



# CLOUGHWOOD ACADEMY

## Safeguarding Policy

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## **Cloughwood Academy Safeguarding Policy – Part 1 Key Information and Introduction**

Cloughwood Academy Stones Manor Lane Hartford Cheshire West and Chester CW8 1NU <a href="http://www.cloughwoodacademy.co.uk">www.cloughwoodacademy.co.uk</a>
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**This policy has been written for all children and adults at Cloughwood Academy.**

Copies of this policy may be obtained from

- The Academy web site - <http://www.cloughwoodacademy.co.uk>
- It is available as a hard copy on request from the Academy office
- The staff shared area

**This policy links with the following policies:**

Data Protection, Sex and Relationships Policy, Health and Safety Policy, Attendance Policy, Risk Assessment Policy, Medication and First Aid Policy, Cloughwood Code of Conduct, Staff Recruitment Selection Retention Disclosure Policy, Whistleblowing Policy, Behaviour, Rewards and Consequences Policy, Positive Handling Policy, The Use of Reasonable Force and Restrictive Physical Intervention Policy, Anti-bullying Policy, Equality Policy, Online Safety Policy.

This policy has been written by the Principal, Senior Leadership Team and staff of the Academy.

This policy has been created in July 2018 and will be reviewed annually, the next review to be in July 2019.

Appendices - This policy has 4 appendices

Appendix 1 Categories of abuse, signs, symptoms, indicators and other areas of concern

Appendix 2 Guidance when responding to disclosures.

Appendix 3 Safeguarding Record of Concern Form

Appendix 4 Appendix 4: National Support Organisations

**Relevant statutory guidance, circulars, legislation & other sources of information**

- Section 157 of the Education Act 2002
- Children Acts 1989 and 2004 and related guidance
- Keeping Children Safe in education September 2019
- The Framework for the Assessment of Children in Need and their Families

- Working Together to Safeguard Children February 2019.
- What to Do If You're Worried a Child is being Abused (2006)
- CWAC Safeguarding Procedures for Managing Allegations Against Staff
- CWAC Safeguarding Children Procedures 2018 and CWAC model safeguarding policy 2019
- DBS website (Disclosure and Barring Service)
- Counter-Terrorism and Security Act 2015
- The Prevent Duty – departmental advice for academies and child care providers (June 2015)
- Children Missing Education (CME)

This policy has also been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance.

This includes:

- DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
- Working Together to Safeguard Children 2019 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- CWAC Safeguarding Children Procedures
- Cheshire West Partnerships guidance on Safeguarding procedures and LADO

Section 175 of the Education Act 2002 requires Academy governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at an Academy, or who are pupils under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

### **Key Personnel**

Principal: Mr A Larkin

Designated Safeguarding Lead: Miss S Howarth (VP).

Deputy Designated Safeguarding Lead: Mrs J Thomas (Primary Lead)

Named Safeguarding Governor: Mrs H Madeley (Chair LGB).

### **Definitions and key terms used in this policy**

DSL – Designated Safeguarding Lead

CWAC – Cheshire West and Chester

SCiE – Safeguarding Children in Education

iART- Integrated Access and Referral Team

Academy – Education and Boarding departments

## **The rationale and purpose of this policy**

The purpose of this policy is to ensure all staff have a clear procedure to follow, in order to safeguard the welfare of our pupils.

This policy applies to all adults, including volunteers, working in or on behalf of the Academy.

Everyone working in or for our Academy shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our Academy.

Cloughwood Academy is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children, particularly those with special educational needs (SEN) may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst attending Cloughwood, behaviour may be challenging. We recognise that children may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

## **Introduction & Ethos**

Cloughwood Academy is a diverse community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We all at Cloughwood Academy recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

Cloughwood Academy recognises the importance of providing an ethos and environment within it that will help children to feel safe, secure and respected, which encourages them to talk openly and enables them to feel confident that they will be listened to. We are alert to the signs of abuse, neglect and extremism and follow our procedures to ensure that children receive effective support, protection and justice.

## **Cloughwood Academy's core safeguarding principles**

- It is a whole Academy responsibility to safeguard and promote the welfare of children - our paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account

- All staff understand safe professional practice and adhere to our Code of Conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

### **There are four main elements to our safeguarding policy**

- **Prevention** (e.g. positive, supportive, safe Academy culture, curriculum and personal development opportunities for children, safer recruitment procedures)
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- **Support** (for all pupils, parents/carers and staff, and, where appropriate, specific intervention for those who may be at risk of harm), and
- **Working together** with parents and other agencies (to ensure appropriate communication and actions are undertaken)

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Cheshire West Partnerships.

