



Liden Academy Safeguarding and Child Protection Policy and Procedures



Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2021	Catriona Mangham EAT Jeff Mason Linzi Lawrence	September 2022

Ratification

Role	Name	Signature	Date
Chair of Governors	David Parker		
Principal	Mr Jeff Mason		

Details of Policy Updates

Date	Details
29.09.17	Addition of specific issues: early help, private fostering, CSE and trafficking, domestic and gender based violence, forced marriage, faith abuse, gangs and youth violence, escalation, allegations and concern record
01.07.2018	Updated to reflect updated guidance in KCSiE 2018
09.09.2019	Updated to reflect updated guidance in KCSiE 2019
17.01.2020	Revised to align with Excalibur EYFS policy
15.09.2020	Updated to reflect updated guidance in KCSiE 2020
06.07.2021	Updated to reflect updated guidance in KCSiE 2021

Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Principal	Jeff Mason	01793 531025	principal@liden.excalibur.org.uk
Designated Safeguarding Lead (DSL)	Jeff Mason	01793 531025	principal@liden.excalibur.org.uk
Deputy DSL(s) (DDSL)	Suzanne Taylor Danielle Foye Linzi Lawrence	01793531025 07597491605 (LL)	staylor@liden.excalibur.org.uk dfoye@liden.excalibur.org.uk llawrence@liden.excalibur.org.uk
Nominated Governor	David Parker	07515380549	chair@liden.excalibur.org.uk
Chair of governors	David Parker	07515380549	chair@liden.excalibur.org.uk
Designated teacher for Looked After Children	Suzanne Taylor	01793 531025	staylor@liden.excalibur.org.uk
Excalibur Board member responsible for safeguarding	Jeanette Longhurst		jeanette.longhurst@excalibur.org.uk
Central team member responsible for safeguarding	Catriona Mangham		catriona.mangham@excalibur.org.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2021)			

SWINDON ESSENTIAL CONTACT DETAILS

Children's Social Care referrals	01793 466903
Emergency Duty Service	01793 466900
Early Help team (Nicky Edwards)	07500959177
Local Authority Designated Officer (LADO)	01793 463854
Police	101/999
NSPCC Whistle-blowing helpline	0800 028 0285

Contents

PART 1: Policy	5
1.1 Introduction	5
1.2 Scope.....	5
1.3 Overall Aims	6
1.4 Creating a Culture of Safeguarding.....	7
1.4.1 Equality statement.....	7
1.4.2 Culture.....	7
1.5 The role of the curriculum – teaching about safeguarding	9
1.6 Related policies and procedures.....	10
1.7 Children with Special Educational Needs and Disabilities (SEND)	10
1.8 Early Years and Foundation Stage.....	10
1.9 Responsibilities of individuals and groups.....	10
1.10 Confidentiality.....	14
PART 2: Specific Safeguarding Issues and Related Procedure	15
2.1 Children in Care/Looked after children and previously looked after children	15
2.2 Private Fostering	15
2.3 Exclusions	15
2.4 So-called ‘honour-based’ abuse (including FGM and forced marriage)	16
2.4.1 Female Genital Mutilation	16
2.4.2 Forced marriage	17
2.4.3 Faith abuse.....	18
2.5 Missing Children and Children Missing from Education	18
2.6 Preventing Radicalisation.....	18
2.7 Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)	20
2.7.1 Child criminal exploitation	20
2.7.2 Child sexual exploitation	21
2.8 Domestic violence	22
2.9 Peer on Peer abuse	22
Teaching and learning	24
Reporting Procedures	24
Expectations of behaviour	24
Risk Assessments	24
2.10 Online Sexual Abuse.....	24

2.11 Homelessness.....	25
2.12 Children who need a social worker.....	25
2.13 Children who require mental health support.....	25
2.14 Attendance.....	25
2.15 Drugs.....	25
2.16 Off Site visits and exchange visits.....	26
2.17 Online Safety and mobile phones and cameras.....	26
2.18 Record Keeping and Information Sharing.....	27
PART 3: Responding to Disclosures: Guidance for Staff.....	28
3.1 Dos and Don'ts for Staff.....	28
3.2 Reporting Concerns Flow Chart.....	29
3.3 Reporting allegations against school staff, including the Principal.....	30
3.4 Early Help and Swindon Thresholds.....	32
3.5 Escalation.....	32
3.6 Whistleblowing.....	33
Appendices.....	34
Appendix A: Key Documentation, Procedures and Guidance.....	34
Appendix B: Types of Abuse and Neglect.....	35
Appendix C: Role of the Designated Safeguarding Lead (DSL).....	36
Appendix E: Allegations of Abuse Made Against Staff.....	40
Appendix F: Covid-Related Amendments.....	45
Appendix G Excalibur Child Welfare and Child Protection Concern Record.....	49

PART 1: Policy

1.1 Introduction

Excalibur Academies are committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
 - Keeping Children Safe in Education (2021)
 - The Procedures of Wiltshire Safeguarding Partnership
 - The Procedures of Bristol Safeguarding Partnership
 - The Procedures of Berkshire Safeguarding Partnership
 - The Procedures of Swindon Safeguarding Partnership
 - The Procedures of Reading Safeguarding Partnership
- See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the academy community are aware of the expected behaviours and the academy's legal responsibilities in relation to safeguarding and child protection.

1.2 Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's mental health and physical health or development
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; pupil mental health and wellbeing; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Anti-Bullying policy
- SEN policy
- Intimate Care policy
- Behaviour and Discipline policy
- Safer Recruitment policy
- Safeguarding and Child Protection Policy
- Part 1 and Annex A of Keeping Children Safe In Education (Sept 21)
- Information about what to do if worried about a child / adult (Safeguarding Family Tree)
- EAT staff code of conduct
- The school's procedure for children missing in education
- First Aid and Medical needs policy
- Health and Safety policy
- Attendance policy
- Children arriving and being collected from school
- Positive handling and the use of reasonable force policy

- Intimate Care Policy
- Computing policy
- Mobile Technology Policy
- Internet safety policy
- Safer recruitment policy
- Central Record of recruitment and Vetting Checks
- Looked after Children policy
- Swindon's Neglect Framework
- EAT Sexual Harassment and Violence update Sept 21
- SBC escalation policy
- Staff and Volunteers code of conduct.
- Managing allegations against staff policy
- Whistle Blowing policy
- Violence and Aggression against staff policy
- Staff Remote Learning (SWGFL)

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the academy, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in the academy (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our academy roll and any child under the age of 18 who comes into contact with our academy. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child in the academy or outside of academy hours are within the scope of this policy.

