

**Stanchester Academy Safeguarding and Child Protection Policy**

This policy will be reviewed in full by the Board of Governors annually or when there is a change in statutory guidance or legislation.

The policy was last reviewed and agreed on



Signature

Miss E Forward

Date: 28 January 2022

Headteacher

Signature .....

Date .....

Chair of Governors

### History of most recent policy changes:

Version	Date	Page	Change	Origin of change e.g. BCT request, change in legislation
1	15 March 2017	Whole Document	New BCT safeguarding and CP Policy	Update reflect changes to legislative guidance Keeping Children Safe in Education 2016 and development of BCT Policies
2	1 November 2017	Whole Document	Update in light of SSE Model Child Protection and Safeguarding Policy	Request from Academy
3	20 June 2018	Whole Document	Update reflect changes to legislative guidance Keeping Children Safe in Education 2018 and development of BCT Policies	KCSiE September 2018
4	2 September 2019	Whole Document	Updated to reflect changes to legislative guidance and changes to national policies and procedures.	Keeping Children Safe in Education (September 2019)  Working together to Safeguard Children (March 2018)  Somerset Safeguarding Partnership (SSP) previously Somerset Safeguarding Children's Board.
5	2 September 2020	Whole Document	Updated to reflect changes to legislative guidance and changes to national policies and procedures. The Trust has an addendum to this policy during Covid 19 pandemic.	Keeping Children Safe in Education (September 2020)
6	10 <sup>th</sup> August 2021	Peer on Peer page 15	Updated statements on the definition of abuse and gender nature of abuse	KCSiE 2020 para 106
7	1 Sept 2021	Whole document	Updated to reflect changes to legislative guidance and changes to national policies and procedures.	KCSiE 2021 WTSC 2020

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## Introduction and context

At Stanchester Academy, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. All adults will always act in the best interest of the child. We are committed to providing an environment that nurtures and transforms the lives of children. Young people attending the schools in our trust take seriously our responsibilities to safeguard and promote their welfare. In addition, our school undertake responsibilities to work in partnership with agencies and partners as part of the wider, multi-agency, safeguarding system, in accordance with our school individual Safeguarding and Child Protection Policy and Procedures, Statutory Guidance and Somerset Safeguarding Partnership (SSCP) Policies and Procedures. Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought, unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children's social care in pursuit of their enquiries in order to protect and safeguard children and young people

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively we ensure our approach is child centered, considering always, what is in the **best interests** of the child or young person.

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people, so that they and their families can support themselves by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family

## Our school commitment

To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn.
- Our school assess the risks and issues in the wider community when considering the well-being and safety of children and young people.
- Identifying concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.
- Children and young people are taught about safeguarding, including online, through various teaching and learning opportunities, our RSE curriculum and through bespoke /targeted workshops where necessary. Children are taught to recognise when they are at risk and how to get help when they need it.
- Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty.

General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under BTCT's equality statement and measurable objectives. This document is available on BTCT website.

## Glossary

- References to "staff" related to any staff-member, paid or unpaid, who contribute to the care, transportation or education of our children and young people.
- SSCP is an abbreviation for the Somerset Safeguarding Children Partnership

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## Part One - Safeguarding Roles and Responsibilities

### Roles and Responsibilities of All Staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021). Those working directly with children will also read Annex B. Senior Leadership Team members must read the full KCSiE document.
- All staff will be aware of the systems in place which support safeguarding including reading this Academy Safeguarding/Child Protection Policy; the Academy Behaviour Policy; the BTCT Code of Conduct; safeguarding response to children who go missing from education and the role of the Designated Safeguarding Lead (DSL).
- All staff will know how to contact the DSL and any deputies, Trust Safeguarding Lead, and the named Governor responsible for safeguarding.
- All staff will be able to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
  - who may need a social worker and may be experiencing abuse or neglect
  - requiring mental health support
  - may benefit from early help
  - where there is a radicalisation concern
  - where a crime may have been committed
  - Be clear as to the setting's policy and procedures about peer-on-peer abuse, children missing education and those requiring mental health support and the impact of technology in relation to online safety
  - Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable pupils and understand their academic progress, attainment and maintain a culture of high aspirations for this cohort
  - Record concerns appropriately and in a timely manner by using the setting's safeguarding systems
- All staff will be aware of the need to raise to the Trust Safeguarding Lead or Trust Leader any concerns they have about safeguarding practices within the school.

