



Stephenson Trust

Stephenson Academy Child Protection Policy

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Signed by: _____
J O'Donnell, Chair of Governors
On behalf of Stephenson Academy Governing Body

Child Protection Policy

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INTRODUCTION

The Academy fully recognises the responsibility it has under section 175 (*Section 157 for Independent Academy's and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the academy have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to MASH the local multi-agency referral hub (Designated Safeguarding Leads to coordinate the referral).

This policy sets out how the academy is governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the academy. Our policy applies to all staff, paid and unpaid, working in the academy including governors, teaching assistants, support and admin staff, as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the academy and its governors.

This policy is reviewed on an annual basis. September INSET covers safeguarding updates to ensure that staff awareness remains high and that information remains informative, relevant, and accessible and highlights any areas requiring further development.

It reflects the academy's statutory responsibilities and takes account of national guidance and local procedures as follows:

- **Keeping Children Safe in Education, 2018 :**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- **Working together to safeguard children 2018:**
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- **MK Safeguarding Children Board's multi-agency procedures**
<http://www.mkscb.org/policy-procedures/>

There are four main elements to our policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole academy protective ethos
2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
3. **SUPPORTING VULNERABLE CHILDREN** in a range of areas.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

1. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The academy will therefore:

- 1.1. Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to actively
- 1.2. Ensure children know that there are adults in the academy whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

- 1.3. Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- 1.4. Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child-care and parenting skills.
- 1.5. Visual displays around the school to remind students, and reinforce the work completed in class.
- 1.6. Produce dedicated Safeguarding display boards for both staff and students in prominent positions.
- 1.7. Ensure that wherever possible there are at least two emergency contacts for every student.

We deliver a PSHE Curriculum, which includes aspects of sexual health awareness, and work in liaison with external agencies such as Brook to deliver part of the curriculum. We commission Educational Theatre Companies and external speakers to come into school to reinforce the essential skills and awareness taught in PSHE. Self-esteem and confidence building, thinking independently, and risk assessments based on their own judgments are encouraged throughout the academy.

2. PROCEDURES

- 2.1 We will follow the procedures set out in the Milton Keynes Local Safeguarding Children Board Inter-Agency Procedures. A copy of these procedures can be found on the MK LSCB website
- 2.2 The Designated Senior Member of Staff Safeguarding at Stephenson Academy is **Marie Ramsay**
- 2.3 The nominated governor for Safeguarding is **John O'Donnell**

The academy will:

- 2.3.1 Ensure there is a designated senior person who has lead responsibility for child protection in the academy and has undertaken, as a minimum, the 2-day child protection training course run by the MK LSCB. The DP will have a copy of the relevant guidance, advice and support to carry out their role effectively
- 2.3.2 Ensure that this training is updated every two years in accordance with government guidance
- 2.3.3 Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
- 2.3.4 Ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction
- 2.3.5 Ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available
- 2.3.6 Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Designated Persons have access to the MASH, the multi-agency safeguarding hub. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- 2.3.7 Consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training

2.3.8 Ensure every member of staff and every governor know:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Core Inter–Agency Procedures on the LSCB website

2.3.9 Provide Child Protection training for **all** staff from the point of their induction, updated regularly, every two years, so that they are confident about:

- the academy’s legislative responsibility
- their personal responsibility
- the academy’s policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation
- the need to record concerns
- how to support and respond to a child who tells of abuse

2.3.10 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies

2.3.11 Share any safeguarding concerns relating to student needs with staff during the morning briefing and subsequent briefing minutes.

2.3.12 Ensure that parents are informed of the responsibility placed on the academy and staff in relation to child protection by setting out these duties in the academy brochure and website

2.3.13 Ensure that this policy is available publicly either via the academy website or by contacting the Designated Safeguarding Lead

2.3.14 Ensure that Induction training incorporates key aspects of the academy’s behaviour policy, the child protection policy, the staff handbook, and additional information linked to SEN and the needs of students.