1.3 Overall Aims

The academy has a child-centred and coordinated approach to safeguarding.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means they should consider, at all times, what is in the best interests of the child.

This policy will contribute to the safeguarding of pupils/students at Liden Academy by:

- Clarifying standards of behaviour for staff and pupils/students
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the academy built on mutual respect and shared values
- Teaching children and young people about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum
- Alerting staff to the signs and indicators of safeguarding issues
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by helping them address concerns at the earliest possible stage

- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.
- Working in partnership with pupils/students, parents and agencies to keep children and young people safe.
- Developing safe awareness of mental health and wellbeing of children.

1.4 Creating a Culture of Safeguarding

1.4.1 Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Any child may benefit from early help, but all academy staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Have special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk at being radicalised or exploited
- Has a member of family in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of "honour"-based abuse such as FGM or Forced marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the academy day
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

1.4.2 Culture

All staff at Liden Academy have a role and responsibility to safeguard children and young people. We advise staff to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

All adults in the academy should:

- ✓ Be alert to issues affecting children and young people's welfare.
- ✓ Identify concerns early and provide help for children and young people to prevent concerns from escalating.
- ✓ Bring any concerns promptly to the attention of the academy's Designated Safeguarding Lead.

- ✓ Ensure all staff are aware of the process and principles for sharing information within the academy.
- ✓ **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B

Contractors

- The academy will set out safeguarding requirements in the contract between the organisation and the academy.
- The academy will ensure that any contractor, or any employee of the contractor, who is to work at the academy, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information)
- For all other contractors who are not engaging in regulated activity relating to the children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required
- In cases where the contractor does not have opportunity for regular contact with children the academy will decide on whether a basic DBS disclosure would be appropriate.
- Under no circumstances will a contractor on whom no checks have been obtained will be allowed to work unsupervised or engage in regulated activity relating to children.
- If an individual working at the academy is self-employed, the academy will obtain a DBS check on their behalf as self-employed people are not able to make an application directly to the DBS on their own account.
- The academy will always check the identity of contractors on arrival and give them the leaflet on safeguarding processes within the academy.
- This will be recorded on the SCR.

Visitors

- All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings in a safe place during their visit.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign in through our inventory system, read the Safeguarding and Code of Conduct information and wear a visitor's badge. They will be provided with key safeguarding information including the contact details of safeguarding personnel in the academy.
- Visitors to the academy who are visiting for a professional purpose, such as educational psychologists and academy improvement officers, will be asked to show photo ID and:
 - Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
 - The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out. Self-employed visitors must show a DBS.
- All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the academy any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.
- All regular visitors will be asked to provide proof of up-to-date Child Protection Training and if this is not available, will be required to complete EduCare Child Protection Training.

Trainee/student teachers

- Where applicants for ITT are salaried by the academy, the academy will ensure that all necessary checks are carried out. If these trainee teachers are engaging in regulated activity relating to children, an enhanced DBS check (including children's barred list information) must be obtained.
- Where trainee teachers are fee-funded, it is the responsibility of the ITT provider to carry out the necessary checks. The academy will obtain written confirmation from the provider that it has carried out pre-appointment checks and that the trainee has been judged by the provider to be suitable to work with children.
- This will be recorded on the SCR.
- All trainee/student teachers will read KSCIE Part 1 and complete the EduCare course 'Child Protection Refresher'.

Volunteers

- No volunteers on whom no checks have been obtained will be left unsupervised or allowed to work in regulated activity
- The academy will undertake a risk assessment and use their professional judgement and experience when deciding what checks, if any, are required
- The risk assessment should consider:
 - The nature of the work with children, especially if it will constitute regulated activity, including the level of supervision
 - What the academy knows about the volunteer, including formal and informal information offered by staff, parents and other volunteers
 - Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability; and
 - Where the role is eligible for a DBS check and if it is what level is appropriate

Details of the risk assessment should be recorded.

- The academy will obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children.

All volunteers, if volunteering on a regular basis, will be required to provide proof of up-to-date Child Protection Training and if not able to provide this, will complete EduCare 'Child Protection in Education' training.

1.5 The role of the curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing pupil mental health and wellbeing
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

1.6 Related policies and procedures

All policies that address issues of power and potential harm, for example anti bullying, equal opportunities, handling, positive behaviour, academy trips, visits and exchanges will be linked to ensure a whole academy approach.

1.7 Children with Special Educational Needs and Disabilities (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to correctly interpret apparent signs of abuse or neglect. We never assume that behavior, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSLs work with the Special Educational Needs Co-ordinator (a DDSL herself) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

1.8 Early Years and Foundation Stage

In addition to the safeguarding procedures followed within the rest of the academy, safeguarding, child welfare and health and safety procedures for children within EYFS are in line with section 3 of the DFE's Statutory Framework for the Early Years Foundation Stage (2021). This includes specific requirements with regards to staffing and pupil ratios and supervision (see separate EYFS supervision policy). All children in Nursery will have a named key worker and the class teacher acts as the 'key worker' for the children in Reception. We ensure the requisite number of staff are paediatric first aid trained. Safeguarding, welfare, health and safety procedures and policies are reviewed regularly.

1.9 Responsibilities of individuals and groups

All staff will:

- Have a responsibility to provide a safe environment in which children can learn. The Teachers' Standards 2021 state that teachers (which includes Principals) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Have read, signed and understood the academy's Code of Conduct – see EAT Employment Manual.
- Be familiar with this safeguarding policy, and have read and understood Part One and Annex A of **Keeping Children Safe in Education (KCSIE) (September 2021)** and signed to state they have read and understood both.
- Be subject to Safer Recruitment processes and checks on commencing work with the academy. This includes supply staff, contractors, and volunteers.
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and inter-agency child protection plans.
- Be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.
- Be alert to signs and indicators of possible abuse and issues affecting children and young people's welfare. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual

exploitation so that staff are able to identify cases of children who may be in need of help or protection.

- Be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap one another, therefore staff should be vigilant and always raise concerns with their DSL.
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments. All staff, but especially DSLs should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online; this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- Identify concerns and provide help for children and young people and young people to prevent concerns from escalating.
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage a requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Be aware that abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
- Be aware that only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the academy's child protection policy and speaking to the DSL or deputies.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the academy and/or can occur between children outside of this environment.
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).
- Record concerns on CPOMS and alert the DSL/DSLs.
- **If a child is in immediate danger or is at risk of harm a referral should be made to children and young people's social care and/or the police immediately.** Anyone can make a referral. If a referral is not made by the DSL, the DSL must be informed of this as soon as possible afterwards.
- Participate in regular, appropriate safeguarding and child protection training every three years as a minimum to ensure that staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.
- Personally report to the police cases where they discover that an act of FGM (female genital mutilation) appears to have been carried out.
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism.
- Report any incident of up skirting which is a form of peer on peer abuse and a criminal offence.
- Know the indicators that may signal a child is at risk from or involved with serious violent crime and report any such concerns to the DSL.
- Staff should refer concerns or allegations about supply staff to the Principal.