## **The role of the Designated Safeguarding Lead (DSL)**

Stanchester Academy has a designated safeguarding lead (DSL) who has the status and authority to carry out the duties of the post.

Details of our DSL and Deputy DSL are available on the Stanchester Academy website, our newsletters and on notice boards around the school. Duties are further outlined in Keeping Children Safe in Education (2021, Annex C).

- The DSL is member of the school's Senior Leadership Team and has lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievement at school.
- Activities include the management of work undertaken by any Deputy DSLs, Safeguarding Officer and Safeguarding Administrators.
- Manages early identification of vulnerability of pupils and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where pupils with additional needs have been identified. These can include those:
  - who need a social worker and may be experiencing abuse or neglect
  - requiring mental health support
  - who may benefit from early help
  - where there is a radicalisation concern
  - where a crime may have been committed

The DSL will also:

- Be a key point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- If required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable pupils with relevant staff. This includes ensuring that staff:
  - know who these children are
  - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
  - Are supported to identify the challenges that children in this group might face
  - Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential.
- Ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

## **The Governing Body (including Trusts or Directors)**

Our Trust and governing bodies will ensure that they comply with their duties under legislation. They will also have regard to this guidance to ensure that the policies, procedures and training in the provision are effective, comply with the law at all times and Local Safeguarding Partnership arrangements.

Duties are further outlined in Keeping Children Safe in Education (2021, Part 2).

- The appointed Safeguarding Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the S. 175 (annual safeguarding) audit for the Somerset Education Safeguarding Service;
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay;
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and Sex Education (RSE) and Personal, social, health and economic education (PSHE).
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2021, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.
- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to Peer-on-peer abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

## **Staff Induction**

As part of the mandatory induction process for new employees/volunteers, they will attend an induction briefing with either DSL or DDSL, this will include the school safeguarding and child protection policy, school behaviour policy, BTCT code of conduct, KCSiE 2021 Part 1 and Annex B and school's response to CME. They will also complete face to face and online safeguarding training package. All our school will complete Appendix B: Staff Induction Record. Staff induction includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

## **Safeguarding Training for all Staff**

All staff receive annual safeguarding refresher training, where possible via face to face, delivered by Level 3 trained member of staff. This includes FGM awareness training, to understand their legal duty under the Mandatory Reporting Duty. All staff will complete online training which includes Prevent awareness training, this is to ensure that they can comply with the legal expectations under the Prevent duty.

Throughout the year staff will also receive updates via email bulletins and staff meetings. Staff training includes reference to internal whistleblowing policy and guidance for escalating concerns.

## **Training for Designated Safeguarding Leads and Deputies**

In addition to the all-staff training outlined above, the Designated Safeguarding Lead, all Head teachers and deputies will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.

Headteachers and deputies/safeguarding officers will be trained to the same level as the DSL.

The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

As part of their whole school safeguarding approach our schools are encouraged to develop safeguarding specialisms within their teams e.g., SHSV, domestic abuse awareness, etc.

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## Reporting concerns

### When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child tell them you are pleased that they are speaking to you
- Never promise confidentiality, assure them that you will try to help but let the child know that you may have to tell other people in order to do this, say who this will be and why
- Encourage the child to talk but do not ask "leading questions" or press for information Use 'Tell Me, explain to me, describe to me' questioning
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you, tell them they have a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what they have told you. It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Clear procedures on reporting any concerns are given to all staff and volunteers and visitors. This is done as part of the staff induction, training or on a safeguarding leaflet as they sign in at our school reception. This policy is made available on the school website.

