Academy and John Cleveland Sixth Form will also take action to protect children missing education and children missing from home or care.

4.9 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 (2021) 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/have a social worker.

4.10 Children potentially at greater risk of harm

4.10.1 The academy 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.

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

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

4.11 Mental Health

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

4.11.2 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.

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

4.11.4 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 their concern with the relevant Pastoral Leader and record their concerns on CPOMS, the Pastoral Leader and safeguarding team will consider the most appropriate support through the Overcoming Barriers to Learning meetings. If the concern involves an

urgent mental health crisis then the Designated Safeguarding Lead should be informed without delay. See Appendix A for links to DFE guidance "Mental Health and Behaviour in Schools" which states: -

"Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions)."

4.11.5 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.

4.11.6 Further information, guidance and advice regarding mental health can be found in paragraph 41 of Keeping Children Safe in Education 2021.

4.12 Hinckley Academy and John Cleveland Sixth Form has a duty to refer any children who are living in a private fostering arrangement to the local authority (see section 20).

4.13 All schools 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 D for further information on Hinckley Academy and John Cleveland Sixth Form's Prevent duty.

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

4.15 See Appendix A for further information and guidance on the above issues.³

4.16 Children Missing from Education

4.16.1 Hinckley Academy and John Cleveland Sixth Form understands that children missing from education can be a warning sign to a variety of safeguarding concerns.

4.16.2 Hinckley Academy and John Cleveland Sixth Form will report information to the Local Authority when removing a child from roll, as per Hinckley Academy and John Cleveland Sixth Forms 'Children Missing Education Policy'.

4.16.3 Should a child go missing during the school day, or is placed on a reduced timetable, Hinckley Academy and John Cleveland Sixth Form will follow the Pupil Missing Education policy.

4.17 Elective Home Education

4.17.1 Hinckley Academy and John Cleveland Sixth Form recognises that many home educated children have positive learning experience and the decision is one with the child's best interests at heart.

4.17.2 Since 2016 Hinckley Academy and John Cleveland Sixth Form 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 Hinckley Academy and John Cleveland Sixth Form to co-ordinate a

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix A and B.

meeting with parents where possible ideally before a final decision is made.

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 or their Deputy as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy designated 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. If anyone other than the Designated Safeguarding Lead makes a referral to children's services or to the police, they should inform the Designated Safeguarding Lead as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead in their absence, as soon as possible, (see also section 6 record keeping and using CPOMS for written reports):

- 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 indicate 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 of abuse that children have made must be reported immediately in person.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse;
- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light;
- Listen carefully to the child and believe what they are saying;
- Act on concerns immediately if a child is at risk of harm;
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe;
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital;
- Only ask for clarification if something is unclear and will not ask 'leading' questions;
- Explain what has to be done next and who has to be told;
- Report disclosure to the designated safeguarding lead as soon as possible, certainly before the end of the day;
- Only discuss the issue with colleagues that need to know about it;
- Will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** staff are aware of the signs and behaviour which **may** indicate abuse.

5.4 The Designated Safeguarding Lead will decide about the action that needs to be taken following a member of staff raising a concern about a child or following a direct disclosure. The Designated Safeguarding Lead may:

- Manage support for the child internally;
- Seek advice from the social worker advice line
- Instigate single agency intervention and work directly with the family to improve the situation;
- Refer to 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 Local Authority for statutory intervention. Parental consent will be obtained wherever possible before referring cases to LCC Children's Social Care. However, if Hinckley Academy and John Cleveland Sixth Form 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 Hinckley Academy and John Cleveland Sixth Form believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Leicestershire and Rutland Children Partnership's guidance, which is used by Hinckley Academy and John Cleveland Sixth Form to make decisions about protecting children, please visit <http://lrsb.org.uk>

5.6 See page 21 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, 2021).

5.7 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, but the legislation requires regulated health and social care 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.⁴

5.8 Peer on Peer Abuse (Child on Child Abuse)

Hinckley Academy and John Cleveland Sixth Form understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school. and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, (including cyber bullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between peers, physical abuse, sharing of consensual and non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Hinckley Academy and John Cleveland Sixth Form recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Hinckley Academy and John Cleveland Sixth Form will ensure staff understand what is meant by peer on peer abuse and the academy policy on peer on peer abuse by regular staff training, briefings and updates.

5.8.2 Hinckley Academy and John Cleveland Sixth Form will work to prevent peer on peer abuse by

- promoting our academy values through "PRIDE";
- creating a culture of "telling";
- responding appropriately to all reports of abuse;

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- working with specialists such as NSPCC, police as appropriate;
 - teaching students about safeguarding and related topics, so they understand abuse can be perpetrated by peers, online or in person, by strangers or by someone known to them.
- 5.8.3 In the event that an allegation of peer on peer abuse is made, Hinckley Academy and John Cleveland Sixth Form will investigate this through the relevant team and:
- speak to both victim and alleged perpetrator;
 - speak to any witnesses or view relevant CCTV;
 - record this on CPOMS as a safeguarding matter;
 - Issue appropriate sanctions including possible permanent exclusion.
- 5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by:
- referral to relevant specialists such as counsellors, NSPCC, police, youth workers;
 - referral for internal support as appropriate via relevant team
 - recognising both parties may have previously been a victim of abuse;
 - working with parents/carers as appropriate;
 - carefully considering restorative approaches in light of the nature of the abuse;
 - consider arrangements for the appropriate education of both victim and perpetrator, taking into consideration specialist advice where a crime has been committed or is under investigation.
- 5.8.5 Hinckley Academy and John Cleveland Sixth Form will not tolerate abuse of any kind, will never pass off peer on peer abuse as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'. This can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- 5.8.6 Hinckley Academy and John Cleveland Sixth Form recognises the gendered nature of peer on peer abuse, but that all peer on peer abuse is unacceptable and will be taken seriously; Hinckley Academy and John Cleveland Sixth Form recognises for example that it is more likely that girls will be victims and boys' perpetrators of some kinds of peer-on-peer abuse, however anyone can be the victim of abuse based on their gender, sexuality, disability or other difference and all instances will be treated equally.
- 5.8.7 Hinckley Academy and John Cleveland Sixth Form will adhere to guidance set out in Keeping Children Safe in Education (2021) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of peer on peer abuse.
- 5.8.8 All staff will be made aware that 'upskirting' is a criminal offence

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

5.9.1 'Sexting' in this policy 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.