### **Multi-Agency Working**

Cloughwood Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Academies are not the investigating agency when there are child protection concerns and the Academy will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

Cloughwood Academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child/Family.

The Academy Senior Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

### **Confidentiality**

Cloughwood Academy recognises that all matters relating to child protection are confidential. The Principal or DSL will only disclose information about a pupil to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have a duty to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

The Academy has regard to “Information Sharing: Practitioner’s guide” HM Government, 2015

[www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration”.

The Academy has a clear and explicit data protection policy and privacy notices.

**The Academy policies and privacy notices indicate:**

- a) When information must be shared with Police and Cheshire West Partnerships integrated Access and Referral Team (iART) where the child/young person is / may be at risk of significant harm
- b) When the pupil’s and/or parent’s/carer’s confidentiality must not be breached
- c) That information is shared on a need to know basis

**Pupil Information**

Our Academy will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the Academy requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from Academy (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Children and Families Court Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact details of G.P.
- any other factors which may impact on the safety and welfare of the child

The Academy will collate, store and agree access to this information, ensuring all information held both electronically and on paper is stored securely with due regard to meeting data protection/ GDPR and safeguarding requirements.

**Definition of Safeguarding**

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September2016)

All safeguarding policies will be reviewed on an annual basis by Board of Trustees which has responsibility for oversight of Academy safeguarding and child protection systems and responsibilities. The Designated Safeguarding Lead (VP) will ensure regular reporting on safeguarding activity and systems in the Academy to the Board. The Board will not receive details of individual pupil information or identifying features of families as part of their oversight responsibility. The named Governor for Safeguarding will carry out regular checks of systems and practice relating to the Safeguarding of pupils at the Academy.

**The Academy acknowledges that this policy will incorporate a range of safeguarding issues including**

- ❖ Bullying (including online bullying)
- ❖ Children missing education (CME)
- ❖ Children missing from home or care
- ❖ Child Sexual Exploitation (CSE)
- ❖ Domestic violence
- ❖ Drugs and alcohol misuse
- ❖ Fabricated or induced illness
- ❖ Gangs and youth violence
- ❖ Hate crime
- ❖ Honour based violence, including Female Genital Mutilation (FGM) and forced marriage
- ❖ Child Mental health
- ❖ Online Safety
- ❖ Prevent (Radicalisation and extremism)
- ❖ Private fostering
- ❖ Relationship abuse and gender-based violence
- ❖ Youth Produced Sexual Imagery or “Sexting”
- ❖ Trafficking

**Related safeguarding policies**

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the Academy’s integrated safeguarding portfolio and should be read in conjunction with the following policies

- Data Protection
- Sex and Relationships
- Health and Safety
- Attendance
- Risk Assessments
- Medication and First Aid
- Code of Conduct
- Staff Recruitment Selection Retention Disclosure
- Whistleblowing
- Behaviour, Rewards and Consequences
- Positive Holding
- Anti-bullying
- Substance Misuse
- Online Safety

- Equal Opportunities

## **Supporting Guidance**

- Teachers Standards 2012
- Safeguarding Disabled Children – Practice Guidance - DoH, 2009
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, October 2015
- What to do if you are worried a child is being abused – DfE, March 2015
- Cheshire West Partnerships Safeguarding Policy Checklist

## **Key Responsibilities**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Academies and schools form part of the wider safeguarding system for children.

The Local Governing Board (LGB) have read and will follow KCSIE 2019, keeping informed of updates. Further information regarding the key strategic responsibilities of the LGB and Principal are identified below. The Academy has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the Academy has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policy and structures supporting safeguarding children are reviewed at least annually.

The Board, Principal and Senior Leadership Team will ensure that the DSL is properly supported in this role at a time and resource level.

## **Our Local Governing Board will ensure that**

- The Academy has a Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on the website and request.
- The Academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training (reviewed every 5 years).
- The Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.

- A senior member of the Academy's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies.
- Staff including the Principal undertake appropriate Safeguarding training which is updated regularly.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Principal.
- Where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged when required.
- All governors to undertake safeguarding training.

**The Principal will ensure that:**

- The policies and procedures adopted by the Board of Governors are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.

**Designated Safeguarding Professionals**

The Principal has ultimate responsibility for any matter in relation to the safeguarding of all children within the Academy. He has appointed a Designated Safeguarding Lead (DSL) to carry out the day to day management of safeguarding policy and practice throughout the Academy. This person is Samantha Howard who is a Vice Principal. A Deputy DSL will be appointed to act in the absence for any reason of Miss Howarth.