All concerns should be reported in writing, using the schools' online reporting system, My Concern. Concerns should always be completed as soon as possible, on the same day. Staff should never wait until the next day to report a concern.

Staff will follow the reporting procedures in their school policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if the situation is an emergency and the DSL/DDSL or another Level 3 member of staff and headteacher are all unavailable.

If it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to Somerset Direct 0300 123 2324 or Emergency Duty Team 0300 123 or Police.

### **Remote Learning and Safeguarding**

Remote learning may be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. This policy should be read alongside Policy for children who cannot attend school because of health needs and/or BTCT Remote Learning Policy (available on BTCT website)

All live online teaching sessions will be delivered through Microsoft Teams, either through one to one sessions with the student and virtual teacher, or small paired sessions. All sessions will be recorded and stored for accessibility if required.

Attendance will be tracked by the virtual teacher and data shared with their school's attendance officer. If attendance is sporadic, the virtual teacher will make direct contact with the designated member of staff to identify potential barriers to engagement.

### **Student expectations**

- Students will follow guidance from the Trust Remote Learning policy to ensure they know procedures and practice to keep themselves safe online and able to share safeguarding concerns.
- Students will have access to a log-in to Microsoft Teams and follow the agreed set timetable discussed at the initial meeting. They will be expected to manage their timetable and ensure they attend agreed online lessons with the virtual teacher.

### **Virtual Teacher expectations**

- Ensure settings are safe for use with students and remind the student that all lessons are recorded and stored.
- Look at the 20 safeguarding principles for remote lessons identified in the Trust Remote Learning policy.
- Report any safeguarding concerns to the student's designated safeguarding lead or via My Concern. Follow the school's Safeguarding and Child Protection Policy and direction from the KCSiE document.

## **Identifying and Monitoring the Needs of Vulnerable Pupils**

The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable through fortnightly provisions meetings. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm
- Information about vulnerable pupils is shared with teachers and school and college leadership staff to promote educational outcomes
- Pupils who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour

## **Fixed-Term Suspensions and Permanent Exclusions and Commissions Alternative Providers**

This section should be read in conjunction with the Stanchester Behaviour Policy.

When the fixed-term suspension or permanent exclusion of a pupil is being considered and where additional vulnerabilities are identified it is important that the pupil's welfare is a paramount consideration.

The Assistant Head Teacher (Behaviour and Attitudes) will consider their legal duty of care when sending a pupil home as the result of a suspension.

Stanchester Academy will exercise its legal duties in relation its use of such interventions. These include:

- Consideration of whether a statutory assessment should be considered in line with the Children Act 1989
- Decisions being made in an anti-discriminatory manner in line with the Equality Act 2010 and the SEND Code of Practice
- Consideration of the pupil's rights under the Human Rights Act 1998
- Interventions being consistent with statutory guidance School suspensions and permanent exclusions

Actions to Take:

- Any child with a SEND and/or a safeguarding record should have an assessment of need undertaken, with a view to mitigating any identified risk of harm, in line with Identifying and Monitoring the Needs of Vulnerable Pupils
- If the child is subject to a child protection plan, we will call a multi-agency risk-assessment meeting prior to making the decision to suspend
- If the child is looked after, please follow exclusion guidance in Trust/Academy Looked After Child policy
- In the event of a one-off serious incident resulting in an immediate decision to suspend/exclude, the risk assessment must be completed prior to convening a meeting of the governing body

### **Alternative Providers (AP)**

Our school will ensure that the AP has provided written confirmation that all relevant safer recruitment checks have been undertaken. All providers will be registered with DfE. At the initial commissioning meeting our school will plan the reporting mechanisms for attendance and who is responsible for day-to-day responsibility for any non-attendance and missing children. Our school will check the AP is safe and suitable on a regular basis by visiting the AP, record all checks completed and update risk assessment where necessary. Our school will ensure the AP is helping the children with their personal development. Our schools will complete regular safeguarding audits with AP. Our school will make regular meetings with any child who attends an alternative provider to ensure they feel safe and well within their alternative learning environment.