Inappropriate sexualised language sent as text online has not been included in the UK Council for Child Internet Safety guidance or definition. Hinckley Academy and John Cleveland Sixth Form will still take this behaviour seriously as a safeguarding matter and respond with support and sanctions as appropriate.

5.9.2 Hinckley Academy and John Cleveland Sixth Form has a responsibility to educate children in the risks relating to 'sharing of consensual or non-consensual nude or semi-nude images or videos' and how to keep themselves safe online. See Appendix A for links to EAP Safety Policy and Hinckley Academy and

John Cleveland Sixth Form's Relationships, Sex & Health Education policy.

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

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

- Referrals to Childrens Services (MARF) in regards to peers (also the Police if urgent response required)
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or Children's Social Care
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence.

5.9.5 Any incidents of 'sharing of consensual or non-consensual nude or semi-nude images or videos' involving the following will result in a Children's Social Care and/or Police referral:

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

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

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

5.9.8 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.

5.10 Peer on Peer Sexual Violence and Sexual Harassment

5.10.1 Sexual Violence and sexual harassment, just like the above types of Peer on Peer abuse, can occur both in and out of school (online and face to face) between children of any age and sex and is never acceptable. This includes children from Primary school through to Secondary and higher. Examples of this are;

- rape;
- assault by penetration;
- sexual assault;
- causing someone to engage in sexual activity without consent;
- sexual comments including on social media;
- sexual jokes;
- physical behaviour;
- online sexual harassment;
- sharing of unwanted explicit content;
- upskirting;
- sexualised online bullying;
- sexual exploitation, coercion and threats.

All members of staff at Hinckley Academy and John Cleveland Sixth Form maintain the attitude of 'it can happen here' to ensure all children are safeguarded. Ensure all staff address inappropriate behaviour always. (see Behaviour Policy on website) All staff understand that by not addressing this promptly, children's educational attainment may be impacted if the alleged perpetrator attends the same setting.

5.10.2 Hinckley Academy and John Cleveland Sixth Form will reassure the victim that they are being taken seriously and will be supported and kept safe. The Designated Safeguarding Lead (or Deputy) will take a lead role on reports whilst using their professional judgement, and liaising with other agencies by following the below protocol;

- When possible, two members of staff will be present where the report includes an online element. Staff will not view illegal images of children;
- Will not promise confidentiality as reports will need to be passed onto Children's Services (and in some cases the Police);
- Recognises that a child is more likely to disclose to a member of staff they have the strongest relationship with;
- An initial disclosure may be the first incident that is reported rather than a singular event;
- Some children may face barriers to disclosing such as, additional needs, vulnerability, sex, ethnicity and possibly sexual orientation;
- Will always listen carefully to the child whilst being non-judgemental;
- Write up the factual parts of the disclosure as soon as the child has finished disclosing;
- Liaise with First Response (and Police if urgent response required).

5.10.3 Nevertheless, the victim will never be given the impression that they are creating a problem by reporting sexual violence and /or harassment. Staff will be aware of the importance of challenging inappropriate behaviours; making it clear it is never accepted, tolerated and is not part of growing up or banter.

5.10.4 In some cases, a risk assessment may be required but will be kept under constant review.

6.10 Serious Violence

6.10.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime such as absence from school, a change in friendship/relationship, a significant decline in performance, signs of self-harm or a change in wellbeing, or sign of unexplained injury.

6.10.2 All staff will be made aware of the range of risk factors which will increase the likelihood of involvement in serious violence, criminal networks and gangs and understand the measures in place to prevent these.

6.10.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 51 of Keeping Children Safe in Education (2021).

6.11 Searching, Screening and Confiscation

6.11.1 Where necessary, searching, screening and confiscation will be used to safeguard children in Hinckley Academy and John Cleveland Sixth Form.

6.11.2 Hinckley Academy and John Cleveland Sixth Form adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

6.11.3 Please see Behaviour Policy for more information on searching, screening and confiscation policy.

6.12 Extra-Familial Harm

6.12.1 Hinckley Academy and John Cleveland Sixth Form recognises that safeguarding incidents can be associated with factors outside the academy and may take place outside of the academy. We also recognise that safeguarding incidents or behaviours can occur between children outside of the academy. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

6.12.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside Hinckley Academy and John Cleveland Sixth Form and/or can occur between children outside these environments.