- Be fully aware of teaching online safety in schools guidance.
- Complete a self-declaration form in addition to the enhanced DBS if employed in provision covered by the Childcare Regulations 2009 and within the scope of Disqualification under the Childcare Act 2006
- Be fully aware of any additional guidance due to national situations e.g. Covid 19 guidance.

Academy Principals will:

- Act as DSL or appoint a senior leader to the role whom must be a member of the core SLT.
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training.
- Ensure all staff have access to this policy and Part One of **Keeping Children and Young People Safe in Education (KCSIE) (September 2021)**
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) or delegate to the DSL
- Ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensure all staff are aware of Whistleblowing procedures so they can take action if concerned about safeguarding practice within the academy.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training, in line with Academy Staffing (England) Regulations 2009.
- Follow the correct procedures regarding allegations made against members of staff, additionally informing the Head of HR.
- Acting as the “case manager” in the event of an allegation of abuse is made against another member of staff in agreement with the Head of HR.
- Give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy as recommended in **Keeping Children Safe in Education 2021**.
- Ensure section 128 checks have been carried out on their governors.
- Follow local arrangements regarding safeguarding partners and child death review partner arrangements.
- Complete monitoring pro-forma by the Trust and return within time allocated.
- Ensure the relevant staffing ratios are met, where applicable.
- Make sure each child in the Early Years Foundation Stage is assigned a key person.

The Designated Safeguarding Lead (DSL) will:

- Be a senior leader in the academy who is a member of the core SLT. Our DSL is Jeff Mason (Principal).
- Take lead responsibility for wider safeguarding and child protection within the academy.
- During term time, the DSL will be available during academy hours for staff to discuss any safeguarding concerns. Out of school hours, the DSL can be contacted via phone or email using the contact details provided at the beginning of this policy.
- Ensure that when he is absent, the DDSLs Linzi Lawrence (SENCO), Suzanne Taylor (Vice Principal) and Danielle Foye (Pastoral Lead) will act as cover. If the DSL and DDSLs are not available, Alex Parker (Assistant Vice Principal) will act as cover.
- Be given the time, funding, training, resources and support to:
 - Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases to the relevant body, and support staff to make such referrals directly, where appropriate.
- Liaise with the local authority case managers and designated officers for child protection concerns, as appropriate.
- Follow the full responsibilities of a DSL, as set out in their job description.

- Update their knowledge and skills at regular intervals, at least annually. Participate in appropriate, multi-agency training at least every two years.
- Participate in Prevent training, providing advice and support to staff on protecting children and young people from the risk of radicalisation and extremism.
- Work with the DDSLs to promote safeguarding and child protection in the academy.
- Offer support to any staff dealing with cases or situations that cause distress. Seek outside support if necessary.
- Seek supervision where necessary.

Excalibur Academies Trust Board will:

The Board will ensure they facilitate a whole Trust approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the Board will ensure that the policies and practices of its academies ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The Trust will ensure that in its academies, systems are in place and are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously, and knowing they can easily express their views and give feedback.

The Board of Directors will approve this policy at each review, ensure it complies with the law and hold the CEO to account for its implementation.

The Board of Directors will have an overview of safeguarding and child protection issues across the Trust. This includes ensuring that each academy has –

- An effective child protection policy in place in each individual school (which covers the points in KCSIE 2021 paragraph 85) that is reviewed by the Board annually.
- A staff behaviour policy or code of conduct in place and signed by all staff.
- Safeguarding responses in place for children who go missing from education to help identify those at risk of abuse and neglect.
- A senior member of staff from the academy leadership who is appointed to the role of safeguarding lead.
- Clear whistleblowing procedures and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.
- A process for sharing information with other professionals and safeguarding partners as set out in Working Together to Safeguard Children.
- Robust recruitment practices, including meeting legal obligations on obtaining criminal record checks.
- Procedures for all staff members to receive appropriate safeguarding and child protection training and to make sure they are aware of the systems within their academy.
- Support Principals and LGBs in implementing and monitoring this policy.
- Ensure that all academies have appropriate filters and monitoring systems in place to ensure online safety without compromising learning opportunities.

The Local Governing Body (LGB) will:

The Local Governing Body will adopt the model policy and ensure that it is personalised to their academy and published on the website.

- Ensure adequate training for themselves and academy staff takes place in line with local Safeguarding Children Board and national guidelines.

- Ensure appropriate filters and appropriate monitoring systems are in place to ensure online safety.
- Ensure child protection files are maintained as set out in this policy.
- Ensure appropriate Excalibur safer recruitment policy is adhered to.
- Ensure all children are taught about safeguarding, including online safety.
- Ensure all governors have completed a section 128 check.
- Ensure that an appropriate senior member of staff from the academy leadership team is appointed to the role of DSL.
- Appoint a named governor for Child Protection who liaises closely with the DSL and collaborates in producing an annual report for governors and the annual safeguarding audit for the local authority if required.
- The CEO will act as the “case manager” in the event that an allegation of abuse is made against the Principal, in agreement with the Head of HR.
- All governors will read Keeping Children Safe in Education 2021.
- Ensure copies of the safeguarding audit are sent to the Board Safeguarding Lead and Director of Strategy.
- Monitor the work of the academy in implementing this policy at a strategic level.

1.10 Confidentiality

As an academy, we treat information regarding safeguarding sensitively and information is shared on a need-to-know basis. Concerns relating to safeguarding are recorded on CPOMs (child protection online monitoring system) which can only be monitored by the Designated Safeguarding Lead and Deputy Safeguarding Leads. There are times when we need to share this information with other agencies and staff in order to safeguard children.

As an academy, we recognise that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if gaining consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests. The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to a member of the academy’s safeguarding team.
- When children leave the academy, the DSL should ensure their child protection file is transferred to the new academy as soon as possible and a confirmation of receipt should be obtained. This file should be transferred separately from the main pupil file.
- The DSL should also consider if it would be appropriate to share any information with the new academy in advance of a child leaving.

