THE EDUCATION VILLAGE ACADEMY TRUST

Safeguarding and Child Protection Policy

EVAT VERSION CONTROL DOCUMENT

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The Education Village Academy Trust
Where learning has no limits

At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

Core values

Our Trust's activities are informed by our core values, which mean that we:

1. recognise the ***worth*** of each ***individual*** by valuing the personal qualities they demonstrate in their learning, living and working

2. recognise the ***experiences*** of children and young people by valuing the ***talents*** and ***skills*** they bring into their schooling, and we commit to ensuring that schooling enhances these talents and skills

3. embrace ***difference*** and ***harmony*** by valuing ***diversity***

4. display ***integrity*** and ***authenticity*** by valuing ***openness***, ***trust***, ***fairness***, ***honesty*** and ***respect*** for all people

5. foster ***ambition, high aspirations*** and ***independent*** spirit by valuing each individual's abilities, aptitudes and desire to create, explore and grow

6. commit to ***hard work*** and ***high standards*** in provision, behaviours and outcomes

7. help, support and enable others by valuing ***relationships*** with all stakeholders, being ***emotionally intelligent***, building ***resilience*** and being ***forward-looking***

8. acknowledge the role of ***networks*** by valuing the ways in which people can live together, collaborate and make positive contributions as ***citizens***

9. acknowledge the place of school in the ***community***, including the broader ***global*** community, by valuing the essential nature of the relationship between schools and the social and economic environments in which the**y** operate

This policy, and its associated procedures and protocols, are based on these key principles.

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Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both.

Statement of Intent

The Education Village Academy Trust (EVAT) is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside of the academy premises. We implement a whole-academy vigilant and preventative approach to managing safeguarding concerns, ensuring that the wellbeing of students is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching students how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any student that has been subject to abuse.
- Ensuring that members of the governing board, education standards committee members, the principals and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead in each academy (DSL).
- Ensuring that the principals and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Please see the table below of DSL's in each academy:

Academy	**Designated Safeguarding Lead**	**Deputy designated Safeguarding Lead**
Haughton	Deputy Headteacher **- Su Gill**	**Laura Wilson** **Jenny Gregg**
Springfield	Principal - **Richard Gartland**	**Paula Austin** **Kathryn White**
Beaumont Hill	Deputy Headteacher - **Gemma Elysee**	**Caroline Green** **Adrian Lynch**
Gurney Pease	Principal - **Alison Sinclair**	**Simon Heritage** **Jo Gartland**
Marchbank	**Principal** – Tessa Fenoughty	**Paul Harbron** **Ayse Tezcan**

- The Trust have appointed Chris Ashford, an experienced safeguarding professional to its Board of Directors to lead on Safeguarding.
- Individual Academies have appointed Educational Standards Committee members to Link Safeguarding and Child Protection roles.

1. Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18.

For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

- Protecting students from maltreatment.
- Preventing the impairment of students' health or development.
- Ensuring that students grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all students to have the best outcomes.

For the purposes of this policy, the term **"harmful sexual behaviour"** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in academies and colleges' (2017), and for the purposes of this policy, the term **"'sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term **"teaching role"** is defined as planning and preparing lessons and courses for students; delivering lessons to students; assessing the development, progress and attainment of students; and reporting on the development, progress and attainment of students. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the principal to provide such direction and supervision.

2. Legal framework and other guidance

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (Academy Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)

Other Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Keeping Children Safe in Education'
- DfE (2018) 'Childcare Act 2018'
- DfE (2018) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in academies and colleges'

Other relevant academy policies include:

- Protecting Children from Extremism and Radicalisation
- Managing Allegations Against Staff
- Behaviour Policy for each Academy
- Whistleblowing
- Anti-Bullying
- Visitor
- Children Missing in Education
- General Data Protection Policy (GDPR) Data Protection
- Recruitment and Selection Policy
- Protecting Children from Extremism & Radicalisation
- Trust's Careers, Education, Information and Guidance

Other Guidance

- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)

3. Roles and responsibilities

EVAT directors have a duty to:

- Ensure that each academy complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the Trust are effective and comply with the law at all times.
- Guarantee that the Trust contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2018).
- Confirm that the safeguarding arrangements in each academy take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that a member of the academy's education standards committee is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the principal or another governor.

- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is an academy lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team of each academy (SLT) to the role of DSL as an explicit part of the role-holder's job description
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Make sure that students are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support students to be themselves at academy, e.g. if they are LGBT.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle students' allegations against other students.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of students and staff.
- Ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that students' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual students.
- Guarantee that there are systems in place for students to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher in each academy to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual academy head to discuss how the student premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the student's legal status, contact details and care arrangements.