6.13 Raising Concerns with Social Care

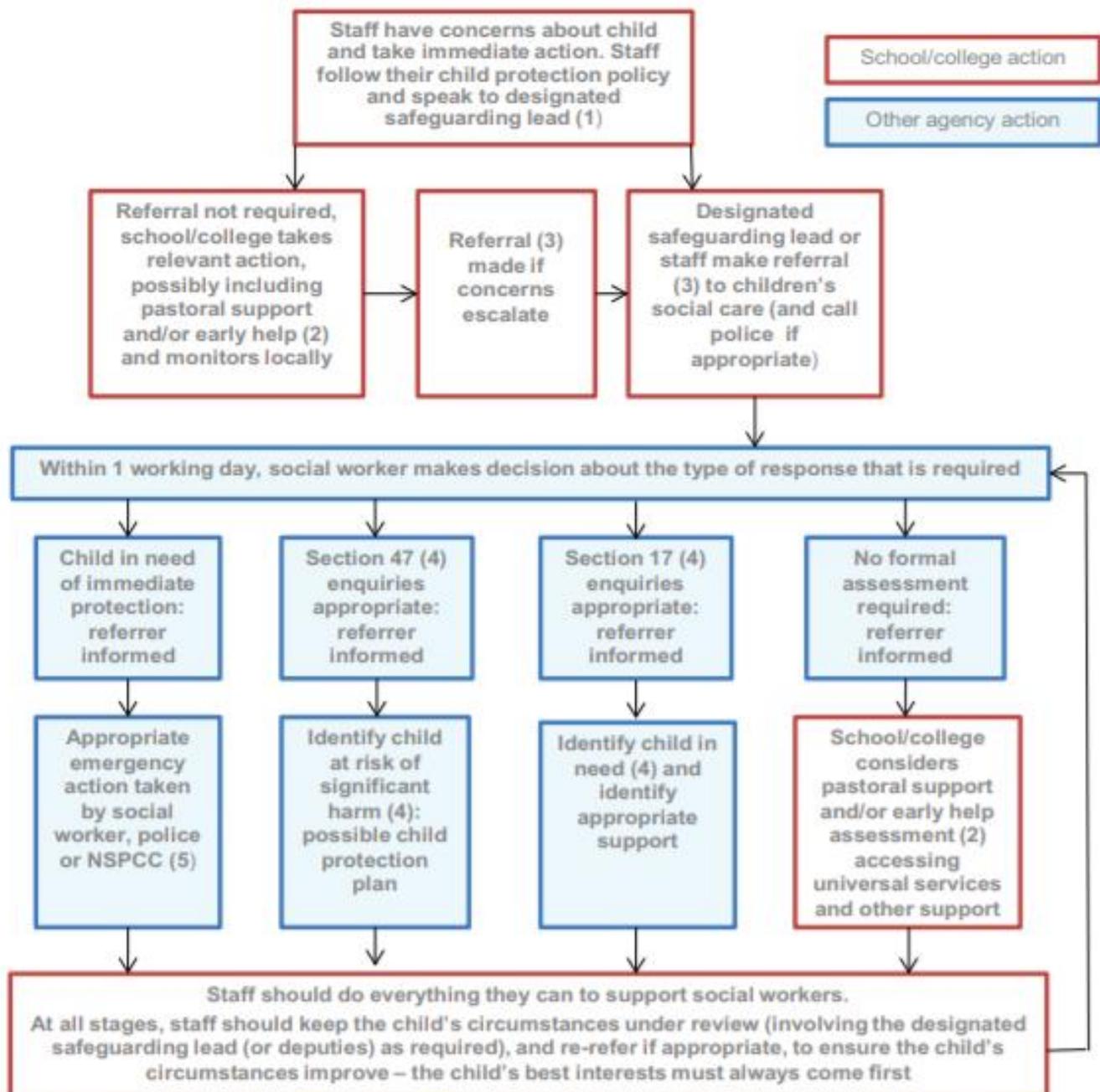
To raise concerns about children, members of staff should contact the First Response Duty team by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the Children's Services (See flowchart below). The academy will follow up referrals if we do not receive feedback from social care.

First Response: 0116 3050005 (including out of hours service)

MARF/Early Helpline referral form & Prevent form: <http://lrsb.org.uk/childreport>

Prevent/Channel Referrals: Ring 101 to speak to the Prevent Engagement Team

Actions where there are concerns about a child



(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).

[6.13.1 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the Leicestershire and Rutland Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy. to ensure that our concerns have been addressed and that the situation improves for the child.](https://www.leicester.gov.uk/media/178912/thresholds-for-access-to-services.pdf)
<https://www.leicester.gov.uk/media/178912/thresholds-for-access-to-services.pdf>

7 Record-keeping

7.1.1 Information will be kept confidential and stored securely.

7.1.2 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.

7.2 Hinckley Academy and John Cleveland Sixth Form keeps all safeguarding files electronically, using a system called CPOMS (Child Protection Online Monitoring System). Staff can make written records of any safeguarding concerns or disclosures on CPOMS at <http://hinckley.cpoms.net>

7.3 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 using CPOMS. In the event of technological issues or use by a visiting professional the forms in appendix C, can be used.

7.4 Records must be factual, accurate and relevant and avoid subjective judgements. It is not the academy's responsibility to 'check out' what any child tells nor should any abuser be questioned.

7.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main academy file. A record of the file transfer should be held. Once received by the new school, this academy will not retain the information.

7.6 The academy will seek at least two emergency contacts for every child.

7.7 All data processed by Hinckley Academy and John Cleveland Sixth Form 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: "Privacy Notice for Parents and Students – How we use your information" available on the academy website.

7.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (2021).

8 Confidentiality

8.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Leicestershire and Rutland Safeguarding Partnership

8.2 All staff/volunteers in the academy have a responsibility to share relevant information about the protection of children with other professionals.

8.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

9 Communication with parents/Carers

Parents and carers will be made aware of the academy policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain

circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision. Consent to share information will be sought unless doing so may place someone at greater risk of harm.

10 Photography and Images

10.1 Consent from parents to photograph or video children at school events for promotional reasons will be sought when the child joins Hinckley Academy and John Cleveland Sixth Form. This will last for their duration at Hinckley Academy and John Cleveland Sixth Form unless informed otherwise.

10.2 Parents can withdraw consent at any time and must notify Hinckley Academy and John Cleveland Sixth Form if they do not wish their child's photographs or video to be used.

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

10.4 Photographs or video of children will be processed in line with the General Data Protection Regulation.

10.5 Online Learning may include the use of video conference technology and may involve recording of lessons. Where lessons are recorded students will be informed and recordings will be stored according to Data Protection guidelines and our Privacy Notice for a limited period of time.

11 Early Help

11.1 Hinckley Academy and John Cleveland Sixth Form 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. Hinckley Academy and John Cleveland Sixth Form works closely with Leicestershire and Rutland Safeguarding Partnership.

12 Staff Training

12.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Hinckley Academy and John Cleveland Sixth Form has committed to training staff throughout the academic year. All staff members will be made aware of Hinckley Academy and John Cleveland Sixth Form's safeguarding processes and structures and will receive training on these as part of their induction, including an online NSPCC training course, CPOMS and Prevent training.

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 (2021);
- Academy procedures for Children Missing Education;
- The academy Behaviour Policy;
- The Whistle Blowing Policy;
- Guidance for Safer Working Practice for those working with children and young people in education settings;(May 2019 and Addendum April 2020)
- Hinckley Academy and John Cleveland Sixth Form's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers;
- The Futures Trust ICT Acceptable Use Policy;

- Hinckley Academy and John Cleveland Sixth Form’s Visitor Management Policy;
- Hinckley Academy and John Cleveland Sixth Form’s Educational Visits Policy.
- CME Policy/process

Each of these policies and all relevant documentation can be provided by the HR Manager or DSL and are available on the staff shared drive and Firefly

12.2 Staff at Hinckley Academy and John Cleveland Sixth Form (including governors and volunteers) will receive additional training, Safeguarding Bulletins and Briefings, covering the following topics in the most appropriate level of detail for their role, in response to the current safeguarding context of our community:

- Preventing Extremism,
- Online Safety & ‘Sharing of consensual and non- consensual nude or semi-nude images or videos’
- Exploitation of children for criminality or sexual exploitation
- Peer-on-peer abuse
- Sexual violence and harassment
- So called ‘Honour Based’ Abuse, Forced Marriage, Female Genital Mutilation
- Prejudice Related Incidents
- Mental Health
- Safeguarding SEND students
- Young Carers
- Children who are Looked After
- Drug & Alcohol Misuse
- Children Missing Education or Truancy
- Educational Visits

12.3 The Designated Safeguarding Lead must attend the LSCB’s Level 2 *Working Together to Safeguard Children* training and the DSL Refresher Training every two years.