Confidentiality is also addressed in this policy with respect to record-keeping.

PART 2: Specific Safeguarding Issues and Related Procedure

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issue such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos (it is illegal even if it is consensual) can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

2.1 Children in Care/Looked after children and previously looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked-after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.
- There is a designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. At Liden Academy, this is Suzanne Taylor (Vice Principal).
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

The Swindon Virtual School can be contacted on 01793 464335 or by emailing vsadmin@swindon.gov.uk.

2.2 Private Fostering

This is a private arrangement made for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children and Young People Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity could be broken by the occasional short break.

Any private fostering arrangement of which we become aware must be referred to Children's Services. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them.

2.3 Exclusions

When the academy is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will consult any professionals and/or agencies working with the child and their

family to determine the best course of action. Exclusions will be avoided where possible and alternative sanctions used if the child will be put at risk through exclusion.

2.4 So-called ‘honour-based’ abuse (including FGM and forced marriage)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures

2.4.1 Female Genital Mutilation

The Department for Education’s Keeping Children Safe in Education 2021 explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out [if relevant, insert: or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

Our local safeguarding procedures for reporting that a pupil is suspected to be at risk of FGM or where it is suspected that FGM has taken place is to make an immediate referral to MASH and the Public Protection Unit (Police). Known cases of FGM should be reported to the Police on 101 by stating that you wish to make a report under the FGM mandatory reporting duty.

2.4.2 Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

2.4.3 Faith abuse

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

2.5 Missing Children and Children Missing from Education

Staff report immediately to the D/DSLs, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked after Children with Virtual School when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the Swindon Safeguarding Partnership procedure and refer to the MASH team as appropriate.

Where there is an unauthorised/unexplained absence, we will try to contact parents/carers by telephone using the numbers provided on the data collection sheets. Where there are known welfare concerns and we remain unable to contact parents./carers, we will then refer our concerns to the MASH team or to the social worker, where one has been allocated. A record of the absence will be kept on the school's attendance tracking system. Where there has been a referral to MASH or to the social worker, this will be recorded on CPOMs.

Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

All academies must inform the local authority of any pupil who fails to attend regularly, or has been absent without the academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the academy and the local authority.

2.6 Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for advancing a political, religious or ideological cause.

As with other safeguarding risks, staff should be alert to changes in children and young people's behaviour, which could indicate that they may be in need of help or protection. Staff should use their

judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in below including discussing their concerns with the DSL. Staff should always take action if they are worried.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a DDSL, a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or DDSLs as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger

- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is voluntary at all stages. To make a referral, complete the referral form and send please it to the Police Prevent Team at PreventReferrals@wiltshire.pnn.police.uk

For support and advice, call the local Prevent team on 01380 826454, or call 101 and state that you would like some advice regarding a Prevent concern.

The Academy is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the academy.

2.7 Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something that the victim needs or wants, and/or financial advantage or increased status of the perpetrator or facilitator and/or through violence or threat of violence. CSE and CCE can affect children, both male and female, and include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

2.7.1 Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and ranges from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

2.7.2 Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. This includes 16 and 17 year olds who can legally consent to have sex.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

2.7.3 Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or involved with serious violent crime. These may include increased absence from the academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm, a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from the academy, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

2.8 Domestic violence

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances.

2.9 Peer on Peer abuse

All staff should be aware that children can abuse other children (often referred as peer on peer abuse). This can happen both inside and outside of the academy or online. It is important that all staff recognise the indicators and signs of peer on peer abuse, how to identify it and how to respond to reports.

All staff should understand that even if there are no reports in their academy, it does not mean it is not happening; it may be the case that it is just not being reported. As such, it is important that if staff have **any** concerns regarding peer on peer abuse they should speak their designated safeguarding lead (or deputies).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery) - this is illegal.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

For further information please see Section 4 of KCSIE 2021

Consequently, peer on peer abuse is dealt with as a safeguarding concern and **not** managed through the systems set out in the school behaviour policy. Procedures to minimise the risk of peer on peer abuse include:

- At Liden Academy, allegations of peer on peer abuse will be recorded on CPOMS. These will be dealt with by the DSL/DDSL on a case-by-case basis and through consultation with MASH, where appropriate
- The academy has clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.
- Liden Academy believes that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”
- The academy recognises the gendered nature of peer on peer abuse (i.e.), but that all peer on peer abuse is unacceptable and will be taken seriously
- The academy recognises that different forms peer on peer abuse can take place.

Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two pupils/students of **any age and sex**. It can also occur through a group of pupils/students sexually assaulting or sexually harassing a single pupil/student or group of pupils/students. Definitions of sexual violence and sexual harassment can be found in the document listed below.

[See also Sexual violence and sexual harassment between children in schools and colleges \(May 18\)](#)

Responding to an incident of sexual harassment or sexual violence

Step 1 – Record the incident on CPOMS and report to the DSL/DDSL in line with safeguarding and child protection procedures. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 2 – The DSL will consider the following:-

- Ages of pupils/students / developmental stage
- Is there a power imbalance?
- One off or sustained pattern?
- Has a criminal offence been committed? **If yes, contact the police**

See also 'When To call the Police' (NPCC)

Step 3 - If there is no evidence to suggest that a criminal offence has taken place, the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils/students involved. This may involve:

- Dealing with the incident internally under the school's behaviour policy
- Considering Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
- Making a referral to children's/adult's social care if the victim has been harmed, or is at risk of harm
- Making a referral to children's/adult's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours)

Teaching and learning

Liden Academy provides a Relationships Education curriculum called Jigsaw that develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

Reporting Procedures

The academy's ethos encourages pupil/students to raise concerns with staff, knowing that they will be listened to, believed and valued. Every classroom has a display at child's height of who they can talk to if they have a concern, and this display includes the phone number for Childline. The school also has a Pastoral Lead available throughout the day for children to speak to.

Expectations of behaviour

The academy has a behaviour policy in place that is regularly reviewed and sets out the expectations about appropriate behaviour. Liden Academy makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Risk Assessments

Risk assessments may be written for pupil/students who have been identified as being at increased risk of peer on peer abuse (considered for both the pupil/student perpetrating the abuse and the pupil/student who is the victim.) These will be shared with the parent/carer and the pupil/students concerned.