## **Use of Reasonable Force**

Reasonable force refers to the physical contact to restrain and control children using no more force than is needed. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance outlined below:

- [Use of Reasonable Force in Schools \(2013\)](#)
- [Reducing the need for restraint and restrictive intervention \(2019\)](#)

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

## **Work Experience**

Stanchester Academy will follow statutory guidance for adults who supervise children on work experience in KCSiE para311-para316. Stanchester Academy will ensure all placement providers have policies and procedures in place to protect children and young people from harm. Consideration will be given to the nature of supervision and frequency of the activity being supervised, especially when supervising a child under the age of 16.

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## **Part Two Types of abuse/signs/specific safeguarding issues**

### **Abuse and neglect (definitions)**

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy). All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Our responsibilities are:

- to understand what each category of abuse is
- to understand how this abuse can impact on the welfare and development of our children
- to take appropriate action when we have concerns that a child or young person might be at risk of or already experiencing abuse or neglect

**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.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

### **Safeguarding in specific circumstances:**

In addition to the above there are other areas of safeguarding that our school must to have due regard to. **Annex B of Keeping Children Safe in Education (September 2021)** highlights specific forms of abuse and safeguarding issues which staff who work with children and young people should read the following is a synopsis of the areas addressed but are not a full replica of the guidance.

**Children and the court system** may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the

Ministry of Justice has launched an online child arrangement information tool detailing the dispute resolution service.

## **Children Missing Education (CME)**

This section should read in conjunction with the Attendance Policy.

A pupil missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for Early Help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be discussed with the DSL.

Stanchester Academy will follow the guidance detailed in [Children Missing Education \(2016\)](#) and Somerset Education Safeguarding Policy for Children Missing Education.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly
- of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more

All staff will have read their schools approach for children missing in education as part of induction and training. Our school monitors attendance carefully and addresses poor or irregular attendance without delay. Our school will always follow up with parents/carers when they are not at school. Our school need to have at least two up to date contact numbers for parent/carers. In response to the guidance on KCSiE 2021 our school have staff who understand what to do when children do not attend regularly. Staff who know signs and triggers for travelling to conflict zones, FGM and forced marriage. Procedures to inform Somerset Education Safeguarding Service when we plan to take pupils off-roll when they leave school to be home educated, move away, remain medically unfit beyond compulsory school age, are in custody for four months or more (and will not return to school afterwards) or are permanently excluded. Our school will ensure that pupils who are expected to attend but fail to take up the place will be referred to the local authority. When a pupil leaves, our school will record the name of the pupil's new school and their expected start date.

**Children with family members in prison** are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the [Nicco](#) website

## **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

## **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE • children who appear with unexplained gifts or new possessions • children who associate with other young people involved in exploitation • children who suffer from changes in emotional well-being • children who misuse drugs and alcohol • children who go missing for periods of time or regularly come home late and • children who regularly miss school or education or do not take part in education.

**County Lines** is the term used to describe gangs and organized criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

#### **Domestic abuse:**

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between two people over the age of 16, who are 'personally connected', or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

Stanchester Academy receives a notification from Avon and Somerset Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any Safeguarding concerns into Children's Services.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

Further advice and guidance accessed via the [NSPCC](#), [Refuge](#) and [Safelives](#) spotlight on young people and domestic abuse. The National Domestic Abuse helpline can be called free of charge 0808 2000 247  
Further resources relating to violence against women and girls (VAWG) can be accessed [here](#)

## **Elective Home Education**

Stanchester Academy will notify the Local Authority of whenever a parent or carer chooses to withdraw their child from school to be educated at home. Any concerns about the suitability of home education will be shared with the Education Safeguarding Service. If there are significant safeguarding concerns, appropriate action will be taken to ensure the right support is put in place to keep the child safe.

**Homelessness** or being at risk of being made homeless is a significant risk for children or young people. The DSL should refer to the local housing authority at the earliest opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old's who may be homeless or require accommodation. A series of fact sheets can be accessed [here](#).