2.4 **Liaison with Other Agencies**

The academy will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils

2.4.2 Co-operate as required, in line with Working Together to Safeguard Children, 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.4.3 Notify the relevant Children’s Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan

- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.5 Record Keeping

A new version of Working Together to Safeguard Children was published in July 2018, to account for changes following the Children and Social Work Act 2017; and an update to the government's guidance on Information Sharing, to account for the new Data Protection Act 2018, and the General Data Protection Regulation, GDPR. KCSIE 2018 reflects this new legislation and guidance. Neither GDPR, or the Data Protection Act 2018, prevents or limits the sharing of information to keep children safe. Paragraph 77 sets out the 'Special Category Personal Data', which allows sharing information even without consent in some circumstances.

The academy will:

- 2.5.1 Keep clear, detailed, accurate, written records (Behaviour Watch/CPOMS) of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately
- 2.5.2 Ensure all records are kept securely; separate from the main pupil file, and in a locked location (both on line and on paper)
- 2.5.3 Ensure all relevant child protection records are sent to the receiving academy or establishment when a pupil leaves
- 2.5.4 In addition to the safeguarding file, the DSL will consider sharing relevant information with the new school or college in advance of a child leaving if it enables them to support victims of abuse or students that are more vulnerable by having support in place for when the child arrives.
- 2.5.5 The academy will not destroy any records linked to sexual abuse due to the ongoing Independent Inquiry into Child Sexual Abuse.
- 2.5.6 LSCBs have transitioned into local safeguarding partnerships of the local authority, police and clinical commissioning groups. The academy will fully engage with the local partnership.

2.6 Confidentiality and information sharing

- 2.6.1 Child protection information will be stored and handled in line with the EU general data protection regulation 2016/679 (GDPR), which took effect on the 25th May 2018. This does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child
- 2.6.2 Child protection records are normally exempt from the disclosure provisions of the, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Person or Executive Principal

The academy will:

- 2.6.3 Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or MASH as required

Information sharing: Guidance for practitioners and managers is available from Department of Education. www.education.gov.uk

- 2.6.4 Ensure that the Executive Principal or Designated Person will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 2.6.5 Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.6.6 Ensure staff are clear with children that they cannot promise to keep secrets and that they have a duty to keep children safe and this could involve sharing information with other professionals.

2.7 Communication with Parents/Carers

The academy will:

- 2.7.1. Ensure that parents/carers are informed of the responsibility placed on the academy and staff in relation to child protection by setting out its duties in the academy brochure/website
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the academy believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from MASH (*Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board*)

3. SUPPORTING VULNERABLE CHILDREN

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those vulnerable children which may last into adulthood without appropriate intervention and support.
- 3.2 This academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at the academy, their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.]
- 3.4 We have a Therapeutic On-Call system, which enables the students to have someone to talk to should they wish to.
- 3.4 **The academy will support the pupil through:**
 - 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation both in class and on a 1:2:1 basis.
 - 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community

- 3.4.3 The academy's behaviour policy will support vulnerable pupils in the academy. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The academy will ensure that the pupil knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred
- 3.4.4 Liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, Compass or Children and Family Practices
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Children's Social Care in accordance with the Milton Keynes Local Safeguarding Children Board "Core Inter - Agency Procedures"
- 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new academy immediately. The lead Social Worker from Children's Social Care will also be informed
- 3.4.9 When a child is missing from education, the academy will follow its Attendance Policy. If a child is subject to a Child Protection Plan or there have been ongoing concerns Children's Social Care will be informed. Welfare Call are made aware if Looked After Children are missing from education.

3.5 Substance Misuse and Child Protection

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.6 Children of Substance Misusing Parents/Carers

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence
- 3.6.2 When the academy receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. Multi Agency Safeguarding Hub would be contacted.
- 3.6.3 This is particularly important if the following factors are present:
 - Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children

- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.6.4 Students whose parents misuse drugs and/or alcohol would be supported and monitored within school by the Therapeutic Team.