2.10 Online Sexual Abuse

This is defined as the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children and young people online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

2.11 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL [and deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

2.12 Children who need a social worker

Pupils may need a social worker due to safeguarding or welfare needs and complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

It is the responsibility of the Local Authority to inform the academy when a child has a social worker. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

2.13 Children who require mental health support

Academies have an important role to play in supporting the mental health and wellbeing of our pupils. Liden Academy has clear systems and procedures in place for identifying possible mental health problems, including routes to escalate and clear referral/accountability systems.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps for a safeguarding referral.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

2.14 Attendance

Academies must monitor pupils' attendance through their daily register and agree with their local authority the intervals in which they will inform the LA of pupils who are regularly absent or who have missed 10 school days or more without permission. Academies must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on an academy roll are not necessarily missing education but academies should monitor attendance and address it when it is poor. Academies also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.

2.15 Drugs

As part of Liden Academy's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities and to support the Government's drug strategy (2010) to provide information, advice and support to pupils via the curriculum

2.16 Off Site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described in the appendices.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

2.17 Online Safety and mobile phones and cameras

Please read in conjunction with Liden Academy's Online Safety Policy [https://www.liden-pri.swindon.sch.uk/Our-School/Policies/2019 to 2020/Online Safety Policy - April 2020.pdf](https://www.liden-pri.swindon.sch.uk/Our-School/Policies/2019%20to%202020/Online_Safety_Policy_-_April_2020.pdf)

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

All academies ensure online safety is a running and interrelated theme whilst devising and implementing procedures and policies.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

All academies will carry out an annual review of their approach to online safety and this will be completed by April each academic year. This will be sent to the Head of Safeguarding. The review that will be used will be from 360 safe website.

Staff are allowed to bring their personal phones to work for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

When Joining Liden Academy, parents are asked if they provide permission for their children to have photos and videos taken and for these to be used in a range of ways, including as part of academy displays, in newsletters, on the website or in the wider media. Where permission is given

for these photos. Videos are taken using school cameras or iPad and are stored securely on the school's server.

Members of the school's Senior Leadership Team or Safeguarding Team may have a work phone to be used exclusively for making contact with families and other professionals. This work phone will be subject to random checks by the Principal or Vice Principal, and may not be used for personal purposes e.g. online shopping.

2.18 Record Keeping and Information Sharing

As an academy, the majority of our records are stored in an online secure system, but some written information will also be stored securely.

The Academy will:

- Keep clear records of all pupil safeguarding and child protection on our online recording system CPOMS, including actions taken and outcomes as appropriate. Appendix E
- Ensure all pupil safeguarding and child protection records are kept securely in a locked location.
- Ensure the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Children's Social Care. We follow this up by contacting Children's Social Care directly.

2.20 Use of academy premises for non-academy activities

The academy ensures that when it hires out academy facilities to organisations or individuals (for example community groups, sports associations, and service providers to run community or extra-curricular activities), appropriate arrangements are in place to keep children safe

The academy ensures that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these) and ensure that there are arrangements in place to liaise with the academy on these matters where appropriate.

The academy will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises, and any failure to comply with this would lead to termination of the agreement.

PART 3: Responding to Disclosures: Guidance for Staff

3.1 Dos and Don'ts for Staff

DO:

- **Create a safe environment by offering** the child a private and safe place if possible.
- **Stay calm**, reassure the child, and stress that he/she is not to blame.
- **Tell** the child that you know how difficult it must have been to confide in you.
- **Listen carefully** and **tell** the child what you are going to do next.
- Use the **'tell me'**, **'explain'**, **'describe'** and/or mirroring strategy.
- **Tell only the Designated or Deputy Safeguarding Lead.**
- **Record** in detail on CPOMS immediately, using the child's own words where possible.

DO NOT:

- Take photographs of any injuries.
- Postpone or delay the opportunity for the pupil to talk.
- Take notes while the pupil is speaking or ask the pupil to write an account.
- Do not ask leading questions
- Try to investigate the allegation yourself.
- Promise confidentiality e.g. say you will keep 'the secret'.
- Approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern immediately. In the absence of the D/DSL, staff members know to speak directly to the Social Care team.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the Social Care team for advice.

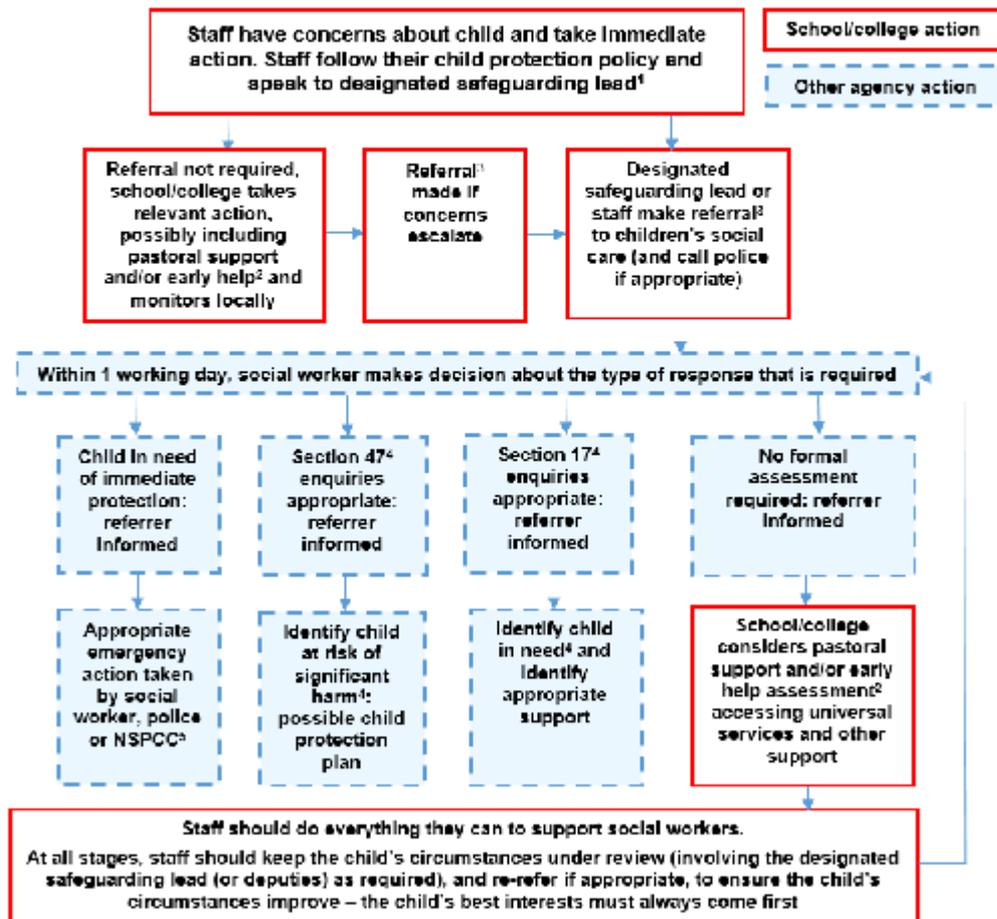
During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Recognise – Respond – Reassure – Refer - Record

.2 Reporting Concerns Flow Chart

Actions where there are concerns about a child



N.B section 17 is the same as Child in Need Section 47 is the same as Child Protection.