12.4 The DSL will undertake Prevent awareness training and keep knowledge and skills up to date for example, through e-bulletins, meeting other DSLs, attending Coventry DSL briefings or digesting safeguarding developments as required.

12.5 The Deputy Designated Safeguarding Lead must also meet the training requirements in section 11.3.

12.6 Any newly appointed Designated Safeguarding Lead must attend the LSCB’s Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.

12.7 Up to date records in relation to safeguarding training will be maintained by the academy and will be reviewed by the Trust alongside the academy’s Designated Safeguarding Lead on a termly basis.

12.8 Hinckley Academy and John Cleveland Sixth Form recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancy and Sharing of consensual and non- consensual nude or semi-nude images or videos’

”. Staff will be trained in these areas in order to be able to further recognise if a child is at risk of harm.

¹ Previously known as Sexting Also known as ‘youth produced sexual imagery’.

13 Safer Recruitment

13.1 Hinckley Academy and John Cleveland Sixth Form 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 (a minimum of two satisfactory 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).
- Verification on the candidate's mental and physical fitness may also be checked.

13.2 A record of all checks on members of staff will be held on the Single Central Record.

13.3 All new members of staff will be required to obtain DBS clearance. Hinckley Academy and John Cleveland Sixth Form reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

13.4 At least one member of every interview panel will have undergone Safer Recruitment training, which will be refreshed every 2 years.

13.5 We take proportionate decisions on whether to check individuals beyond what is required.

13.6 Any visitor to the academy who has not been subject to the necessary checks will be supervised at all times and risk assessed.

13.7 All safer recruitment practices at Hinckley Academy and John Cleveland Sixth Form and John Cleveland Sixth Form Centre comply with Keeping Children Safe in Education (2021). See Part 3 of Keeping Children Safe in Education (2021) for further information.

- a. The academy will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it.
- b. When recruiting volunteers, the academy will adhere to and fully implement the Trust's Volunteer Policy.
- c. The academy's safer recruitment practices will be reviewed by the Trust alongside the academy's Designated Safeguarding Lead on a regular basis, and any actions required will be reported to the Governing Body and Trust.

14 Allegations of abuse against staff

14.1 Hinckley Academy and John Cleveland Sixth Form takes all safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (2021)

14.2 To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'. (Safer Recruitment Consortium, May 2019 and the addendum May 2020).

14.3 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff Code of Conduct, or may have:

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

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

14.4 Any such concerns or allegations must be reported in accordance with the steps below and the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers, which is made accessible to all staff and volunteers. Failure to report is a potential disciplinary matter.

14.5 If a concern or allegation of abuse arises against the Head of School, it must be reported to Suzanne Uprichard Chair of Governors without delay.

14.6 If a concern or allegation of abuse arises against any member of staff other than the Head of School, it must be reported to the Head of School without delay. This includes supply staff, volunteers, contractors and all staff outlined in paragraph 1.5 of this policy.

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

14.8 The Head of School or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention, and in doing so will inform and seek advice from the Trust's HR Director. The Local Authority designated officer is **Kim Taylor/Lovona Brown** and contact details can be found at the front of this policy.

14.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

14.10 If a child has suffered or may have suffered abuse or harm, a Children's Social Care referral will also be made.

14.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Hinckley Academy and John Cleveland Sixth Form in managing the allegation.

14.12 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, or would have been removed if they had not resigned.

14.13 Supply Teachers and all contact staff

14.13.1 Although the academy does not directly employ supply teachers, and contractors, the academy will ensure that any concerns or allegations are handled properly.

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

14.13.3 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.

14.13.4 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 collect facts.

14.14 Governors

If an allegation or concern is about a Governor, the school/college will follow local procedures.

14.15 Volunteers

Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer whereby no checks have been carried out will be alone with children or allowed to work in regulated.

14.14 Whistleblowing

14.14.1 Hinckley Academy and John Cleveland Sixth Form operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Hinckley Academy and John Cleveland Sixth Form's safeguarding processes to the senior leadership team.

14.14.2 The Academy's Whistleblowing Policy is made accessible to all staff and volunteers and the senior leadership team will take all concerns seriously.

14.14.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Hinckley Academy and John Cleveland Sixth Form's Whistleblowing Policy and Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

15 Promoting safeguarding and welfare in the curriculum

15.1 Hinckley Academy and John Cleveland Sixth Form 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.

15.2 The academy will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the academy will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education. See Appendix A for links to the relevant policy.

15.3 Children at Hinckley Academy and John Cleveland Sixth Form will receive the following as part of our promotion of safeguarding across the curriculum:

- Embedded programme of personal development across curriculum and pastoral times.
- Relationships, Sex & Relationships and Health Education (RSHE) in line with new statutory guidance for 2021, across both pastoral and curriculum time;
- Pastoral Support including information, advice and guidance from the Pastoral Lead;
- Major Campaign weeks covering a range of Safeguarding related topics such as Respect & Anti-bullying, including cyber bullying, derogatory and prejudicial language, Sexual Harassment and Sexual Violence, Health & Wellbeing, Exploitation (sexual and criminal, gangs & youth violence), Diversity & Equality, Drugs & Alcohol;
- Online Safety Certificate;

- Special events such as Online Safety Day, National CSE Day, outside speakers and creative arts;
- Curriculum input linking to safeguarding topics such as preventing extremism, healthy relationships, community cohesion, sexual relationships, protective behaviours;
- Working with parents to provide skills and knowledge around safeguarding topics such as online safety and mental health.

16 Children Looked After (CLA)

16.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Hinckley Academy and John Cleveland Sixth Form recognises that children looked after may have additional vulnerabilities. **The Designated Lead for Looked-After and Previously Looked-After Children is Mr Graeme Price**

16.2 Staff will receive training on how to best safeguard children who Looked-After and Previously Looked-After are.

16.3 Hinckley Academy and John Cleveland Sixth Form will work with Personal Advisors when children leave care (where applicable).