3.7 **Domestic Abuse**

3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships

3.7.2 Head Teachers are notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe. Students will also be monitored and supported by the Therapeutic Team.

3.8 **Female genital mutilation (FGM)**

3.8.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK

3.8.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health

3.8.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK

3.8.4 The academy takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy

3.8.5 The Designated Person will make appropriate and timely referrals to Children's Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Children's Social Care even if it is against the pupil's wishes

3.9 **Forced Marriage**

3.9.1 Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used

3.9.2 In cases of forced marriage discussion with the family or any involvement of the family or local community members will often place the child or young person at greater risk of harm. Families should not be approached if forced marriage is suspected

- 3.9.3 Children and young people facing forced marriage often come from very loving families where the parental capacity to provide safety, emotional warmth and stability is excellent. The children are often high achievers at academy, their health is good, and they are well integrated into the local community and have good relations with the wider family
- 3.9.4 It is important professionals are sensitive to differing family patterns and lifestyles and to child-rearing patterns that vary across different racial, ethnic and cultural groups. At the same time they must be clear that child abuse cannot be condoned for religious or cultural reasons, therefore forced marriage must be responded to as a protection and safeguarding issue
- 3.9.5 There is no specific offence of 'forcing someone to marry'; criminal offences may nevertheless be committed. Perpetrators, usually parents or family members, could be prosecuted for offences including threatening behavior, assault, kidnap, abduction, threats to kill, imprisonment and murder. Sexual intercourse without consent is rape, regardless of whether this occurs within a marriage or not
- 3.9.6 Forced marriage is automatically handled as a child protection issue and staff should share information quickly when a child is at risk

3.10 **Child Sexual Exploitation (CSE)**

- 3.10.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities
- 3.10.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups
- 3.10.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming
- 3.10.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse
- 3.10.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions
- 3.10.6 Academy's will complete the LSCB Child Sexual Exploitation Risk Assessment Tool and refer to the Multi-Agency Safeguarding Hub if there is a concern that a young person may be at risk.

3.11 **Prevent**

- 3.11.1 Children are vulnerable to extremist ideology and radicalisation.
- 3.11.2 Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- 3.11.3 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- 3.11.4 Staff should use their judgement in identifying children who may be at risk of radicalisation and liaise with the DSL who may consider making a referral to the Channel programme.
- 3.11.5 Channel provides support at an early stage to those vulnerable to being drawn into terrorism. Schools can make referrals for those vulnerable to radicalization. It is voluntary.
- 3.11.6 The Prevent duty under section 26 of the Counter-Terrorism and Security Act 2015 is the need to prevent people being drawn into terrorism, (par. 57-76 Revised Prevent duty guidance: for England and Wales).

3.12 Fabricated/Induced Illness

- 3.12.1 The fabrication or induction of illness in children is a relatively rare form of child abuse. It is a condition whereby a child suffers harm through the deliberate actions of her/his main carer and which is attributed by the adult to another cause. The fabrication or induction of illness in children by a parent or carer has been referred to by a number of different terms, most commonly by Munchausen Syndrome by Proxy, Factitious Illness by Proxy or Illness Induction Syndrome.
- 3.12.2 Fabricated or Induced Illness by parents or carers can cause significant harm to children. It involves a well-child being presented by a parent or carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality, and is likely to be suffering harm as a consequence.
- 3.12.3 Fabrication or Induced Illness may not necessarily result in the child experiencing physical harm. Where children have not suffered physical harm, there may still be concern about them suffering emotional harm. Children may also suffer emotional harm as a result of an abnormal relationship with their parent or carer.
- 3.12.4 The fabrication or induction of illness in children should be dealt with as a child protection issue and dealt with in line with the schools Child Protection Policy. Any concerns around a child should be reported to the Milton Keynes Safeguarding Hub.