Flowchart taken from Keeping Children Safe in Education Sept 2020

3.3 Reporting allegations against school staff, including the Principal

As part of the whole academy approach to safeguarding, the academy ensures that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the academy (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture where **all concerns about adults** (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately.

- If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the head teacher. If the concerns/allegations are about the head teacher, speak to the chair of governors. This includes low level concerns (see below) which can be shared with the Principal.
- If the concerns/allegations are about the Principal, speak to the chair of governors or the Chief Executive of the Trust.
- Any concern about a member of the central team of the Trust should be referred to the Chief Executive of the Trust.
- If the concerns/allegations are about the Chief Executive of the Trust then this should be referred to Chair of the Board.
- The Principal/chair of governors will then follow the procedures set out in Appendix E.
- In Early Years, the academy will inform Ofsted of the allegation and actions taken, within the necessary timescale
- All low level concerns will be recorded in writing by the DSL and kept confidentially, complying with the Data Protection Act 2018 and the UK GDPR.
- If a pattern of low level concerns is established, this should then follow the guidance set out in Appendix E.

All staff must remember that the welfare of a child is paramount and must not delay in raising concerns.

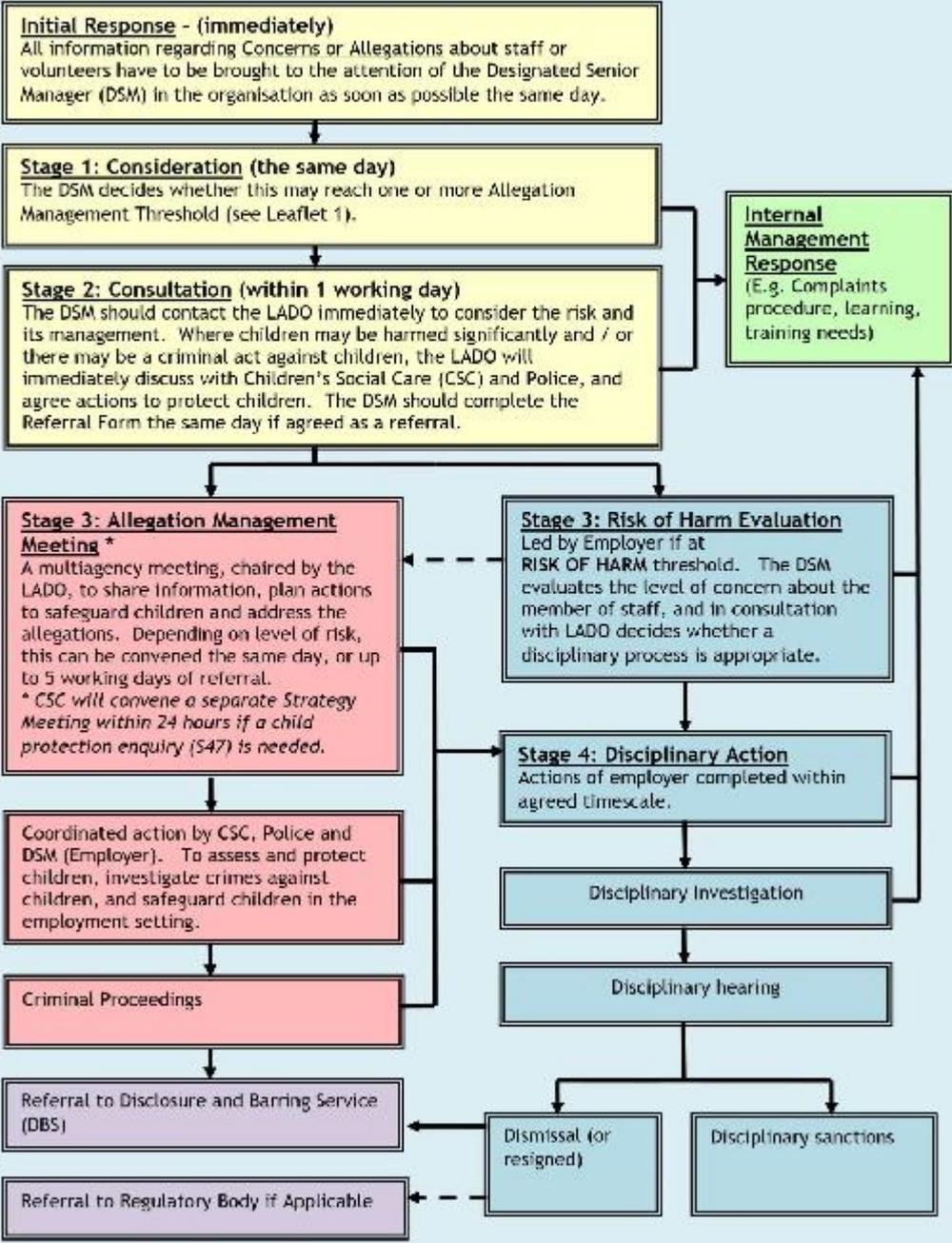
What is a low level concern?

The term “low level” concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the threshold set out in paragraph 338 of KCSIE 2021.

A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a “nagging doubt” – that an adult working in or on behalf of the academy may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Any such concerns should be shared with the Principal immediately.



3.4 Early Help and Swindon Thresholds

At Liden Academy, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL. As soon as the criteria are met, we refer to Swindon Early Help Hub to ensure intervention at the earliest possible stage.