16.4 Hinckley Academy and John Cleveland Sixth Form is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

17 Children with Special Educational Needs or Disabilities or Physical Health Needs

17.1 As outlined in Keeping Children Safe in Education (2021), Hinckley Academy and John Cleveland Sixth Form is aware that children with additional needs or disabilities may be more vulnerable to abuse 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 condition 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 being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.⁵

17.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

17.3 Staff will consider 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 SENDCo will be sought in these circumstances.

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

18 Use of reasonable force

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

⁵ Keeping Children Safe in Education, September 2020

18.2 In line with our Behaviour Policy and Staff Code of Conduct, and how we choose to treat children, our approach to managing behaviour is to build positive relationships, our approach to managing behaviour is to use a clear system of rewards and consequences to promote good behaviour. In circumstances where this is not effective a senior member of staff is available on an on-call basis. A situation that required use of reasonable force to keep someone safe would be recorded as a safeguarding concern, documented on CPOMS, investigated by the Pastoral Lead and overseen by a senior member of staff. Any situations would be discussed with the Head of School to ascertain if changes to policy, practice or training were required to avoid future recurrence.

18.2 When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, Hinckley Academy and John Cleveland Sixth Form will consider the risks and carefully recognise the additional vulnerability of these groups. Hinckley Academy and John Cleveland Sixth Form will consider their duties under the Equality Act 2010 in relation making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

19 Work Experience

Please see the relevant policy on the academy website.

20 Children missing from education, home or care

Hinckley Academy and John Cleveland Sixth Form will also take action to protect children missing education and children missing from home or care.

20.1 Children Missing Education

A summary of key actions is below but please refer to the specific policy Children Missing Education on the school website and DFE guidance <https://www.gov.uk/government/publications/children-missing-education>

- Daily attendance monitored by Pastoral Lead/ Attendance Officer after morning registration
- First Day absence procedures followed for all students, text message, phone call, (see attendance policy and CME flowchart).
- Students who are Looked After, on a Child Protection plan or have other identified vulnerabilities, such as police notifications of Domestic Abuse with current Early Help services involvement, the social worker/key worker will be informed of absence and any concerns, after period 1 register is taken. If there is any doubt as to whether a child may be at risk of harm, the Designated Safeguarding Lead will be consulted.
- After 5 days the Local Authority CME team will be informed if no contact has been made with the family, having followed the normal absence process (text messages, phone calls, home visits).
- After a maximum of 10 days, the Children Missing Education Form will be completed and further advice sought.

After 20 days, the Remove from Roll checklist will be completed and advice will be sought from the CME team. The child can only be deleted from the Academy's Admission register, with the signature of the Head of School on the completed Remove from Roll checklist.

20.2 Children Missing from home or care

Please refer to the relevant section of the policy Children Missing Education on the academy website and DFE guidance below

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

21 Private Fostering

Hinckley Academy and John Cleveland Sixth Form have a duty to refer any children who are living in a private fostering arrangement to the local authority. This is defined as a child living for more than 28 days with someone who is not a close relative.

We will do this through a Children's Social Care 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 14 days, so we can support them as required.

22 Operation Encompass

Leicestershire schools are part of an initiative set up by the police called Operation Encompass. If any child is witness to a domestic abuse incident then police will inform the Designated Safeguarding Lead at the academy which the children attend, the following morning. More information is available on the academy website.

23 Summary

Hinckley Academy and John Cleveland Sixth Form 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 – Further Safeguarding Information

Hinckley Academy and John Cleveland Sixth Form safeguarding policy is intended to be used in conjunction with the following policies available on the staff shared drive. They are also available on request via reception.

Hinckley Academy and John Cleveland Sixth Form Centre adheres to the Leicestershire and Rutland Safeguarding Partnership Policies which can be found here: <https://lrsb.org.uk/policiesandprocedures>

- **Allegations Against Staff or Volunteers (LRSBCP)**
- Anti – Bullying Policy
- Attendance Policy
- Behaviour Policy
- Business Continuity Plan
- Children Missing Education Policy
- Pupils Missing Education Policy
- Complaints Policy
- Critical Incident Prevention Plan
- Data Protection Policy and Privacy Notice -GDPR Policy
- E-Safety Policy
- Educational Visits Policy
- Equalities Objectives
- Futures Trust’s Suitability Policy -Statement on the Recruitment of Ex-offenders
- Futures Trust Reference Policy (Providing and requesting)
- Health & Safety Policy
- ICT Acceptable Use Policy
- **Managing Professional Disagreements (LRSBCP)**
- Medicine, First Aid & Children/Young people with Medical Needs
- RHSE Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Visitor Management Policy
- Volunteer Policy
- Whistleblowing Policy

Types of Abuse

As outlined in paragraph 4.6, Hinckley Academy and John Cleveland Sixth Form 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 2021, Annex A.

See below for further 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.

The following issues are all treated seriously and will result in a safeguarding response as appropriate. Staff are trained in the signs and symptoms to look out for and report to the Designated Safeguarding Lead. Students are also taught about how to keep themselves safe, seek information, advice or guidance on behalf of themselves or any other person they may be concerned about. They are able to do this through confidential advice lines or websites such as ChildLine 0800 1111, School Nurse Service: 0116 2153248 Health for Teens: 07520615387 or NSPCC or by speaking to any staff member they feel comfortable talking to.

More information on each of these safeguarding subjects can also be found on our academy website for parents and on our academy Firefly for staff and students.

There are links to guidance and policies below or they are available on request by calling the academy on 01455 632183.

KCSIE Annex A, has further information and guidance.