The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by local and national Safeguarding Guidance. The DSL training will be updated formally every two years but their knowledge and skills will be maintained and updated through a variety of methods;

- Cheshire West Partnerships guidance
- CWAC Education Safeguarding updates

- Individual and group mentoring/supervision
- Appropriate courses and conferences
- CPD reading time and online training such as Educare
- Inset
- Relevant conferences, local and national
- Periodicals

at regular intervals, at least annually, to keep up with any developments relevant to their role.

It is the role of the DSLs to

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.
- Liaise with other agencies and professionals in line with 'Working together to Safeguard Children'.
- Ensure that locally established procedures are followed and making referrals to other agencies.
- Represent, or ensure the Academy is appropriately represented at interagency safeguarding meetings (including Child Protection conferences) and co-ordinate the team responsible for carrying out those duties.
- Manage and monitor the Academy's part in Team Around the Family/Child in Need/Child Protection/Core Group multi-agency work.
- Be available during term time (during Academy hours) for staff in the Academy to discuss any safeguarding concerns.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).
- Further details about the role of the DSL can be found in Keeping Children Safe in Education 2019.

### **Other key members of staff**

Secondary SENCO Miss E Bailey

Designated Teacher for Children Looked After Miss S Howarth

Primary SENCO Mrs J Thomas

Multi-agency team – Primary; Mr M Jones, Secondary; Mrs T Jones, Residential; Miss C Clarke.

Cloughwood Academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Cheshire West Partnerships e.g. the Local Authority (LA), NSPCC, Integrated Access and Referral Team (IART), GPs, Police, Childline.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### **Staff and Volunteers' responsibilities**

It is the responsibility of every single member of the Cloughwood Academy staff team to

- Provide a safe environment in which children can learn.
- Ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience.
- Identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm.
- Provide help for children, where appropriate and reasonable.
- Take appropriate action to prevent safeguarding concerns escalating and work with other services as needed.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child.
- Respond to and refer any concerns about children or other members of the community in accordance with this policy and in a timely and professional manner.
- Contribute towards, read and adhere to the Academy policies.
- Know what to do if a child tells them he is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate.
- Know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.
- That the welfare and safety of children are the responsibility of all staff in the Academy and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead.

### **Responsibilities of pupils**

Pupils have a responsibility to

- Contribute to the development of Academy safeguarding policies.
- Read and adhere to (at a level appropriate to their age and ability) the Academy safeguarding policies and procedures.
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns if appropriate.
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online activity.

All pupils at Cloughwood are aware of a number of staff who they can talk to such as teachers, teaching assistants, form tutors, ELSAs, key workers and volunteers. The Academy is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both inside and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHEE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC, Police, Stranger Danger, Anti-bullying.

Our Academy will ensure that pupils are made aware that information can be found about external services such as helplines, posters, NSPCC and CEOP.

Pupils are also consulted through the Academy Pupil Council.

## **Parents and Carers**

The Academy shares a purpose with parents to educate and keep children safe from harm.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Cloughwood Academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Principal, SLT and form tutors.

We make parents aware of our policy through the website and in newsletters/meetings.

Cloughwood Academy is committed to ensuring the welfare and safety of all children in Academy and follows the Cheshire West Partnership's procedures. The Academy will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the Academy will discuss concerns with the Referral and Response Service and/or the Police without parental knowledge (in accordance with Local Safeguarding Children Procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents. The Academy's Safeguarding Policy is available on the Academy's website.

Parents/carers have a responsibility to

- Read the relevant Academy/policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate.
- Discuss safeguarding issues with their children, support the Academy in their safeguarding approaches, and reinforce appropriate safe behaviours at home.
- Identify changes in behaviour which could indicate that their child is at risk of harm online.
- Seek help and support from the Academy, or other appropriate agencies, if they or their child encounters any safeguarding issues.
- A statement in the Academy prospectus will inform parents and carers about our duties and responsibilities under child protection and safeguarding procedures
- Parents can obtain a copy of the Academy Safeguarding Policy and other related policies on request and can view them via the Academy website [www.cloughwood.co.uk](http://www.cloughwood.co.uk)

## Local Support

All members of staff in Cloughwood Academy are made aware of local support available