- Put in place appropriate safeguarding responses for students who go missing from an academy, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.

The principal of each academy has a duty to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the EVAT directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the Keeping Children Safe in Education (KCSIE) (2018) guidance, behaviour policy, the safeguarding response to children who go missing from education, online safety training, and the identity of the DSL and any deputies.

The DSL has a duty to:

- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the principal to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the academy's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities and young carers who may face additional safeguarding challenges.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

- Work with EVAT directors to ensure the academy's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the academy's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the academy may make referrals for suspected cases of abuse or neglect, as well as the role the academy plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a student's child protection file is copied when transferring to a new academy.
- Be available at all times during academy hours to discuss any safeguarding concerns.
- Hold the details of the LA personal advisor and liaise with them as necessary.

- **NB.** The academy will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Other staff members have a responsibility to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which students can learn.
- Act in accordance with academy procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to CSCS and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the academy's procedure for, and approach to, preventing radicalisation as outlined in the **Extremism and Anti-Radicalisation Policy**.

4. Inter-agency working

The academy contributes to inter-agency working as part of its statutory duty.

The academy will work with CSCS, the police, health services and other services to protect the welfare of its students, through the early help process and by contributing to inter-agency plans to provide additional support.

The academy recognises the importance of information sharing between professionals and local agencies in order to effectively meet students' needs.

In light of the above, staff members are aware that whilst the GDPR places a duty on academy's to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the student being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of students.

The academy also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

5. Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a student being identified as at potential risk of abuse or neglect.

When identifying students at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the Trust's Anti-Bullying Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put students in danger.

Staff members will be aware of the effects of a student witnessing an incident of abuse, such as witnessing domestic violence at home.

6. Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

Female genital mutilation (FGM)

For the purpose of this policy, **"female genital mutilation"**, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a student may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the student.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the student may not yet be aware of the

practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- An obvious family history of older siblings leaving education early and marrying

It is important that staff are vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from academy followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine students, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

Forced marriage

For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from academy
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Child sexual exploitation (CSE)

For the purpose of this policy, **"child sexual exploitation"** is defined as follows: Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage of increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The academy has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

Academy staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The academy will cooperate as needed.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to children's services will be made as necessary where concerns are raised.

County lines criminal activity

This refers to a new pattern of criminal activity where drug gangs Staff will be made aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. They introduce a telephone number in an area outside the locality to sell drugs at street level – local runners then supply drugs to these areas. Children are often exploited by these gangs to transport and sell drugs because they are less likely to be known by the police.

To identify county lines exploitation schools should look out for missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a student may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

6. Students with family members in prison

Students with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

7. Students required to give evidence in court

Students required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Primary students will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

Secondary students will also be provided with the booklet 'Going to Court and being a witness' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

8. Contextual safeguarding

Safeguarding incidents can occur outside of academy and can be associated with outside factors. Academy staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The academy will provide as much contextual information as possible when making referrals to CSCS.

9. Preventing radicalisation

Protecting children from the risk of radicalisation is part of the academy's wider safeguarding duties. Please see the Trust's Protecting Children from Extremism & Radicalisation

The academy will actively assess the risk of students being drawn into terrorism. Staff will be alert to changes in students' behaviour which could indicate that they may be in need of help or protection.
Staff will use their professional judgement to identify students who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The academy will work with local safeguarding arrangements as appropriate.

The academy will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the academy will assist and

advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents, unless the academy has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the student have access to extremist influences?

- Does the student access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the student has been, or is likely to be, involved with extremist organisations?
- Is the student known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the student sympathise with or support illegal/illicit groups?
- Does the student support groups with links to extremist activity?
- Has the student encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the student?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the student?
- Has there been a significant shift in the student's outward appearance that suggests a new social, political or religious influence?
- Has the student come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the student vocally support terrorist attacks, either verbally or in their written work?
- Has the student witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the student travelled for extended periods of time to international locations?
- Has the student employed any methods to disguise their identity?
- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student display a lack of affinity or understanding for others?
- Is the student the victim of social isolation?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Is the student a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the student's life has extremist views or sympathies?

Critical indicators include where the student is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the academy and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable student is at risk of being involved in terrorist activities.

In cases where the academy believes a student is potentially at serious risk of being radicalised, the principal or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the academy.

The delivery of the Channel programme may often overlap with the implementation of the LA's or academy's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

Extremist speakers

The Trust Visitor Policy prevents speakers who may promote extremist views from using the academy premises.