3.13 Child Trafficking

- 3.13.1 Child Trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Child Trafficking is a criminal offence under Modern Slavery legislation.
- 3.13.2 Children can be trafficked into and out of the UK and within the UK itself. Children can be trafficked by their parents, extended family members, known adults from a child's community or by a stranger.
- 3.13.3 Child Trafficking needs a child protection response and Multi Agency working. The Academy will follow safeguarding and child protection procedures and would make a referral to Milton Keynes Safeguarding Hub.
- 3.13.4 It is important to be able to recognise a child or young person who may have been trafficked, particularly those trafficked for benefit fraud, domestic servitude and petty crime. For example a child who has been registered at school by an adult they are not related to and the adult insists on speaking for the child or the child seems nervous around them.

3.13.5 Children who have been trafficked may not disclose or display obvious signs or distress or abuse while at school because they feel safe and relaxed there.

3.13.6 It is important to ensure the Local Authority is informed if child trafficking is suspected.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1 The academy will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2018) and the Academy's Safer Recruitment Policy
- 4.2 The following members of staff have undertaken Safer Recruitment training:
Neil Barrett; Nicola Ready; Marie Ramsay; Dean Johnson; and Sarah Bridges
- 4.3 Any allegation of abuse made against a member of staff will be reported straight away to the DSL and Deputy DSL, and Executive Principal. In cases where the DSL or Executive Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The academy will follow the procedures set out in Part four of Keeping Children Safe in Education
- 4.4 The academy will consult with the Local Authority Designated Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education
- 4.5 All allegations are reported to the LADO within one working day. Following consultation with the LADO, she will advise on all further action to be taken. Please note that the DSL, Deputy DSL, Executive Principal or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary
- 4.6 The academy will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the academy and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable
- 4.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected
- 4.8 Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen
- 4.9 The academy will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable
- 4.10 All staff can access Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (revised 2015, DCSF)
- 4.11 The academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust)

- 4.12 The academy will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny
- 4.13 All staff are reminded that their 'relationships and associations' (including online) may have a safeguarding implication. If there are concerns the academy should be informed, (Disqualification by Association, 2018).
- 4.14 All volunteers undergo enhanced DBS checks due to the vulnerable population they will be working with.

5. OTHER RELATED POLICIES

- 5.1 This policy is closely related to the following policies within Stephenson Academy:
- Behaviour and Attendance, incorporating Bullying and Positive Handling
 - E-Safety, incorporating Social Networking and Data Protection
 - Safer Recruitment and Positive Disclosure
 - Management of Allegations against staff
 - Health and Safety
 - Complaints, incorporating Whistleblowing and Confidential Reporting

5.2 Use of Mobile Phones Policy

- 5.2.1 There is a recognition that most students use data on their phones on the 3G or 4G network and therefore potentially could access the internet on site. This means that online safety extends broader than filtering and monitoring within the academy's infrastructure.
- 5.2.2 Our policy, therefore, on use of mobile phones, cameras and sharing of images forms part of our behaviour management within the Academy.
- 5.2.3 In recognition that personal mobile phones have the potential to be used inappropriately and the academy has introduced an on-site ban for students of mobile phones and any related appliances that have the capacity for filming or internet access.
- 5.2.4 This ban has been extended for all residential and off-site trips.

6. CHILDREN WITH SPECIAL EDUCATION NEEDS

All pupils at Stephenson Academy have Education and Health Care Plans (EHCP; previously known as Statements of Special Educational Needs) and multi-agency planning and involvement to support integrated care.

We recognise that, statistically, children with social, emotional and mental health difficulties and disabilities are most vulnerable to abuse. Academy staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. Staff need to remember that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability. There is a higher risk of peer group isolation, and disproportionate impact of bullying amongst the academy population. Communication difficulties for some students, especially in their comprehension and use of language can increase their vulnerability.