Bullying, including cyber- or online-bullying

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre Anti-Bullying policy and E Safety Policy. Also see DFE guidance at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Child Criminal exploitation (including involvement in county lines)

Please refer to the DFE guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic abuse

Please see also section 18 above and the DFE guidance <https://www.gov.uk/guidance/domestic-violence-and-abuse>

Radicalisation, Extremism and The Prevent Duty

Please see Appendix D for more information. *Further information* <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Faith-based abuse

Please refer to the DFE guidance <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Fabricated or induced illness

Please refer to the DFE guidance <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Gangs or youth violence & Serious Violence

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre Behaviour Policy and the DFE guidance <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs->

[and-youth-violence](#)

Gender-based violence

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre Behaviour Policy and the DFE guidance <https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>

Hate

Please refer to the DFE guidance <https://educateagainsthate.com/>

Homelessness

Please refer to the DFE guidance <https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

(So-called) 'Honour-based' Abuse: Forced marriage

Please refer to the DFE guidance <https://www.gov.uk/guidance/forced-marriage>

(So-called) 'Honour-based' Abuse: Female genital mutilation

Please refer to the DFE guidance <https://www.gov.uk/government/collections/female-genital-mutilation>

Mental Health

Please refer to the DFE guidance "Mental Health and Behaviour in Schools."

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

See also Public Health England guidance "Promoting children and young people's emotional health and wellbeing. A whole school approach"

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Online Safety

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre E Safety Policy and the DFE guidance

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Relationships, Sex & Health Education (RSHE)

Please refer to the separate policy for RSHE on the academy website. See also the DFE guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationship abuse

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre Behaviour Policy and guidance at <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

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

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre Behaviour Policy and DFE guidance <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Sexting

Please refer to the Hinckley Academy and John Cleveland Sixth Form Centre E Safety Policy and DFE guidance <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Trafficking and modern slavery

Please refer to the DFE guidance <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance> and <https://www.gov.uk/government/collections/modern-slavery>

Appendix B - 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 school, 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 school or education;
- Children who are reluctant to go home after school;
- Children with poor school 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 school 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.

Hinckley Academy and John Cleveland Sixth Form Centre recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C - Staff / Volunteer pro-forma for reporting Child Protection concerns to DSL

Staff / Volunteer pro-forma for reporting Child Protection concern/s to DSL

The information on this form is strictly confidential. Please complete the form and check that it is clear and legible. Hand it to the designated teacher in person as soon as possible. Thank you.

The Child's Details	
Name	
DOB	
Tutor Group	
Address	
Home Contact Number	

The Incident	
Date	
Time	
Outline the incident (use a separate sheet if necessary)	

Action Taken/Other Useful Information	
Action taken by whom	

Your Details	
Your Name	
Your Job Title	
Names of any other staff involved	

Signature

Date

Time.....

Appendix D - Preventing Extremism and Radicalisation Guidance

Introduction

1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

2. Hinckley Academy and John Cleveland Sixth Form Centre values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

3. Hinckley Academy and John Cleveland Sixth Form Centre is committed to providing a secure environment for students, where children and young people feel safe and are kept safe. All adults at the academy recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

4. This Preventing Extremism and Radicalisation Policy is one element within our overall academy arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

5. Our academy's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Leicestershire and Rutland Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2021", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

6. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

7. The Local Authority has a Prevent Coordinator and offers support and challenge in relation to the Prevent agenda. To contact the Prevent Co-ordinator please visit <https://www.leicesterprevent.co.uk>

8. The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

9. Teachers can call: 0800 789 321 or email: counter.extremism@education.gsi.gov.uk

School Ethos and Practice

10. When operating this Policy, the academy uses the following accepted Governmental definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

11. There is no place for extremist views of any kind in our academy, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals). Our students see our academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

12. As an academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

13. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

14. Therefore, the academy will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

15. Please see notes on associated terminology in the Appendix.

The Counter Terrorism and Security Act July 2015

16. The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

17. Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

18. Other duties on schools include:

- effective partnership working with other local agencies, e.g. Police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSRB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

19. Ofsted are responsible for monitoring how well schools are implementing this duty.

20. See Appendix 1 for optional schools' audit.

Recognising the indicators of vulnerability to radicalisation

21. There is no such thing as a “typical extremist” those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

22. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.

23. Indicators of vulnerability include:

- **Identity Crisis** – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the student/student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- **Special Educational Need** – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

24. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

25. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct/Staff Behaviour policy for staff.

26. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will complete the home office e-learning package on prevent and radicalisation and extremism will be an integral part of annual staff safeguarding training.

27. Our academy is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Hinckley Academy and John Cleveland Sixth Form Centre is Klaire Wright

28. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Single point of Contact (SPOC) or Head of School. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered assistance. Additionally, in such instances our academy will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

29. Our academy will closely follow the locally agreed procedure as set out by the LRSB for safeguarding individuals vulnerable to extremism and radicalisation. <http://www.lrsb.gov.uk>

Teaching Approaches

30. We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academy this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also, by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and students; building resilience in students; improving student skills for collaborative work; improving students' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. The academy will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

31. We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our students' experiences and horizons.

Use of External Agencies and Speakers

32. The academy encourages the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes following the Visitor Management Policy, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

33. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the academy's values and ethos.

34. Our academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the academy and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise

students through extreme or narrow views of faith, religion or culture or other ideologies

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students
- Activities are carefully evaluated by the academy to ensure that they are effective.

35. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistleblowing

36. Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

37. Please refer to the separate Whistleblowing Policy which is available on the academy's website and from the Academy Office.

Recruitment

38. The arrangements for recruiting all staff, permanent and volunteers, to our academy will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that appropriate references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

39. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our academy so as to unduly influence our academy's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

40. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our academy and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

41. The Governing Body of our academy will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

42. The Governing Body of our academy will support the ethos and values of our academy and will support the academy in tackling extremism and radicalisation.

43. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2021' the Governing Body will challenge the academy's senior leadership team on the delivery of this policy and monitor its effectiveness.

44. Governors will review this policy regularly but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

Standards for Teachers

45. The 2011 (updated 2013) Standards for Teachers (part two) states: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability, or might lead them to break the law.

48. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

49. NB the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with students and students 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.'

Policy Adoption, Monitoring and Review

50. This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' 2021 and duties as set out in the Counter Terrorism and Security Act 2015.

51. Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the academy's website.

52. Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

Supporting children who are travelling/have travelled abroad to specific locations

53. If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in Appendix 3. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. Academy staff must also be alert and refer cases of potential concern if they become aware that a student/ is intending to travel during school holidays.