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins)
- with the intention that it should last for 28 days or more

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

## **Young Carers**

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances

## **Emotional, Mental Health and Wellbeing**

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

We acknowledge many children will have periods of feeling anxious, afraid and upset and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We are working towards appointing a Senior Mental Health lead to develop the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing in our setting.

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school. If staff have a mental concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL/DDSL or recording on MyConcern.

Referrals for support from the Mental Health Support Team will be discussed in the fortnightly provisions meeting, completed (if agreed) by the Head of Year and shared with the SLT member responsible for the oversight of Mental Health, who will then send on to the Team. Any mental health concerns will be raised via My Concern as well as in the fortnightly provisions meetings.

### **Online Safety, Cyber Security (including remote/blended learning)**

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety. Online safety will be covered with students in assembly, in Business and Digital Skills lessons, guidance time and within PSHE topics.

Stanchester Academy identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Stanchester Academy adopts a range of effective safeguarding approaches that both safeguards and empowers children and young people to access support and remain safe online by reducing the risk of harm through the use of filters, monitoring and appropriate use of policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online. When children use our school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. This system has also been applied to devices supplied to children who are accessing online learning whilst out of school. Mobile phones are not allowed in school in order to minimize the risk

of harm. Further information regarding this can be found within our school ICT agreement document and ICT policies.

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

### **The Sending of Indecent Images from one child to another through**

#### **Digital Media Devices, including nudes and semi-nudes.**

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

Stanchester Academy will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

#### **Responding to Incidents of Peer-on-Peer Abuse**

All staff should recognise that children can abuse their peers, including online abuse.

Our school will have clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully

At our school:

- We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning
- Peer-on-peer abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics
- Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis

Stanchester Academy will handle initial reports of abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc

- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort
- Not promising confidentiality as it is highly likely that information will need to be shared with others

Further details outlining our process for responding to peer-on-peer abuse (including sexual harassment and sexual violence) are available in Appendix A.

### **Up-skirting**

Up-skirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence and incidents must be reported to the Police in the first instance.

### **Preventing Radicalisation - The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard 109 to the need to prevent people from being drawn into terrorism".<sup>110</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

Stanchester Academy adheres to the following in terms of four general themes:

- School risk assessment
- Working in partnership
- Staff training
- IT policies

### **Special Education Needs and disabilities:**

There's a concern sometimes that, for children with SEN and disabilities, or certain health conditions that their disability needs are seen first and the potential for abuse second. If children are behaving in a particular way or they are looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse and not simply see it as part of their disability or their special educational needs. These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Staff should provide support with communication barriers and difficulties in managing and reporting these challenges.

### **Children who have a social worker:**

At Stanchester we recognize that when a child has a social worker, it is an indicator that a child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental ill health. Our school take these needs into account when making plans to support pupils who have a social worker. Our DSLs will work with Virtual Headteachers to promote the educational outcomes of children who have a social worker, through termly PEP meetings for all looked after

children in which the needs and targets for each child are set at each meeting, according to their educational context.

### **Looked after children:**

The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and/or the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. Schools will make staff aware of the details of their Designated teacher (DT) The designated teacher will submit an annual report in respect of looked after children and previously looked after children to governing body.

### **So-called 'honour-based' violence (including Female Genital Mutilation, Forced Marriage, Breast Ironing)**

encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such. There are specific mandatory reporting duties for teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Additional guidance and publications:

- FGM: Mandatory reporting procedural information can be accessed [here](#)
- FGM Fact sheet can be access [here](#)
- Forced Marriages: Multi- agency guidelines(2014) pages 35 and 26 pertain to schools can be accessed [here](#) along with statutory guidance (2014) which can be access [here](#)

## **Responding to allegations and whistleblowing**

### **Allegations made against teachers, other staff, volunteers and Agency Staff: People in a Position of Trust**

At Stancheseter we recognise the possibility that adults working in school may harm children, including governors, volunteers, teachers, supply teachers and agency staff. We take an 'it can happen here' approach where safeguarding is concerned.