Building children's resilience

The academy will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside students' spiritual, moral, social and cultural development.
- Allow students time to explore sensitive and controversial issues.
- Provide students with the knowledge and skills to understand and manage potentially difficult situations, recognise when they are at risk, make safe choices know how to get help when they need it and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip students to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach students about how democracy, government and law making/enforcement occur.

- Teach students about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The academy will utilise the following resources:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

10. A child missing from education

A child going missing from academy is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor students that go missing from the academy, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

The academy will inform the LA of any student who fails to attend regularly or has been absent without the academy's permission for a continuous period of 10 academy days or more.

Admissions register

Students are placed on the admissions register at the beginning of the first day that is agreed by the academy, or when the academy has been notified that the student will first be attending.

The academy will notify the LA within five days of when a student's name is added to the admissions register.

The academy will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Three emergency contact details will be held for each student where possible.

Staff will monitor students who do not attend the academy on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the academy that their child will live at a different address, the academy will record the following information on the admissions register:

- The full name of the parent with whom the student will live
- The new address
- The date from when the student will live at that address

If a parent notifies the academy that their child will be attending a different academy, or is already registered a different academy, the following information will be recorded on the admissions register:

- The name of the new academy

- The date on which the student first attended, or is due to attend, that academy

Where a student moves to a new academy, the academy will use the internet system academy2academy to securely transfer students' data.

In order to ensure accurate data is collected to allow effective safeguarding, the academy will inform the LA of any student who is going to be deleted from the admission register, in accordance with the Education (Student Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the academy by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the academy, and no longer live within a reasonable distance of the premises.
- Have been certified by the academy's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory academy age, and neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory academy age.
- Have been in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning to the academy at the end of that period.
- Have been permanently excluded.

The academy will also remove a student from the admissions register where the academy and LA has been unable to establish the student's whereabouts after making reasonable enquiries into their attendance.

If a student is to be removed from the admissions register, the academy will provide the LA with the following information:

- The full name of the student
- The full name and address of any parent with whom the student lives
- At least one telephone number of the parent with whom the student lives
- The full name and address of the parent with whom the student is going to live, and the date that the student will start living there, if applicable
- The name of the student's new academy and the student's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Student Registration) (England) Regulations 2006 (as amended)

The academy will work with the LA to establish methods of making returns for students back into the academy.

The academy will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The academy will also highlight any other necessary contextual information including safeguarding concerns.

11. Students with SEND

The academy recognises that students with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of students.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the student's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Students with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a student with SEND, the DSL will liaise with the academy's SENCO, as well as the student's family where appropriate, to ensure that the student's needs are effectively met.

12. Alternative provision

The academy will remain responsible for a student's welfare during their time at an alternative provider.

When placing a student with an alternative provider, the academy will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

13. Work experience

When a student is sent on work experience, the academy will ensure that the provider has appropriate safeguarding policies and procedures in place. Please see the Trust's Careers, Education, Information and Guidance Policy.

14. Homestay exchange visits

Academy-arranged homestays in UK

Where the academy is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the academy is the regulated activity provider; therefore, the academy will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the academy will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the academy will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

Academy-arranged homestays abroad

The academy will liaise with partner academy's to discuss and agree the arrangements in place for the visit.

The academy will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The academy will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Students will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or student arranges their own homestay, this is a private arrangement and the academy is not the regulated activity provider.

15. Private fostering

Where the academy becomes aware of a student being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

16. Concerns about a student

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy. All verbal concerns should be promptly recorded in writing.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 28 of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the student.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the student.

If early help is appropriate, the case will be kept under constant review. If the student's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded using CPOMS. Hard copies will be kept in secure storage in each academy.

If a student is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a student has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the academy will ensure that the student's wishes are always taken into account, and that there are systems available for students to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the student feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

17. Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any student may benefit from early help, but in particular staff will be alert to the potential need for early help for students who:

- Are disabled and have specific additional needs.
- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL will take the lead where early help is appropriate.

18. Managing referrals – see Appendix b Safeguarding and Reporting Process

The reporting and referral process will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the students involved.

The DSL will work closely with the police to ensure the academy does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a student has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The academy will not wait for the start or outcome of an investigation before protecting the victim and other students: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, the academy will give consideration to referring the incident again if it is believed that the student is at risk of harm.

Where CSCS decide that a statutory investigation is not appropriate and the academy agrees with this decision, the academy will give consideration to the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the student will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the student or others at potential risk of harm.

The academy will work closely with parents to ensure that the student, as well as their family, understands that the arrangements in place, such as in-academy interventions, are effectively supported and know where they can access additional support.

19. Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff, it will be raised with the principal.

If the concern is with regards to the principal, it will be referred to the chair of education standards committee.

Any concerns regarding the safeguarding practices at the academy will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the academy's Managing Allegations Against Staff policy.

20. Dealing with allegations of abuse against staff

All allegations will be dealt with in line with the academy's Managing Allegations Against Staff policy

Where an allegation is substantiated and the individual is dismissed or resigns, the academy will consider referring the matter to the Teaching Regulation Agency (TRA) for consideration for a prohibition order.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

21. Allegations of abuse against other students (peer-on-peer abuse)

Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another student.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

Sexual violence refers to the three following offences:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
Harmful sexual behaviours

The term **harmful sexual behaviour** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not).

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the academy will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The academy will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Students are allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled
Awareness

All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The academy's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm
If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, academy staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The academy has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

Online concerns can be especially complicated. The academy recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL. All verbal conversations should be promptly recorded in writing.

Where an alleged incident took place away from the academy or online but involved students from the academy, the academy's duty to safeguard students remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).

- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

Confidentiality:

The academy will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the academy not to tell anyone about the disclosure, the academy cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:
- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The academy will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the academy will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:
- The victim.

- The alleged perpetrator.
- Other children at the academy, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review.

Taking action following a disclosure

The DSL or a deputy will decide the academy's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the academy establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The academy will consider how to keep the victim and alleged perpetrator apart on academy premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.
In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the academy will speak to the relevant agency to discuss informing the alleged perpetrator.
There are four likely outcomes when managing reports of sexual violence or sexual harassment:

1. Managing internally
2. Providing early help
3. Referral to CSCS
4. Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the academy may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.
Providing early help

The academy may decide that statutory interventions are not required, but that students may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS
If a child has been harmed, is at risk of harm or is in immediate danger, the academy will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

The academy will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSCS to ensure that the academy's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If CSCS decide that a statutory investigation is not appropriate, the academy will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the academy agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will

be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the academy to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

The DSL and if necessary the Chair of the ESC will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the academy will continue to engage with specialist support for the victim as required.

Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The academy will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The academy will seek advice from the police to ensure they meet their safeguarding responsibilities.
The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the academy will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

The academy will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure the academy does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same academy as the victim, the academy will set out clear expectations regarding the perpetrator, including their

behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The academy will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the academy will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The academy will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the academy uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult. Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The academy will provide a physical space for victims to withdraw to.
Victims may require support for a long period of time and the academy will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
If the victim is unable to remain in the academy, alternative provision or a move to another academy will be considered – this will only be considered at the request of the victim and following discussion with their parents.
If the victim does move to another academy, the DSL will inform the academy of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the academy will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.

- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another academy (for any reason), the DSL will inform the destination academy of any ongoing support needs and transfer the child protection file.

The academy will work with professionals as required to understand why the abuse took place and provide a high level of support to help the student understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the academy reaching its own conclusion and imposing an appropriate penalty.

The academy will make such decisions on a case-by-case basis, with the DSL taking a leading role. The academy will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

The academy will also consider whether circumstances make it unreasonable or irrational for the academy to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.
The academy will be clear whether action taken is disciplinary, supportive or both.
Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on academy premises and on academy transport – balancing the academy's duty to educate against its duty to safeguard. The best interests of the student will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on academy premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will

constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the academy would harm the education or welfare of the victim and potentially other students.

Where a criminal investigation into sexual assault leads to a conviction or caution, the academy will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the academy, the academy will keep the victim and perpetrator in separate classes and manage potential contact on academy premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided.

Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the academy will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.
Working with parents and carers

In most sexual violence cases, the academy will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The academy will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
Each Academy will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the academy will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
It is likely that children will "take sides" following a report, and the academy will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The academy will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the academy's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Considerations will be made to decide if any additional support needs to be put in place.

22. Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with the Trust's General Data Protection (GDPR) Data Protection Policy.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the academy will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the academy will do all it can to protect the anonymity of the students involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a student, staff members will not promise the student confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
Where it is in the public interest, and protects students from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

- Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the students involved.

Discussions with parents will not take place where they could potentially put a student at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the academy will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a student is leaving the academy, the DSL will consider whether it is appropriate to share any information with the student's new provider, in addition to the child protection file, that will allow the new provider to support the student and arrange appropriate support for their arrival.

23. Online safety

As part of a broad and balanced curriculum, all students will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:
- Student attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a student's online activity

The academy will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the Trust's E-Safety Policy.