Cloughwood Designated Safeguarding Lead	Miss Samantha Howarth	01606 288090
Local Authority Designated Officer (LADO)		Paul Jenkins - <a href="https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/">https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/</a>
Safeguarding Children in Education Officers	Pam Beech	0151 356 6566 07917 587559 <a href="mailto:pam.beech@cheshirewestandchester.gov.uk">pam.beech@cheshirewestandchester.gov.uk</a>
Referral and Response Service		<a href="mailto:i-ART@cheshirewestandchester.gov.uk">i-ART@cheshirewestandchester.gov.uk</a>
Duty Social Workers		0300 123 7047
Emergency Duty Team (Out of Hours)		01244 977277 <a href="mailto:edt@cheshirewestandchester.gov.uk">edt@cheshirewestandchester.gov.uk</a>
Child Protection & Review Unit		0845 458 0000
Online safety incidents National helpline		<a href="http://www.saferinternet.org.uk/helpline">http://www.saferinternet.org.uk/helpline</a>
Cheshire Constabulary Prevent Team		01606 36212 <a href="mailto:prevent@cheshire.pnn.police.uk">prevent@cheshire.pnn.police.uk</a>
Cheshire Police, Child Safeguarding Unit		101

## Part 2 - Recognition and categories of abuse

All staff in the Academy are trained to be aware of the definitions and signs and symptoms of abuse.

### A child

According to the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate caretakers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

For further, more in-depth information on the above go to **Appendix 1** Categories of Abuse, Signs, Symptoms, Indicators and Other Areas of Concern.

## **Part 3 Staff induction, awareness and training**

### **Safer Recruitment and Selection**

The Academy pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply

- A DBS Enhanced Disclosure is obtained for all new appointments to our Academy's workforce (please see DBS policy).
- All new appointments are subject to at least two satisfactory references, which are verified verbally prior to appointment.
- The Academy is committed to keep an up to date single central record detailing a range of checks carried out on our staff and volunteers/outside agencies.
- All new appointments to our Academy workforce who have lived outside the UK will be subject to additional international checks as appropriate.
- The Academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to our Academy workforce before the appointment is made.
- At least one senior staff member and one governor have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

All members of staff have been provided with a copy of part one of the Keeping Children Safe in Education (2019) which covers Safeguarding information. Academy leaders will read the entire document. Academy leaders and all members of staff who work directly with children will access Annex A of Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A.

The DSL and VP (SBM) will ensure that all new staff and volunteers are appropriately inducted in relation to the Academy's internal safeguarding procedures and lines of communication. A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers).
- Respond appropriately to safeguarding issues and take action in line with this policy
- Record concerns in line with Academy policies.
- Refer concerns to the DSL and be able to seek support external to the Academy if required.

Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked activities such as drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. Staff training will also cover the Academy child protection procedures, online safety, safe working practices, conduct (professional relationships) and external reporting mechanisms.

All staff members will receive regular safeguarding and child protection updates through;

- Annual update at INSET
- Periodicals
- Emails
- CPD
- Staff meetings
- Mentoring and Supervision (individual and group)
- Educare online training

as required, but at least annually, to provide them with relevant skills and knowledge to enable them to safeguard children effectively.

The Academy's Designated Safeguarding Lead (DSL) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training and refresher training at 2 yearly intervals.

The Principal and all other Academy staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated annually.

All staff (including temporary staff and volunteers) are provided with the Academy's Safeguarding Policy and informed of Academy's child protection arrangements on induction.

All members of staff will be made aware of the Academy's expectations regarding safe and professional practice via the Cloughwood Academy Code of Conduct which is provided and discussed as part of the induction process.

The Academy recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements.

The DSL will provide an annual report to the Governors detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the Academy has a nominated lead for the Governors (Hannah Madeley), all members of the Local Governing Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

### **Safe working practice**

All members of staff are required to work within clear guidelines on Safer Working Practice/the Academy's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare.

As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witnesses. For further and more in-depth information on physical intervention policy and practice read the Academy Positive Holding Policy.

Staff should be aware of the Academy's Behaviour, Rewards and Consequences and Positive Holding Policies, and any physical interventions must be in line with agreed policy and procedure and in which appropriate training should be provided.

Additional advice and guidance can be found in 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings' (2015).

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings' and the Academy's Online Safety Policy and Acceptable Use Policy.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- work with other colleagues where possible in challenging situations.
- discuss and/or take advice from Academy management over any incident which may give rise to concern.
- record any incidents or decisions made.

- apply the same professional standards regardless of gender, sexuality or disability.
- comply and are aware of the confidentiality policy.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **Staff Supervision and Support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

Staff will be supported by the Academy, the Local Authority and professional associations.