Any concerns about the conduct of another adult in our school should be taken to the head teacher without delay or the Trust Safeguarding Lead, Sally Power who can be contacted by M: 07867976901. Any concerns or allegations about the head teacher should go to Peter Elliott Trust Leader.

Stancheseter Academy will adhere to the procedures set out under Allegations Management which can be found on the Somerset Safeguarding Children Partnership website. Phone Somerset Direct on **0300 123 2224** for a referral to the Local Authority Designated Officer or LADO.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

BTCT Management of Allegations policy and procedure is available on the website (<https://bridgwatercollegetrust.org.uk/Governance/BCT-Policies/>)

### **A low-level concern:**

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'

Staff are aware if they have any concerns about the conduct of other adults, they will speak to the headteacher. If they have concerns about the headteacher, they will speak to Trust Leader, Peter Elliott.

The trust will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.

The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to all staff and in line with our Staff Code of Conduct and Guidance's around Safer Working practices and promoting safe cultures in our schools.

### **Whistleblowing Procedures**

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- BTCT whistleblowing policy is available via the website: <https://bridgwatercollegetrust.org.uk/Governance/BCT-Policies/>
- General guidance and advice on whistleblowing: <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can also call 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Phone lines are open 8am to 8pm Monday to Friday.
- The above channels are accessible to all staff (in the staff handbook, code of conduct and staff notice boards, part of new staff induction).

## APPENDIX A (for school Safeguarding Policy V7 Sept 2021)

### Responding to incidents of Peer on Peer Abuse

**Stanchester Academy** is committed to a whole school approach to identifying, tackling & responding to peer on peer abuse, sexual harm/violence and harassment.

This appendix should be read in conjunction with:

- Keeping Children Safe in Education. Statutory Guidance for schools and colleges Sept 2021. All staff in a school should be familiar with part 5 of KCSiE Sept 2021, that deal with Child on Child Sexual Violence and Harassment
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges. DfE, latest guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.
- The non-statutory guidance: Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People
- Teaching Online Safety in Schools, DfE 2019
- The Voyeurism Act, 2019 (Section Up skirting)

In cases where peer on peer abuse is identified we will use safeguarding procedures as set out by Somerset Safeguarding Children Partnership.

Some of these behaviours we will refer to other policies in school:

- The Safeguarding and Child Protection Policy
- The Behaviour Policy
- The Anti- Bullying Policy
- The Online safety Policy
- The Acceptable Use of the Internet and Electronic Communication Policy

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting (youth produced digital imagery)
- Bullying- name calling, physical
- Prejudiced behaviour- homophobic, disabilities
- Cyber bullying & online abusive behaviour
- Radicalisation
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment
- Gang association and serious violence- County Lines, initiation, hazing
- Race hate and Racism

### **Vulnerable Groups**

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or is been exploited or at risk of exploited (CCE, CSE)
- A looked after child
- A child who goes missing or is missing education

- Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics

Research tells us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

### **Bullying and Online bullying and behaviour**

Peer on peer abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

This school has other policies (**Stanchester Behaviour Policy, Anti-bullying/Racism Policy, Acceptable Use Policy, Social Networking Policy**) which relate to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

### **Responding to Racism**

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognize that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our RSE curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

### **Hate crime**

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

Physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson;

Threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints;

Verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats.

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and we will notify the police if we believe an offence may have been committed.

### **Sexual Harm, Violence and/or Sexual Harassment**

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health & wellbeing.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

We recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we may use the Lucy Faithful HSB Tool Kit, Brooks Traffic Light Tool, Somerset HSB toolkit and/or Hackett's Continuum. These are nationally and local recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children
- Assess and respond appropriately to sexual behaviour in pupils
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour
- Assist with communicating with parents/cares about the concerns we have about their child/children
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school

### **Action following a report of Sexual Harm, Violence and/or Sexual Harassment**

We will inform all staff that should they see or hear of any sexism, sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now and what support they require.