The use of mobile phones by staff and students is closely monitored by the academy, in accordance with the Trust's E-Safety policy.
The academy will ensure that the use of filtering and monitoring systems does not cause "over blocking" which lead to unreasonable restrictions as to what students may be taught regarding online teaching.

24. Safer recruitment

All recruitment will be conducted In line with the Trust's Recruitment and Selection Policy.

25. Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated.

The induction training will cover:
- The Child Protection and Safeguarding Policy
- The Behavioural Policy for their specific academy
- The Staff Conduct Policy
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required.

Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

All staff should read and familiarise themselves with:
- Keeping Children Safe in Education (2018) (Part One): and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Relevant Academy Behaviour Policy

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the academy.

The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL will also undergo Prevent awareness training which will enable them to understand and support the academy with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that students with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support students with SEND to stay safe online
Online training will also be conducted for all staff members as part of the overall safeguarding approach.

26. Monitoring and review

This policy is reviewed annually.
Any changes made to this policy will be communicated to all members of staff.
All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
The next scheduled review date for this policy is September 2019.

27. Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Appendix a - Staff Disqualification Declaration

Name of academy:	
Name of staff member:	Position:

Orders and other restrictions	Circle one option
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the DBS?	Yes/No
Are you prohibited from teaching?	Yes/No
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child (person under the age of 18)?	Yes/No
• Any violent or sexual offence against an adult?	Yes/No
• Any offence under The Sexual Offences Act 2003?	Yes/No
• Any other relevant offence?	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
Disqualification by association	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No

Provision of information	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.	

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my principal immediately of anything that affects my suitability to work within the academy. This includes any cautions, warnings, convictions, orders or other

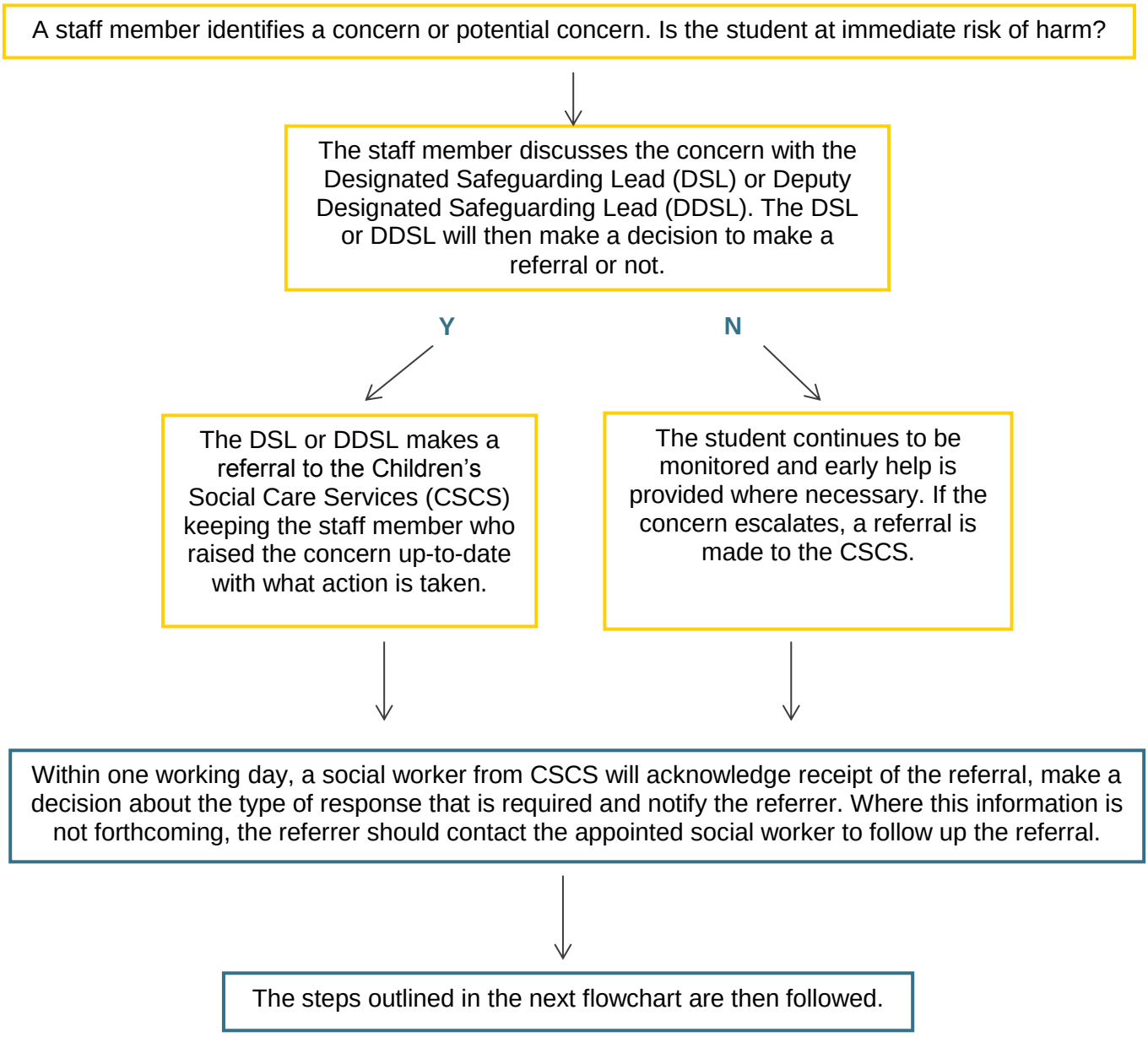
determinations made in respect of me or a member of my household that would render me disqualified from working with children.	
Signed:	
Print name:	
Date:	