54. If you have concerns either post travel or pre-travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on Appendix 4 which relies on your

professional judgment with full support and guidance from your SPOC. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice

<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 - 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<https://leicesterprevent.co.uk/wp-content/uploads/2013/09/Channel-Document22.pdf>

Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

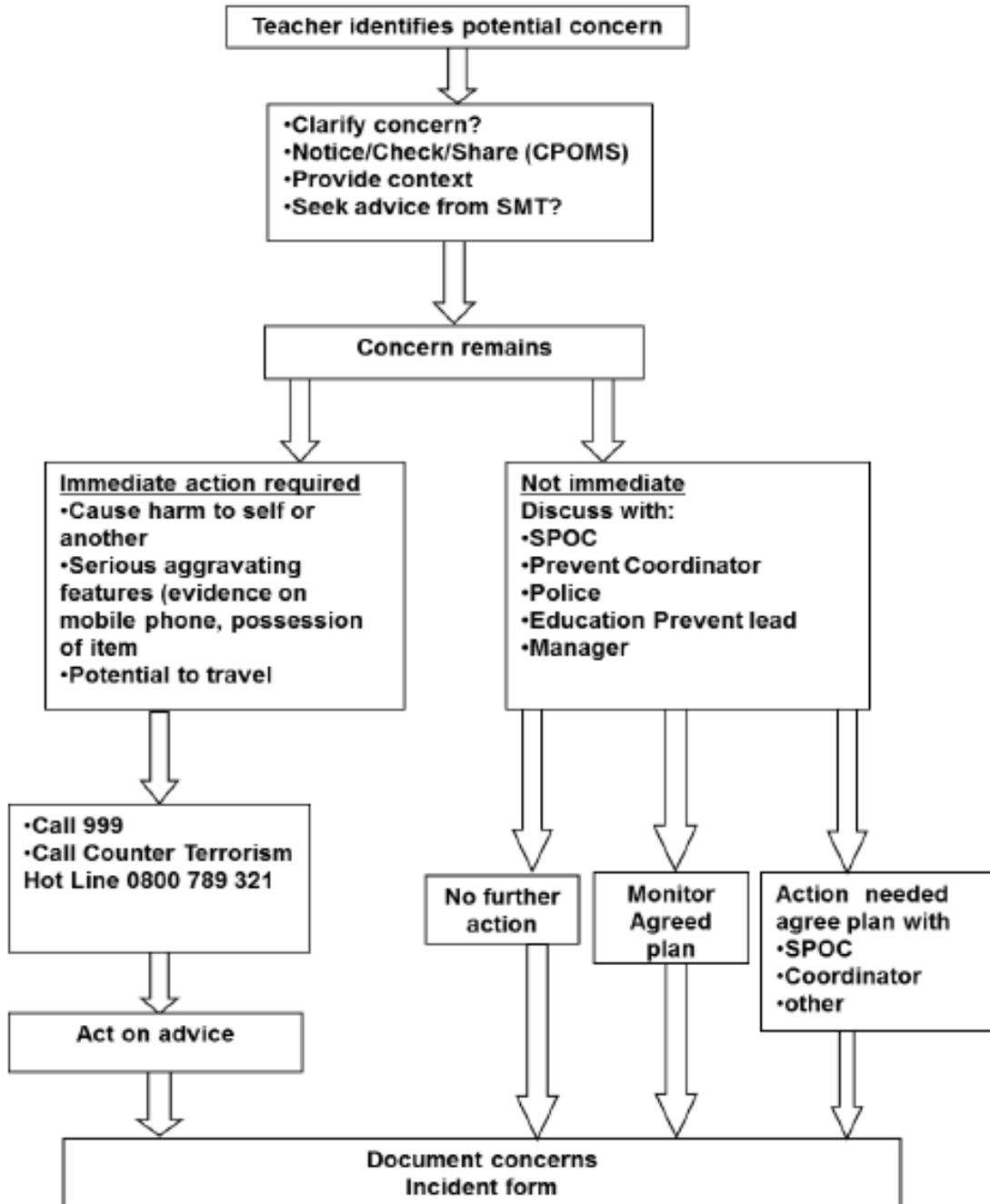
Appendix & Supporting Letters

Appendix 1 – Optional Schools Audit available from the DSL.

Appendix 2 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations (see below)

Appendix 3 – Letter for Supporting Children who are travelling/have travelled abroad to specific locations. Available from the DSL.

Appendix D1 – Flow Chart Supporting Children who are travelling/have travelled abroad to specific locations



Appendix D2 - Changes to the Child Protection and Safeguarding Policy

All references to Keeping Children Safe in Education (September, 2020) have been amended to Keeping Children Safe in Education (2021).

All references to Keeping Children Safe in Education (2021) refer to the latest updated version "Keeping Children Safe in Education (2021), Update- January 2021 (Post EU Exit)"

Safer Recruitment

12.7 All safer recruitment practices at Hinckley Academy and John Cleveland Sixth Form comply with Keeping Children Safe in Education (2021). See Part 3 of Keeping Children Safe in Education (2021) for further information.

- a. The academy will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it.
- b. When recruiting volunteers, the academy will adhere to and fully implement the Trust's Volunteer Policy.
- c. The academy's safer recruitment practices will be reviewed by the Trust alongside the academy's Designated Safeguarding Lead on a regular basis, and any actions required will be reported to the Governing Body and Trust.

COVID-19 changes to our Child Protection Policy

*(Revised 22nd September 2020)***Response to COVID-19**

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the academy's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding practice**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the academy and following [advice from government](#) and local agencies.

The current academy position and local advice

Hinckley Academy and John Cleveland Sixth Form Centre will remain open for key worker children and students who are deemed to be vulnerable. Children with EHCP's will be encouraged to attend school.

Reporting arrangements

The academy arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is: **K Wright** Kwright@hajc.leics.sch.uk Tel:01455 632183.

The Deputy DSLs are: **A Pathan** apathan@hajc.leics.sch.uk **J Paterson** jpaterson@hajc.leics.sch.uk **M Boast** mboast@hajc.leics.sch.uk **N Bennett** nebennett@hajc.leics.sch.uk they can all be contacted on the academy phone number: 01455 632183.

The academy's approach ensures the DSL or a deputy is always on site while the academy is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Head of School or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Leicestershire Children's Duty team will be contacted.

Should a child, in the academy's view be at risk of significant harm and local agencies are not able to

respond, the academy will immediately follow the safeguarding children partnership escalation procedure.

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children. Vulnerable students have been RAG rated and regular calls will be made home throughout the time we are in lock down.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children who have, or have previously had, a social worker
- There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP
- Children on the edge of social care involvement or pending allocation of a social worker where required these children will be offered a place at school (or another school by arrangement)
- Other children the academy considers vulnerable. More children may be added to this in response to concerns raised with the DSL. These children can be offered care at school if required.