The Designated Safeguarding Lead will be supported by the Principal and designated safeguarding governor.

Advice is available from the Local Authority Designated Officer (LADO).

The Academy will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role.
- All staff have regular reviews of their own practice to ensure they improve over time.

### **Part 4 Safeguarding and Child Protection procedures - taking action to ensure that children are safe at Cloughwood and at home**

All staff will follow the Cheshire West Partnerships Procedures which are consistent with 'Working Together to Safeguard Children 2019' and 'What to do if you are worried a child is being abused 2015'.

It is not the responsibility of the Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

### **Concerns that staff must immediately report**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- any explanation given which appears inconsistent or suspicious.
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play).
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- any concerns that a child is presenting signs or symptoms of abuse or neglect.
- any significant changes in a child's presentation, including non-attendance.
- any hint or disclosure of abuse from any person.
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

### **Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a contemporaneous record. The DSL will then contact the appropriate authority e.g. iART, LADO, SCiE team or Cheshire West Partnerships.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will

- listen to and take seriously any disclosure or information that a child may be at risk of harm.
- try to ensure that the person disclosing does not have to speak to another member of Academy staff.
- clarify the information.
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise.
- not express feelings or judgements regarding any person alleged to have harmed the child.

- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead.
- reassure and support the child as far as possible.
- explain that only those who 'need to know' will be told.
- explain what will happen next and that the person will be involved as appropriate.

Further advice and guidance on what to do when a disclosure is made can be found in **Appendix 2 Guidance when responding to disclosures.**

### **Action by the Designated Safeguarding Lead (or other senior person who is able to cover this role)**

Following any information raising concern, the DSL will consider

- any urgent medical needs of the child.
- discussing the matter with other agencies involved with the family.
- consulting with appropriate persons e.g. LADO, IART and/or Cheshire West Partnerships.
- the wishes of the child.

### **Then decide**

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e. sexual abuse, forced marriage or fabricated illness)
- whether to make a child protection referral to Children's Social Care iART because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

### **OR**

- not to make a referral at this stage.
- if further monitoring is necessary.
- if it would be appropriate to undertake an assessment – Single Assessment Part 1 process and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to iART will be followed up in writing within 24 hours.

### **Action following a child safeguarding referral**

The Designated Safeguarding Lead or other appropriate member of staff will

- make regular contact with the social worker involved to stay informed.
- wherever possible, contribute to the strategy discussion.

- provide a report for / attend and contribute to any subsequent child protection conference.
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences.
- where possible, share all reports with parents prior to meetings.
- where in disagreement with a decision made by iART e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the Cheshire West Partnerships Procedures.
- where a child subject to a child protection plan moves from the Academy or goes missing, immediately inform iART and the LA.

## **Recording and Monitoring**

Working Together to Safeguard Children (2019) reminds us that safeguarding children is everyone's responsibility.

'Good record keeping is an important part of professional accountability to children and their families; it will assist Designated Safeguarding Leads in meeting their key responsibility to respond appropriately to welfare concerns about children.

Well-kept records provide a consistent account of our involvement with children, young people and their families. They help in the early identification of cause for concern; often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes evident. Clear accurate records mean that families and professionals only need to tell their story once.

The importance of good, clear child welfare and child protection record keeping has been repeatedly highlighted in many Serious Case Reviews.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children; enabling appropriate, informed and timely actions to take place.

The law permits the disclosure of confidential information necessary to safeguard a child.'

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Safeguarding' file, separate from and signposted by the child's Academy file. This will be locked away and only accessible to the Principal and designated safeguarding lead. These records will be copied and transferred to any Academy or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.' In an instance in which a child goes missing from education or is removed from roll to be educated at home, any child safeguarding file should be copied

and the copy sent to the LA. Original copies will be retained until the child's 25th birthday.

### **Supporting the child and partnership with parents**

- Academy recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
- Working Together 2019 states; Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.

**See Appendix 3 for a copy of the Safeguarding Record of Concern Form.**

### **Allegations of Abuse made against Teachers and other Staff (including Volunteers)**

Cloughwood Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Principal who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Principal then staff are advised that allegations should be reported directly to the LADO.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Leadership Team.