Appendix b – Referral Process

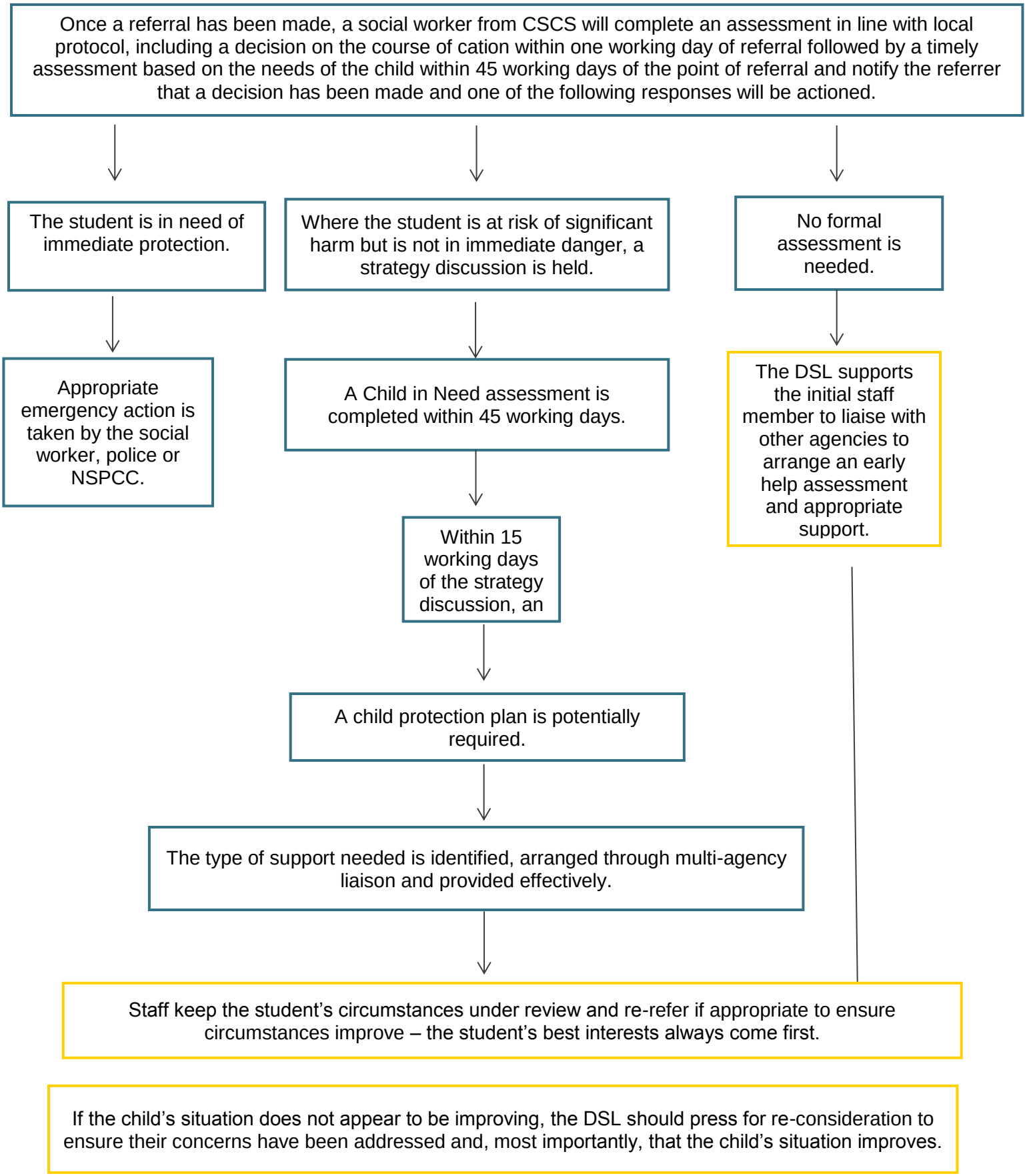
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the academy are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



Appendix c - Guidance/Supervision/Support Policy
(For staff working with safeguarding issues in schools.)