This will only be to ascertain clarification, any further investigation may have to be undertaken by the statutory partner agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the pupils involved
- Developmental stages of the pupils involved
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school
- We will use the recommended In School Risk Assessment Plan if assessed as appropriate
- We will use a Victim Support Plan.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

### **Responding to an incident/disclosure**

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. on school transport, off site during lunchtimes, or in the local community involving one or more of our pupils, we will investigate and take action around the conduct of the pupil/s. We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school, we will use our procedures as set out by the school's child protection and safeguarding policy and the procedures as set out by the Somerset Childrens Safeguarding Partnership. This may mean a referral to the police and a referral to Childrens' Social Care Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our records will show what actions have been taken and any outcomes. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

### **Reporting**

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.

We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

### **Sanctions**

We will consider the sanctions available to use as a school in reference to our Behaviour Policy and/or Anti-Bullying Policy

We recognise disciplinary actions rarely resolve issues of peer on peer abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

### **Multi-Agency Working**

This school will work with our partners and agencies; Childrens Social Care, the Police, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

### **Prevention and Training**

Stanchester Academy is always working hard to create a culture where peer on peer abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school.

We, through curriculum teaching, learning, events and activities will provide information and guidance on:

- Mental health and wellbeing
- Self-concepts
- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Bullying, abuse and discrimination.

A further overview of these topics can be found in our Sex and Relationships Education policy and PSHE policy/framework.

We will ensure that all our pupils know who to talk to, how to receive advice and help within the school. We will be able to signpost children to relevant local and national helplines and websites.

### **Management of the policy**

We will ensure all our staff, governors, volunteers are trained in the awareness and response to all forms of bullying, all forms of peer on peer abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities.

The School Designated Safeguarding Lead will take on a lead responsibility to ensure all staff are trained in the use of the available assessment tools, including the use of Health, Wellbeing and Safety Support Plans, the 'In School' Risk Management Plan and the 'Victim/s Support Plan.

The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

The governing body should undertake an audit activity to help assess the effectiveness of the school and its processes in tackling all forms of peer on peer abuse.

We will ensure that parents/carers are made aware of this policy and its availability on the school website.

Insert School Logo
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### Safeguarding Induction

<b>Staff Member: Name and Role:</b>	
<b>Date of Commencement:</b>	
<b>Inductor: Name and Role</b>	
<b>Date of Induction:</b>	
<b>Signed by Inductee:</b>	
<b>Signed by Inductor:</b>	

#### Agenda:

#### Welcome to our school

#### Outline of the safeguarding induction meeting

- School Vision and Ethos
- What is Safeguarding (Child Protection)
- What safeguarding means for children and young people at our school
- Vision and influence
- Action to be taken if you have a concern

All members of staff and volunteers need to read and complete a declaration to acknowledge the following key safeguarding documents:

School Safeguarding/Child Protection Policy (including any appendix templates)

BTCT Staff Code of Conduct

Keeping Children Safe in Education 2021 Part 1

BTCT Whistleblowing Policy

What to do if you're worried a child is being abused (DfE March 2015)

School Behaviour Policy

Safeguarding response to child who go missing from education and

The role of the designated safeguarding lead (including the identity of DSL and DDSL)

#### **Stanchester Academy – Our School Vision and Ethos.**

At Stanchester Academy we aspire to develop ambitious learners who are knowledgeable and literate.

## **What is Safeguarding (Child Protection)**

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.** This means protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life whereby a child or young person is suffering or at risk of significant harm. As an organisation our school has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1 of **Keeping Children Safe in Education (September 2021)** and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

## **What Safeguarding means for children or young people at Stanchester Academy**

At Stanchester Academy we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues' behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

You must familiarise yourself with the following policies which are available on the Safeguarding Notice Board (Staff Room) and on the School Website:

1. **Guidance on safer working practice for those working with children and young people in education settings (April 2020)** Our Trust has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board
2. **What to do if you're worried a child is being abused (DfE March 2015)** advice for practitioners
3. **Stanchester Academy Safeguarding (Child Protection) Policy and Procedures** can be accessed in the staff room and on the school website.