Each of these children has an individual plan which has been shared with other agencies in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the academy;

- Children of key workers who may attend school. Parents have been contacted and have advised when they will wish their child to attend the academy.
- Children at home – regular contact by the Pastoral Leads. The plans in respect of each child in these groups should state how often they are to be reviewed.

Attendance

The academy is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive, the academy will follow our attendance procedure and contact the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Teams, Skype, FaceTime, through a relative etc) but if necessary arrange a home visit by the academy or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the academy to ensure children and young people are safe.

The academy will also follow the attendance procedure if contact proves impossible with children at home. Phone calls will be made and home visits where it is deemed necessary.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, [poverty](#), and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home

(including recognising the impact of online learning – see [below](#)). Staff will be aware of the mental health of both [children](#) and their [parents and carers](#), informing the DSL about any concerns.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between ~~leaves~~

Risk online

Young people will be using the internet more during this period. The academy may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the academy.

- The academy continues to ensure [appropriate filters and monitors are in place](#)
- Our governing body will [review arrangements](#) to ensure they remain appropriate
- The academy has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the academy's code of conduct and importance of using academy systems to communicate with children and their families.
- Staff have read the [20 safeguarding considerations for livestreaming](#) prior to delivering any livestreamed sessions
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the academy, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about keeping children safe online with peers, the academy, other education offers they may access and the wider internet community. We have set out the academy's approach, including the sites children will be asked to access and set out who from the academy (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
 - [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and carers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#)

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged.

If necessary, the academy will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the academy child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a [written risk assessment](#) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

New starters will complete the [Keeping Children Safe in Education Knowledge Check](#) and the [Introduction to Safeguarding Children](#) online courses with Safeguarding Network within their first week. (However, we do not have any new starters after Easter).

Our child protection procedures hold strong:

Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.

- The academy will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The academy will update the Single Central Record
- Of all staff and volunteers working in the academy, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by of who is working in the academy each day. All staff are being asked to sign in and out.

New children at the academy

Where children join our academy from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our academy and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head.

Safeguarding information about children placed in our academy will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely ~~sent~~ to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on [March 2020] and is available on the academy website.

COVID-19 Child Protection Policy Addendum (November 2020)

During the arrangements put in place due to the COVID-19 pandemic, the Child Protection/Safeguarding policy will continue to apply unless superseded by the provisions set out here. This addendum will be reviewed and revised to take account of ongoing changes to COVID-19 guidance and arrangements.

- If the DSL and all other trained Deputy DSLs are isolating away from academy, where possible, they will continue to be available to support and advise staff with safeguarding concerns. In this scenario, or where a DSL or Deputy is not available, a member of the Senior Leadership Team will be designated to respond on site to safeguarding concerns. Staff will continue to report all safeguarding concerns in the usual way (including allegations and safeguarding concerns about adults working in the academy) and be thoroughly briefed about any changes that are required – e.g. where the DSL or Head of School may be isolating at home.
- Where a child known to social care is required to isolate at home, the DSL will immediately inform the social care worker allocated to the case.
- Parents/carers of vulnerable children who are asked to isolate at home will be regularly contacted by academy staff if for any reason we feel that there is an issue we will then make then make a home visit and a referral to Children's Services considered. if it is deemed appropriate to do so.
- There may be a greater prevalence of mental health concerns when children return to the academy following a period of isolating at home. Staff will be briefed about this and time will be made available to the DSL or other relevant staff to support children as required.
- Children will be expected to attend the academy unless a special arrangement is agreed. The academy's standard procedures will be applied in the case of absence.
- Where a parent or carer indicates that they intend to electively home educate because of concerns related to COVID-19, before removing the child from the academy roll, a meeting will be arranged involving the parent / carer, the local authority Inclusion Service and any other key professional e.g. social worker. All the options will be explored in order that the parents fully understand what is involved and so that the best interests of each individual child can be carefully considered before making a final decision. This is particularly important where vulnerable children, children with a social worker, and those at greatest risk of harm are involved. Where an EHCP is in place for the child the local authority will be asked to give consent to Elective Home Education before removing

the child from the academy roll.

- Staff engaged in remote teaching and learning will follow the code of conduct guidance set out in the “Safer Working Practice Addendum” April 2020 (Safer Recruitment Consortium). The academy has a remote learning policy that all staff follow.
- The online safety of children who may be learning remotely at home will be considered and any necessary adjustments made to networks and academy devices used for this purpose. Children will be taught how to stay safe online when they are learning remotely. This has been included in lessons and in walk throughs with students.
- Safer Recruitment procedures will continue to be robustly applied including where virtual interviews may be used and if so, a risk assessment will be completed.
- The Single Central Record will be continuously updated and include the details of any staff who may be engaged in teaching and learning from home and any catch-up tutors employed by the academy, for example.

Appendix E

Peer-on-Peer Abuse, Sexual Harassment & Sexual Violence between Children

The academy does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. This includes self-generated sexual imagery, “sexting”, initiation or “hazing” incidents. The academy recognises that young people can abuse each other and this will still be treated as abuse. We will work with parents, students and any appropriate external agencies to prevent or respond to any such incidents.

The government advice published in December 2017* (updated in May 2018) sets out the context, definitions, legal obligations and guidance around responding to concerns.

The academy will operate in line with the Safeguarding and Child Protection Policy, record investigations and incidents on CPOMS, make referrals to social care and/or the police, communicate with parents and seek consent to share information (unless this may put someone at risk of harm).

The academy will support both the victim and the perpetrator, recognising that the perpetrator may also have been a victim themselves in the past. This may involve a referral for specialist support or counselling, a key worker within academy, consideration around contact between the parties, working with family and friends.

Initial investigations will establish the facts through talking to both parties and any witnesses, then a decision will be taken by the relevant Hub Leader, in conjunction with the DSL as appropriate, about the next steps for example a referral to the police and/or social care.

If a criminal offence is under investigation, the academy will take advice about how best to manage the education of the alleged perpetrator, support the victim and make an appropriate assessment of risk to any other students, staff or visitors. Further information can be found in the Anti-Bullying Policy, available on the academy website.

The staff will be made aware of this policy through safeguarding induction, regular training and updates.

*The government guidance is available at

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>