Definition of supervision and mentoring

Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. "Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues" UKCC (1996).
Mentoring can be defined as: 'An experienced person in a company or educational institution who trains and supports new employees or students".
The document, 'Working Together to Safeguard Children' (2015) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."
There are various models or approaches to supervision and mentoring; one-to-one, group, or peer supervision. The choice of approach will depend upon a number of factors, including personal choice, access to support, length of experience, qualifications, availability of groups etc.

Purpose

- Review workloads, if needed
- A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries
- Issues relating to the work place and to working practices can be identified and discussed
- Achievements are identified and celebrated
- Emotional well-being/work life balance is considered
- A place to offload

Structure

Supervision in the school may be offered both internally and /or externally.
Internal supervision – Ideally, safeguarding supervision should always be carried out by the named Designated Safeguarding Lead for child protection (DSL) in the school, but in larger schools this may need to be delegated to other key staff with safeguarding responsibilities, such as Year Heads or Pastoral Leaders. Supervision for the DSL should be carried out by the Headteacher, or where the DSL is the Headteacher, the Safeguarding Governor or a colleague Headteacher.

Supervision should be undertaken with designated staff responsible for or working with identified vulnerable children and/or their families. It should include all staff working with children who are subject to a child protection or child in need plan, children with social care involvement, children looked after (LAC) and children subject to an Early Help Assessment.

Who might need safeguarding supervision	**Who might provide safeguarding supervision**
Designated Safeguarding Lead (DSL)	Headteacher, DDSL, colleague Headteacher, safeguarding governor, vicar
Deputy Designated Safeguarding Lead (DDSL)	DSL, Headteacher
Year Heads	DSL, DDSL, Headteacher
Pastoral Leads	DSL, DDSL, Headteacher
SENCO/LAC Co-ordinator	DSL, DDSL, Headteacher
Class teachers	DSL, DDSL, Year Heads, Pastoral Leads
Teaching Assistants	DSL, DDSL, Year Heads, Pastoral Leads
Family Support Workers	DSL, DDSL, Pastoral Leads, Line Manager

Attendance Officers	DSL, DDSL, Pastoral Leads, Line Manager
Other specialist support workers	DSL, Pastoral Leads, Line Manager, professional body

External supervision – this will be peer to peer supervision from a colleague in another school, network or other agreed supportive structure. This should be undertaken with lead professional to lead professional but schools could extend the arrangement if they wished to secure extended external engagement.

If the headteacher is not directly involved in the supervision then they should assure themselves that the process is robust and be in a position to report, in general terms, on the effectiveness of the process to their governing body.
The structure of the supervision arrangements should be clear and reported to governors.

Support will also be available for ALL staff at any time the need may arise; this could be informal and incidental supervision. Referrals to Occupational Health for further counselling and support can be made upon request.

Supervision methods

This policy is concerned primarily with one to one supervision that takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties. All staff within the organisation that have responsibility for safeguarding children (as identified above) will have access to this method of supervision.

It is recognised, however, that supervision is an on-going process that takes place in other ways. The two other main methods are outlined below. They have a place but should not replace planned, formal, recorded, one to one sessions.

Group safeguarding supervision

In some cases, it may be necessary to conduct a group safeguarding supervision. This is a session where there may be several staff involved in direct child protection/safeguarding work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.
In group supervision the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:

- The group should clarify and agree the boundaries of confidentiality
- The records should reflect that this was a group supervision

Unplanned or "ad-hoc" supervision

The pace of work and change and the frequency of supervision means that staff often have to 'check something out' with a supervisor, obtain a decision or gain permission to do something in between formal supervision sessions. In addition, staff who work in schools where there are a lot of child protection concerns will be working closely with their supervisor and often communicating daily about thresholds, decision making, disagreements between agencies etc.

This form of supervision is a normal and acceptable part of the staff/supervisor relationship. However, the following points should be borne in mind when considering unplanned or ad-hoc supervision:

- any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate.

- where supervisees and supervisors work closely together this does not negate the need for private one to one time together on a regular basis. The focus of these sessions is wholly on the individual, their development, performance and any issues arising from their work that do not arise on a day-to-day basis.