4. **Stanchester Academy Behaviour Policy** and

5. **Children Missing Education procedures**

**Voice and influence**

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn't just relate to a child's ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

**Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to Stanchester Academy.**

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is **not intended to cover all eventualities, but it aims to provide a framework for action.**

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

Updated September 2021

## Appendix C: Roles and Responsibilities in Safeguarding

<b>Role</b>	<b>Name</b>
Designated Safeguarding Lead	Vicki Cornish
Deputy Designated Safeguarding Leads	Paul Coombes, Teresa Priest, Jonathan Belcher and Rob Mitchell
Designated Teacher for Looked After Children	Jonathan Belcher
Appointed Teacher for SEND	Jonathan Belcher
Designated Leads for Pastoral and Anti-Bullying	Paul Coombes, Vicki Cornish, Julie Butler, Andrew Meadows, Tom Howchin, Virginia Waller and Trina Knight
Designated Link Governor for Safeguarding	Judy Watson

## Appendix D – Multi-Agency Contacts for Safeguarding in Education

### If you have concerns about a child or young person in Somerset

If a child is at immediate risk call the POLICE	<b>Call the POLICE on 999</b>	
To make an URGENT referral (i.e., a child is likely to suffer or is suffering significant harm)	<b>Phone Somerset Direct on 0300 122 2224</b>	
To make a NON-URGENT referral, complete an Early Help Assessment and send to	Email <a href="mailto:SDInputters@somerset.gov.uk">SDInputters@somerset.gov.uk</a>	
To raise concerns or ask for advice about radicalisation	Phone PREVENT DUTY on 01278 647466 or Email <a href="mailto:PreventSW@avonandsomerset.police.uk">PreventSW@avonandsomerset.police.uk</a>	
To liaise with the specialist Safeguarding Police unit	Phone the Lighthouse Safeguarding on 01278 649228	
<b>DSL Consultation Line</b> 0300 123 3078	<b>Early Help Hub</b> 01823 3555803	<b>Critical Incident Support</b> EPS SSE 01823 357000

### If you have concerns about a professional working with a child

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	<b>Local Authority Designated Officer (LADO)</b> <b>Anthony Goble 0300 122 2224</b>
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### For information and guidance relating to safeguarding practice, policy and procedures

Education Safeguarding Service	Email <a href="mailto:ESS@somerset.gov.uk">ESS@somerset.gov.uk</a>
Child sexual exploitation & child criminal exploitation	<b>Operation Topaz (Avon and Somerset Police)</b> <a href="http://www.avonandsomerset.police.uk/forms/vul">www.avonandsomerset.police.uk/forms/vul</a>
Child Missing from Education	<a href="#">Online notification form</a> – Somerset County Council

Children affected by Forced Marriage	<b>Forced Marriage Unit</b> Phone 020 7008 0151 Email <a href="mailto:fmufco@fco.gov.uk">fmufco@fco.gov.uk</a>
Online Safety Advice	<b>Professional Online Safeguarding Helpline</b> Phone 0344 381 4772 Email <a href="mailto:helpline@saferinternet.org.uk">helpline@saferinternet.org.uk</a>
Reporting online sexual abuse and grooming	<b>Child Exploitation and Online Protection Command</b> <a href="https://www.ceop.police.uk/ceop-reporting/">https://www.ceop.police.uk/ceop-reporting/</a>
FGM advice	<b>NSPCC FGM Helpline</b> Phone 0800 028 3550 Email <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>
Domestic Abuse Helpline	<b>Phone 0800 6949999</b>
Young Carers – advice and support	<b>Phone 0300 123 2224</b> <b>Email <a href="mailto:YoungCarersmailbox@somerset.gov.uk">YoungCarersmailbox@somerset.gov.uk</a></b>
Whistleblowing professional policy	<b>NSPCC Whistleblowing hotline</b> Phone 0800 028 0285 Email <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Primary Mental Health Advice (CAMHS)	<b>Email <a href="mailto:CYP@somerset.org">CYP@somerset.org</a></b>