The academy has pupils with social emotional and mental health difficulties and challenging behaviour. The academy will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support approach, which the Academy provides.

There are some circumstances when reasonable force may be necessary due to the challenging behaviour of some students. Student profiles, including handling plans and risk assessments are created for all students to minimise the likelihood of challenging behaviour resulting in physical restraint.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

We promote high standards of practice, including ensuring that children know how to raise concerns, and have access to a range of adults with whom they can communicate. This includes a range of pastoral staff at different levels within the academy. There is a pro-active student council with regular feedback opportunities to SLT. In addition the academy can support students in communicating their feelings through access to the therapeutic team with appropriately qualified staff.

7. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

7.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a governor for safeguarding and child protection who will monitor the Academy's compliance with statutory requirements and practice and champion child protection issues
- Ensure an annual report is made to the governing body, and copied to MKSCB. Any weaknesses will be rectified without delay
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the academy website.

7.2 Extended Academy's and Before/After Academy Activities (on or off academy site)

7.2.1 If the governing body provides extended academy facilities or before or after academy activities directly under the supervision or management of academy staff, the academy's arrangements for child protection as written in this policy shall apply

7.2.2 Where services or activities are provided separately by another body, either on or off academy site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the academy on these matters where appropriate.

7.2.3 Any alternative providers are required to provide written confirmation that they have completed vetting and barring checks on their staff.

8. PEER ON PEER ABUSE

The most recent guidance is detailed in 'Sexual violence and sexual harassment between children in schools and colleges', DFE 2018.

Peer on peer abuse is when a child might have been abused by another child and 30% of all abuse is peer on peer.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgment.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL/Deputy SL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

What to do if you are concerned

Peer sex abuse in the Academy

Academy staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer sex abuse. Factors affecting decision making should include:

- The possible impact on the child/victim.
- Any disparity in age between the abusing and abused child.
- Whether there is any element of coercion or violence.

Exploratory play should be dealt with in the academy, involving parents as appropriate; however, allegations of peer sex abuse must be referred to Children's Social Care following the referral procedures for all of the children involved.

The referral should be made to the relevant Children's Social Care team. This team has responsibility for progressing enquiries regardless of the home address of the children. This will include ensuring that other area teams are involved as appropriate.

Responsibilities of the Executive Principal

Where allegations of peer abuse occur within the academy, the Executive Principal should:

Action:

- Keep the involved children separate throughout the academy day to avoid collusion or intimidation (this may involve them attending on a rota basis until enquiries are complete);
- Not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- Keep a detailed log of actions, discussions and decisions.
- Contact parents of involved children in light of the information sharing protocol (see Information sharing protocol and Referrals) and request that, pending the interview with Children's Social Care; they should not discuss the allegation in depth with the child.
- If the situation warrants it (for example possible press coverage), sending a letter to all parents/carers of children in the academy, giving appropriate information about the situation.

If the assessment concludes that the allegations made can be substantiated, the children should not necessarily be expected to continue their education in contact with each other.

The children responsible for the abuse should be moved if necessary. The views and wishes of the children who have been abused and their parents should be appropriately considered in the decision making.

Police response

The police Child Abuse Investigation Team has responsibilities towards all children involved in the allegation both in decision making about them having suffered, or being at risk of suffering, significant harm, and regarding whether a crime has been committed by, or against, any of them.

Where a child is suspected to have committed an offence:

Action

The police Child Abuse Investigation Team will interview the child and make a decision on disposal based upon:

- Seriousness of the offence
- Evidence
- Public interest, and
- Interests of all of the children involved.

Disposal Options

There are a number of disposal options including:

- Charge and detain in custody pending the next available court sitting.
- Charge and release on bail; with or without conditions.
- A reprimand or final warning.
- Defer and release on police bail pending further enquiries.
- No further action.

Neither child welfare nor criminal justice agencies should embark on a course of action that has implications for the other without appropriate consultation.