Practicalities

- Frequency and length - these meeting should take place at least once a half term.
- Supervision should take place in a private and uninterrupted space during the working day.
- Recording supervision – It is the supervisor's responsibility to take notes and make sure they are copied, circulated and filed. Both parties need to agree and sign that they are accurate. Records must be kept in a secure location. The records themselves must be kept in a format that suits both parties however a summary sheet of actions will be completed during or immediately after the session.
- Should the supervisor leave then the replacement would have access to the previous six months' records.

Entitlement

It is important that safeguarding supervision is provided. If an individual is not receiving safeguarding supervision at the required frequency during the year they should: -

- In the first instance supervisees should always discuss any complaints or dissatisfaction with their supervisor and endeavour to reach an agreement within the normal supervision process;
- If a solution is not agreed the supervisee should raise the issue with the supervisor's manager (i.e. Headteacher, Safeguarding Governor or Chair of Governors).

Confidentiality

There will be three levels relating to the need to breach confidentiality within supervision as set out below, this is provided so that all individuals receiving supervision within their employment are clear about what can and cannot remain confidential to supervision.

Issue	Response
Behaviour or activities which bring the school into disrepute. Harm to self or others Illegal activity Actions of gross Misconduct Activities where child protection and vulnerable adults policies apply	There is a duty as an employee to report/action through the appropriate channels.
Activities that may lead to disciplinary action being taken Actions relating to performance and capability regarding putting children's safety at risk	Items **would** need to be reported via line management structures
The information given by the supervisee will have significant impact on the organisation	Items **may** need to be reported via line management structures.

Starting supervision

- Signing Contracts - By the end of the *THIRD* session it is expected that a supervision contract has been discussed by both parties, signed and copied to the file (sample attached)

- Preparing for supervision – Both parties should prepare themselves for the meeting including:-

Review previous notes and agreed actions – ongoing between sessions
Hold any preparatory discussions if needed, to ensure the meeting has maximum impact.
Alert each other if there are new big agenda items.

Guidance notes

Each person in supervision will have their own style and approach: however, the following agenda is provided as a checklist to ensure that all core items are covered.

- Welcome and informal opener
- Setting agenda – both parties to input
- General offload and information sharing
- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed.
- Problem solving and finding solutions
- Recognise and celebrate achievement
- Job related resource and support needs
- AOB

Working guidelines for Good Practice

Creating the right environment is an important element but we must accept that this is not always possible within school, however we should strive to:

- Have a quiet private space to allow for open discussion,
- Ensure a relaxed atmosphere possibly with refreshments,
- Try to avoid telephone interruptions,
- Prioritise this time and avoid interruptions,
- Make sure you keep to agreed starting and stopping times
- Consider the time of day supervision is scheduled
- Where appropriate, refer to the Trust's Lone Worker Policy

Supervision Contract

Frequency and length: Each half term or sooner if required on request

Creating the agenda:

How will we plan for the supervision?

What I expect from supervision?

If there are difficulties with supervision we will move forward by

Records of the sessions will be kept securely by Headteacher or Designated Safeguarding Lead

Supervisor

Signed

Date

Supervisee

Signed

Date

Agenda

Date
Time
Supervisor
Supervisee

- Welcome and informal opener
- Setting agenda – both parties to input
- General offload and information sharing
- Review notes and agreed actions from previous meeting.
- Specific case load issues discussed.
- Problem solving and finding solutions
- Recognise and celebrate achievement
- Job related resource and support needs
- Any Other Business
- Date of Next Meeting

Actions from Supervision

Date	Action	Person	Notes

Appendix d - Contacts and Advice

Expert organisations

- Barnardo's
- Lucy Faithfull Foundation
- NSPCC
- Rape Crisis
- University of Bedfordshire: Contextual Safeguarding
- UK Safer Internet Centre

Support for victims

- Anti-Bullying Alliance
- MoJ Victim Support
- Rape Crisis
- The Survivor's Trust
- Victim Support

Toolkits

- Brook
- NSPCC
- Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire

Further information on confidentiality and information sharing

- Gillick Competency Fraser Guidelines
- Government Information Sharing Advice
- Information Commissioner's Office: Education
- NSPCC: Things to Know and Consider

Further information on sexting

- UK Council for Child Internet Safety: Sexting Advice
- London Grid for Learning – Collection of Advice

Support for parents

- Parentzone
- Parentsafe – London Grid for Learning
- CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact
- CEOP Thinkuknow – Supporting Positive Sexual Behaviour