The D/DSL uses The Right Help at the Right time guidance available on the Swindon Safeguarding Partnership website and refers to the Swindon threshold Framework (below)

Swindon Threshold Document:

Swindon Children & Families Threshold Framework - The Right Help at the Right Time Version: Oct 2019

Threshold	1. Unmet – Children with no additional needs <i>(Developing well, secure in their relationships, children, families, schools, etc. responding)</i>	2. Early Help – Children with additional needs <i>(Early signs of concern, or a child, young person or family, who are struggling to cope with a problem, or signs of self-harm, etc.)</i>	3. Complex – Child Care – Children with complex multiple needs <i>(Multiple concerns about child or family, with a high risk of serious harm, or a child in need of protection)</i>
Child Developmental Needs	<ul style="list-style-type: none"> Good educational attainment (above 90%) Meeting developmental & learning milestones Positive emotional well-being Ability to protect self and be protected Resilient and able to adapt to change Physical health Age-appropriate self care & independence skills Positive sense of self and abilities Ability to express needs 	<ul style="list-style-type: none"> Concerns about impact of absence/absence, exclusion from school Concerns about isolated children not accessing services Persistent/peer behaviour in school and risk of becoming more withdrawn Mental health issues affecting day to day life, incl. concerns about self-harm Children frequently missing from home Disability or additional special educational needs Potential for learning or social isolation, employment or training Concerns about difficulty in achieving education Concerns about meeting educational milestones Mixing health appointments/therapy responses in meeting child's health needs met Early signs of off-putting or antisocial behaviour Concerns about being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups Concerns about using age-inappropriate age-rated material and language Concerns about early signs of drug/alcohol misuse Low self-esteem and behavioural issues that may be linked to attachment and/or emotional development delay Concerns about children who were previously in care, children who do not live with their birth parents, or adopted children, Special Guardianship Orders, Kinship Care, etc. 	<ul style="list-style-type: none"> Serious concerns about impact of significant and complex harmful physical disability on child's welfare Regular missed health appointments with evidence of acute negative impact on child's development Chronic drug/alcohol misuse, impacting negatively on child's welfare/development Peer on peer abuse with significant negative impact Significant harmful sexual behaviour including occasions evidence of inappropriate sexual knowledge and behaviour for age Significant evidence of exploitation (e.g. sexual, criminal, gang, affiliation and drug exploitation) Serious and complex mental health issues affecting development needs, including significant self-harm Acute risk of taking to harm Teenage pregnancy/under the age of 16, having sex, statutory rape Child staying at night in alcohol, drug or trafficking, involved in terrorist activity Child not registered from consistently missing from home Unexplained absences Unexplained, non-accidental, suspicious injury Non-motile child with unexplained bruising Unexplained physical, emotional or sexual abuse or neglect
Family & Environment	<ul style="list-style-type: none"> Stable relationships with caregivers Healthy, good diet and kept healthy Responsive behaviour Access to positive activities Positive relationships with peers Attending health appointments, including those for special teachers 	<ul style="list-style-type: none"> Domestic issues due to poor hygiene Domesticating health problems Concerns about environmental health issues Peer or online sexualised behaviour Concerns about impact upon children who are young carers Peer or online sexualised behaviour User housing & home environment impacting on child Substance abuse misuse, with family/relationship/misuse Risk of relationship breakdown/parental conflict Concerns about domestic abuse and co-occurring Family breakdown Concerns about impact in line with safeguarding risk factors Concerns regarding internet safety Concerns about teenage pregnancy Learning to stay alive Concerns about pressure and mental health Concerns of potential vulnerability to radicalisation 	<ul style="list-style-type: none"> Person posing a risk to child No recourse to public funds Child at risk of modern slavery, human trafficking, involved in terrorist activity Immigration of family/homeless 16/17 year olds presenting as homeless Domestic violence resulting in child being at risk of significant harm Forced marriage, honour based violence, female genital mutilation Allegation of harm by a person in position of trust Welfare leaving
Parents & Carers	<ul style="list-style-type: none"> Protected by carers Secure and caring home Responsive and on information, education and guidance Age appropriate boundaries maintained 	<ul style="list-style-type: none"> Inconsistent care arrangements Poor relationships impacting upon child's development Low income/poverty impacting upon child's welfare Poor supervision by parents/care Concerns about parent's own health needs impacting on child Poor response to child's physical, emotional or health needs Failure to care of parent/caregiver in childhood, i.e. adverse childhood experiences Continued or stable substance abuse 	<ul style="list-style-type: none"> Parental learning or physical disability impacting upon child's welfare and ability Significant concerns about substance misuse or mental health impacting on parenting Parental or carer's alcohol, drug, opioid or other substance misuse or other harmful substance or abuse in child Parental diagnosed competence Parental failure to meet a child's basic physical and/or psychological needs Immediate risk of significant harm due to poor supervision Developmental milestones not being met due to poor care/failure of parenting Persistent evidence of negative impact of parental/carer's relationship breakdown on the child
Action	My Care My Support 0800 086 6666	Consultation Line EarlyHelp@Swindon.gov.uk 01793 466903	Multi-Agency Safeguarding Hub (MASH) Swindonmash@swindon.gov.uk 01793 466903

Consultation line: 01793 466903

www.mycaremysupport.gov.uk
 www.swindon.gov.uk/info/20018/children_and_young_people
 Swindon Safeguarding Partnership
 RFL Document
 NHS
 13

3.5 Escalation

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases, the Swindon Safeguarding Partnership Multi Agency Escalation policy is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision-making.

3.6 Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The Trust has a Whistleblowing policy detailed within its Employment Manual. The Whistleblowing policy should be followed to raise concerns about poor or unsafe practices at the Trust or potential failures by the Trust or its staff to properly fulfil its safeguarding responsibilities. Such concerns should be raised with the Principal.

If a staff member feels unable to raise an issue with the Principal in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- The Chair of Governors, David Parker: chair@liden.excalibur.org.uk

Appendices

Appendix A: Key Documentation, Procedures and Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

Appendix B: Types of Abuse and Neglect

Abuse and neglect is defined as:

'The maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm.'

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult(s) or by another child or children.

Physical, sexual, emotional abuse and neglect

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another. Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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
- 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.

The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their academy policy and procedures for dealing with it.

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 because 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Appendix C: Role of the Designated Safeguarding Lead (DSL)

Governing bodies should ensure an appropriate **senior member** of staff, from the school **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Duties will include:

- **Managing referrals** to other agencies: the local authority children and young people's social care service in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or has left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
- **Working with other agencies** to fulfil statutory responsibilities in relation to children and young people, and young people subject to a child protection plan by attending or sending a representative to child protection conferences and implementing the multiagency child protection plan. Liaise with the Designated Officer for Allegations (DOFA) where there are concerns or allegations about a member of staff or volunteer at the academy. If there is an allegation against the Principal, the Chair or Vice Chair of Governors will liaise with the DOFA.
- **Undertaking training** to ensure they, and any deputies have the knowledge and skills required to carry out the role.
- **Raising awareness** to ensure safeguarding and child protection policies are known, understood and used appropriately within the academy. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the academy.
- **Managing safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with local Safeguarding Children and young people's Board guidance.