Prosecution

Prosecution of the alleged offender will be considered and in some cases will be the most appropriate way of communicating to them the seriousness of their actions and their responsibility in addressing offending behaviour. However a decision to prosecute must be made on the basis that it is in the best interests of the child/ren involved and other forms of intervention and treatment must also be considered.

9. Children with family members in prison

Children with family members in prison Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

10. Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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

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

including gender, cognitive ability, physical strength, status, and access to economic or other resources.

11. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

12. Children and the court system (as witnesses).

Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Four categories of abuse

Physical Abuse

This 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.

Neglect

This is a persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse

This is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless/Unloved/Inadequate/Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

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

CONTACTS AND FURTHER INFORMATION

Executive Principal: Neil Barrett

neil.barrett@stephensonacademy.org.uk
Tel No: 01908 889400

Stephenson Academy	Designated Safeguarding Lead:	Deputy Safeguarding Lead:
	Marie Ramsay Deputy Principal Inclusion marie.ramsay@stephensonacademy.org.uk Tel No: 01908 889400	Pippa Williams Senior Family Support Worker pippa.williams@stephensonacademy.org.uk Tel No: 01908 889400
Nominated governor for Safeguarding	John O'Donnell Chair of Governors via reception.	reception@stephensonacademy.org.uk Tel No: 01908 889400

Bridge Academy	Designated Safeguarding Lead:	Deputy Safeguarding Lead:
Bridge Academy Central Tel No: 01908 889417	Kerrie Marshall – for Bridge Academy Deputy Principal kerrie.marshall@bridgeacademy.org.uk	Phil Harman Assistant Principal Inclusion phil.harman@bridgeacademy.org.uk
Bridge South Tel No: 01908 889423	Deputy Principal Marc Comb marc.comb@bridgeacademy.org.uk	Chris Wragg Assistant Principal Inclusion chris.wragg@bridgeacademy.org.uk
Bridge West Tel No: 01908 889427	Assistant Principal Helen Shapter-Wheeler helen.shapter-wheeler@bridgeacademy.org.uk	
Nominated governor for Safeguarding Tel No: 01908 889417	Nigel Handyside Chair of Governors via reception	central@bridgeacademy.org.uk

To make a referral or consult regarding concerns about a child:

Milton Keynes Council Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

For allegations about people who work with children

Contact the MILTON KEYNES COUNCIL MASH as above
or:
Local Authority Designated Office (LADO)
Tel: 01908 254306
email: lado@milton-keynes.gov.uk

If in doubt – consult.

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council Multi Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

For information about safeguarding training for academies and education settings contact Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: penny.giraudeau@ milton-keynes.gov.uk

For general queries regarding safeguarding, please feel free to contact the MKC Children & Families Head of Safeguarding: **Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk**

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **Milton Keynes Safeguarding Board website: www.mksb.org**

Other sources of information

- County Lines – Overview
<https://www.youtube.com/watch?v=3ILaguFXHr4>
- Internet matters – on line safety information useful for parents
<https://www.internetmatters.org/>
- UKCCIS 'Education for a connected world framework': for safeguarding and online safety curriculum support
- www.pshe-association.org.uk – guidance for schools
- UK Safer Internet Centre: appropriate filtering and monitoring: guidance for schools
- National Education Network: guidance on e-security
- 360 safe website: on line safety self review tool for schools

- The Ministry of Justice on line 'child arrangements information tool' offers clear information on the dispute resolution service for parents/carers

- NICCO provides information for professionals working with offenders and their children

- NSPCC-UK domestic-abuse signs symptoms effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

- Homeless Reduction Act Factsheets (Homelessness Reduction Act 2017)

- Forced Marriage Unit: Contact: 020 7008 0151 or email fmufco.gov.uk

- Educate Against Hate – a website for all to help recognize and address extremism and radicalization

- Channel guidance and Channel General Awareness – available on line information

Managing an Allegation against a Member of Staff in your Establishment

Appendix C