All members of staff are made aware of the Academy's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

Where an allegation is made against any person working in or on behalf of the Academy that he or she has:

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

We will apply the same principles as in the rest of this document and we will always follow the procedures outlined in Part 4 of Keeping Children Safe in Education (DfE 2019). Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in Academy.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

The Academy will take the following initial action:

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record.
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will proceed as the 'Principal'.
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- The Principal (or Chair of Governors if the allegation is about the Principal) will consult with the Local Authority Designated Office for Child Protection within 24 hours, in order to determine if it is appropriate for the allegation to be dealt with by the Academy or if there needs to be a referral to the LADO and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- The Principal will inform the Chair of Governors of any allegation.

- If consideration needs to be given to the individual's employment, advice will be sought from HR (see contact sheet).

### **The use of Academy premises by other organisations**

Where services or activities involving children are provided separately by another body using the Academy premises, the Principal and Board will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not confirmed then an application to use premises will be refused.

### **Security**

All members of staff have a responsibility for maintaining awareness of buildings and ground security and for reporting concerns that may come to light. We operate within a whole-Academy community ethos and welcome comments from pupils parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into Academy as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on Academy site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The Academy will not accept the behaviour of any individual (parent or other) that threatens Academy security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the Academy site.

### **Cloughwood Academy adheres to the Cheshire West Partnerships Safeguarding Children Procedures.**

#### **Additional guidance for staff includes**

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing advice for safeguarding practitioners (2015)
- The Assessment Framework for Children in Need and their Families (2000)

'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach.

It may not always, however, be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

The role of the Academy in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early intervention is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will give consideration to making a referral to Cheshire West Partnerships if the situation doesn't appear to be improving for the child.

New referrals to services will be made using the agreed CWAC process i.e. the Early Help Notification form or inter-agency referral form for referrals to Cheshire West Partnerships.

These will be made with reference to the CWAC Interagency Threshold Criteria for Children in Need (Cheshire West Partnerships). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to services will be passed to the allocated worker/team.

All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1995 that may follow a referral, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the CWAC Safeguarding Children in Education team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.

If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the SCiE team who will be able to discuss the concern and provide further advice on appropriate action to be taken.

If, after a referral, a child's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the academy's concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the Cheshire West Partnerships procedures and the DSL may request support via the SCiE team.

## **Record Keeping**

Staff will record any welfare concern that they have in relation to a child on the Academy's safeguarding monitoring system 'CPOMS'. Records will be inputted as soon as possible after an incident/event, using the child's words wherever possible and will be copied to the DSL or relevant professional for review and response. This system allows for tracking and monitoring of concerns for every child at the Academy.

All safeguarding disclosures are to be recorded on a Safeguarding Record of Concern Form which must be emailed or printed and passed to the DSL directly and as quickly as possible. The member of staff completing the form must also record a reference to it on CPOMS (marked 'safeguarding – Record of Concern completed') for monitoring and tracking purposes. Once reviewed by the DSL both the referrer and DSL must sign and date the record. Guidance on completing these forms can be found in **Appendix 2**.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements then they will discuss their concerns with DSL.

Safeguarding record of concern forms are kept on the Academy staff shared network drive, with DSLs and at the main office. See **Appendix 3** Safeguarding Record of Concern Form.

Safeguarding records are kept for individual children and separate from all other records relating to the child in Academy. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.

The Principal will be kept informed of any significant issues by the DSL.

All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent Academy/setting, under confidential and separate cover to the new DSL or Principal and a receipt of delivery will be obtained.

Detailed guidance on Record Keeping is found in a separate document 'Guidance on Safeguarding/Child Protection recording, sharing of information and retention of records' Cheshire East.

All Safeguarding staff WILL familiarise themselves with the responsibilities as outlined in this document.

## **Multi-Agency Working**

Cloughwood Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may

benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Academies are not the investigating agency when there are child protection concerns and the Academy will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

Cloughwood Academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

The Academy Senior Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

### **Confidentiality and information sharing**

Cloughwood Academy recognises that all matters relating to child protection are confidential. The Principal or DSL will only disclose information about a pupil to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 2.

DfE Guidance on 'Information Sharing' (March 2015) provides further detail.

If the Academy is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools or academies) then advice will be sought from the SCiE team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

### **Complaints**

The Academy has a Complaints Procedure available to parents, pupils and members of staff who wish to report concerns. This can be found on the Academy website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

### **Allegations against pupils**

Cloughwood Academy recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The Academy is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Cloughwood Academy, however, believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The Academy will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and avenues of support both within the Academy and externally (such as CWAC, Police, ChildLine etc.). Further information can be found in the Sex and Relationships policy.

### **Safeguarding pupils/students who are victims of Peer on Peer abuse**

There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Peer on peer abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

### **Key Areas Where Peer on Peer Abuse Occurs**

#### **Bullying (including Cyberbullying)**

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:

- **'Cyberbullying':** involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;

- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

### **Pupils who are alleged to have abused other pupils will be helped by**

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with Academy behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

Further information about the Academy's response to allegations of abuse against pupils can be located in the Anti-bullying and Online Safety Policies.

Cloughwood Academy is aware of and will follow the Cheshire West Partnerships procedures for supporting children who are at risk of harm as a result of their own behaviour (e.g. self-harm, risk-taking).

### **Child trafficking and modern slavery**

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn't always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

Our safeguarding policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

### **Domestic Violence**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Our school recognises that abuse is abuse and it will never be tolerated or passed off as 'banter', "just having a laugh", or "part of growing up". We also recognise that peer on peer abuse, although more likely to be reported by girls as victims and boys as perpetrators, can be experienced by all genders or identities. All reports of abuse will be taken seriously.

### **Safeguarding children with special educational needs and disabilities**

Cloughwood Academy acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening

Cloughwood Academy will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

### **Curriculum and staying safe**

We recognise that academies play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Cloughwood Academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), form lessons (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender-based discrimination/ violence/sexual assaults and sexting.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Cloughwood will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. All pupils could have access to a key worker, mentor, advocate or Emotional Literacy Support Assistant (ELSA).

### **Specific systems outside of expected day to day classroom interaction and support will include**

- Pupil Council
- Boarding Pupil Council
- Peer-mentoring
- PSHE lessons and events
- Regular feedback questionnaires
- Anti-bullying Policy
- Assemblies
- Therapy

### **Online Safety**

It is recognised by Cloughwood Academy that the use of technology presents particular challenges and risks to children and adults both inside and outside of Academy.

Cloughwood Academy identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk

- content: being exposed to illegal, inappropriate or harmful material.
- contact: being subjected to harmful online interaction with other users.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Cloughwood Academy will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access Academy systems and internet provision. Cloughwood Academy uses the LA 'Smoothwall' firewall and 'Impero' monitoring software as well as 'Panda' for filtering.

The Academy will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

Cloughwood Academy acknowledges that whilst filtering and monitoring is an important part of Academy's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the Academy control such as mobile phones and other internet enabled devices and technology. It is for this reason that all mobile devices are barred from entering the Academy unless with specific permission. Pupils bringing mobile devices to Cloughwood are requested to hand them in for safe keeping at the start of the day. This is covered in more depth within the Academy online safety policy which can be found on the Cloughwood Academy website.

Cloughwood Academy will ensure a comprehensive whole Academy curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider Academy community (including all members of staff) to become aware and alert to the need to keep children safe online.

### **Positive Holding**

Occasionally, the behaviour of pupils at Cloughwood can pose a risk to maintaining a safe environment for all. To ensure that safety and welfare is maintained staff might have to physically intervene when all other options have been exhausted. This means that a pupil might be held to prevent

- injury or danger to himself or other children and staff.
- Damage to property.
- The breakdown of good order within the Academy.

To manage this and other challenging behaviours all staff receive nationally accredited annual training in managing challenging behaviour and crises, de-escalation and physical intervention.

Most situations are managed through skilful de-escalation and the strong relationships and trust between staff and pupils prevent serious harm ever coming to members of our community.

On those occasions, however, where staff must physically intervene as a last resort, their training ensures that children are held safely and securely until they regain composure and self-control.

All incidences of restrictive physical intervention are recorded in a bound and numbered book. Records are also signposted into CPOMS for tracking and monitoring purposes and the full protocol and practice can be found in detail in the Academy Positive Holding Policy which forms part of the Cloughwood Academy Portfolio of Safeguarding and Child Protection Policies.

## **Appendix 1**

### **Categories of Abuse, Signs, Symptoms, Indicators and Other Areas of Concern**

#### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff must read and understand part one of 'Keeping children Safe in Education' 2019? and staff who have direct contact with pupils must also read annex A.

#### **Sexual abuse**

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

#### **Signs that MAY INDICATE sexual abuse**

- Sudden changes in behaviour and academic performance
- Displays of affection which are sexual and age-inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE

- Sexually transmitted disease
- Fire setting

### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **Signs that MAY INDICATE physical abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children.
- Interactions that are beyond a child's developmental capability.
- Overprotection.

- Limitation of exploration and learning.
- Preventing the child participating in normal social interaction.
- A child seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying).
- Causing children frequently to feel frightened or in danger.
- The exploitation or corruption of children.

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

### **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

### **Neglect**

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs that MAY INDICATE neglect**

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at Academy
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

### **Other Specific Safeguarding Issues**

#### **Children Missing Education**

Cloughwood Academy recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Cloughwood Academy is aware that a child going missing from education is a potential indicator of abuse or neglect.

Cloughwood Academy has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the academy's policy and procedures regarding attendance.

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

Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE 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". The key element of CSE is the imbalance of power and control within the exploitative relationship. Many children and young people are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. Children and young people are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in. In peer on peer exploitation, schools and youth clubs are also locations where children and young people can be exploited.

#### **Harmful Sexual Behaviour Including Sexting**

Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually

harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

### **Child Criminal Exploitation (CCE) and County Lines**

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

**County Lines** is a form of criminal exploitation whereby gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

### **Gang Activity and Youth Violence**

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children's Commissioner has defined Child Exploitation in gangs and groups as:

- **Gangs** - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in

violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.

- **Groups** - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. Children and young people may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

## **Sexual Violence and Sexual Harassment**

Sexual violence or sexual harassment can occur between 2 children of any sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The guidance defines the following terms: **Sexual Violence, Sexual Harassment and Harmful sexual behaviours.**

Sexual violence includes: rape, assault by penetration and sexual assault – intentionally touching another person in a way that is sexual.

Sexual harassment is defined in the guidance as ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

While not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature, and;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media;
  - Sexual exploitation; coercion and threats; and;
  - Upskirting\*

\* Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. **It is now a criminal offence.**

Harmful sexual behaviours is defined in the guidance as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful

if 1 of the children is much older, particularly if there is more than 2 years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Children who experience sexual violence and sexual harassment will likely find it stressful and distressing. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys, although it is recognised that sexual violence and harassment can be, and is, perpetrated by girls. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

For the best way to respond to these issues, staff should read the following advice: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **Honour based violence**

Members of staff at Cloughwood Academy are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. The indicators of HBV and associated factors will be covered with staff within the academy safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

All members of staff will follow the academy and Cheshire West Partnerships procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **Forced Marriage**

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools, academies and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Female Genital Mutilation (FGM) mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **Radicalisation**

Cloughwood Academy recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

Radicalisation of young people can be compared to grooming for sexual exploitation. Cloughwood Academy will ensure all staff complete an e-learning module on the subject using the Educare platform which teaches how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Cloughwood Academy recognises that protecting children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Cloughwood Academy will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the academy's online safety policy.

## **Appendix 2**

### **Guidance when responding to disclosures.**

#### The 6 Rs

##### 1. Receive

- Keep calm.
- Listen to what is being said without displaying shock or disbelief.
- Take what is being said to you seriously.
- Note down what has been said.

##### 2. Respond

- Reassure the pupil that they have done the right thing in talking to you.
- Be honest and do not make promises you cannot keep e.g. "It will be alright now."
- Do not promise confidentiality; you have a duty to refer.
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame".
- Reassure the child that information will only be shared with those who need to know.

##### 3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details.
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, explain, describe.
- Do not criticise the perpetrator; the pupil may have affection for him/her.
- Do not ask the pupil to repeat it all for another member of staff.
- Explain what you have to do next and who you have to talk to.

##### 4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes.

- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.

- Record statements and observable things rather than your interpretations or assumptions.

#### 5. Remember

- Contact the designated safeguarding lead (DSL).

- The DSL may be required to make appropriate records available to other agencies.

#### 6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals.

## Appendix 3



### RECORD OF CONCERN (to be typed or completed in black ink)

Name of Child:		Class/Year Group	
SEN status		Name of sibling/s	
Name of person completing this form:	Role:	Date of Concern:	Time of concern:
Nature of concern:		Place of disclosure	
<p><b>Detail of concerns:</b> <i>What you saw, what you heard, in the child's words. Include brief, accurate details and who else was present. Was it 1<sup>st</sup> or 2<sup>nd</sup> hand information? Distinguish between fact and opinion.</i></p>			
			Continued Over Leaf:
<i>Concern shared with:</i>	Signature of referrer:	Date of record:	Time of record:

#### For Completion by Designated Lead:

Agreed actions with basis for decision	By whom	By when



## **Appendix 4: National Support Organisations**

### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### **Support for Pupils**

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood):  
[www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

## **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

## **Domestic Abuse**

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

## **Honour based Violence**

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

## **Sexual Abuse and CSE**

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

## **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentsinfo.org](http://www.parentsinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

## **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

• True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)