A more detailed description of the role of the DSL is explained in **Keeping Children Safe in Education (2021)**

Appendix D: Safer Recruitment and DBS checks – Policy and Procedure

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below:

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.
- Regulated activity means a person who will be:
 - Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
 - Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
 - Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual were a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

- All trustees, local governors and members will have an enhanced DBS check without barred list information.
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).
- The chair of the board will have their DBS check countersigned by the secretary of state.
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school arranges for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner academies abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix E: Allegations of Abuse Made Against Staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

The Trust will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. **The Head of HR must be contacted at the earliest opportunity.**

Our procedures for dealing with allegations will be applied with common sense and judgement and in line with the Employment Manual.

Suspension of the accused until the case is resolved -

- Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative (in consultation with the Head of HR).

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative academy or other work for the Excalibur Academy Trust

Definitions for outcomes of allegation investigations -

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or chair of governors where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

1. Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
2. Immediately discuss the allegation with the Head of HR and outline the steps to be taken by the Trust.
3. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer and Head of HR (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
4. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Head of HR, police and/or children’s social care services, as appropriate
5. If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer and the Head of HR. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
6. If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer and Head of HR what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
7. If it is decided that further action is needed, take steps as agreed with the designated officer and Head of HR to initiate the appropriate action in the academy and/or liaise with the police and/or children’s social care services as appropriate
8. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Delegated Services provide support, as would a trade union rep.
9. Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
10. Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
11. Make a referral to the DBS via the Head of HR where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
12. Early Years providers will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect

of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

13. If the academy is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
14. Where the police are involved, wherever possible Excalibur Academies Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the academy's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

Please note that the Employment Manual takes a broad approach to the meaning of 'staff' and therefore key policies on conduct will also apply to supply staff. For clarity these will include The Dignity at Work Policy, Code of Conduct, Anti-bribery and corruption policy, health and safety at work rules, disciplinary rules, whistleblowing policy, IT acceptable use policy, social media policy, communications policy and smoking, alcohol and drugs policy. Any concerns against any member of supply staff should be escalated in accordance with the appropriate policy.

Allegations of a safeguarding nature should therefore be dealt with in the same way as allegations against other staff and the Trust may therefore also need to liaise with the supply agency who supplied the member of staff. If there are concerns or an allegation is made against someone not directly employed by the academy, such as supply staff provided by an agency, we would take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer and Head of HR to determine a suitable outcome
- The Head of HR will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the academy, while the academy carries out the investigation
- We will involve the agency fully, but the academy will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information

provided by the police and/or children's social care services. The Head of HR will be included in this discussion.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the academy ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the academy's personnel adviser will discuss with the designated officer and the Head of HR whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and Head of HR will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the academy.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, Head of HR, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the academy will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven false, unsubstantiated or malicious or any history of allegations where all such allegations have been proven false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer and Head of HR to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix F: Covid-Related Amendments

This will remain in the policy for 2021 due to the ongoing restrictions and possible return of restrictions during this time. This addendum of Liden Academy's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements for another lockdown eventuality or groups being sent home, in the following areas:

1. Key contacts:

Designated Safeguarding Lead - Jeff Mason: principal@liden.excalibur.org.uk
Deputy Designated Safeguarding Leads – Linzi Lawrence llawrence@liden.excalibur.org.uk
Suzanne Taylor staylor@liden.excalibur.org.uk
Danielle Foye dfoye@liden.excalibur.org.uk

Principal - Jeff Mason – principal@liden.excalibur.org.uk

Trust Safeguarding Lead – Catriona Mangham catriona.mangham@excalibur.org.uk

Chair of Governors/Safeguarding Governor - David Parker chair@liden.excalibur.org.uk

2. Vulnerable Children

- Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.
- Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.
- Liden Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Suzanne Taylor.
- There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting and their child is considered vulnerable, the social worker and Liden Academy will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Liden Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Liden Academy will encourage our vulnerable children and young people to attend an academy, including remotely if needed.
- Attendance monitoring: Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Liden Academy and social workers will agree with parents/carers whether children in need should be attending. Liden Academy will then follow up on any pupil that they were expecting to attend, who do not. Liden Academy will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.
- To support the above, Liden Academy will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does

not take up their place at school, or discontinues, Liden Academy will notify their social worker.

3. **Designated Safeguarding Lead -**

- Liden Academy has a Designated Safeguarding Lead (DSL) and three Deputy DSLs. The Designated Safeguarding Lead is Jeff Mason. The Deputy Designated Safeguarding Leads are: Linzi Lawrence, Suzanne Taylor and Danielle Foye.
- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the academy.
- It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.
- Reporting a concern. Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy; this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and the Trust Safeguarding Manager. This will ensure that the concern is received.
- Staff are reminded of the need to report any concern immediately. Where staff are concerned about an adult working with children in the academy, they should follow the academy's procedures. If there is a requirement to make a notification to the Principal whilst away from the premises, this should be done verbally and followed up with an email to the Principal.
- Concerns around the Principal should be directed to the Chair of Governors, David Parker.
- Excalibur Academies Trust will continue to offer support in the process of managing allegations.

4. **Safeguarding Training and induction HR procedures**

- DSL training is likely to be limited whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing academy staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2021).
- The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter Liden Academy, they will continue to be provided with a safeguarding induction.
- If staff are deployed from another education or children's workforce setting to our academy, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-
 - the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual.
- For movement within the Trust, academies should seek assurance from Excalibur Academies Trust's HR Manager that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.
- Safer recruitment/volunteers and movement of staff: it remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

- When recruiting new staff, Liden Academy will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021).
- In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- Where Liden Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Liden Academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.
- Liden Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
- Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any academy is aware, on any given day, which staff/volunteers will be in the academy, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.
- As such, Liden Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

5. Online safety -

- Liden Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.
- Where students are using computers in the academy, appropriate supervision will be in place.
- Children and online safety away from Liden Academy: it is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police.
- Online teaching should follow the same principles as set out in the MAT code of conduct.
- Liden Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- Here are some things to consider when delivering virtual lessons, especially where webcams are involved:
 - No 1:1s, groups only
 - Staff and children must wear suitable clothing, as should anyone else in the household.
 - Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
 - The live class should be recorded so that if any issues were to arise, the video can be reviewed.
 - Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
 - Language must be professional and appropriate, including any family members in the background.
 - Staff must only use platforms provided by Excalibur Academies MAT to communicate with pupils
 - Staff should record, the length, time, date and attendance of any sessions held.

6. Supporting children not on the premises -

- Liden Academy is committed to ensuring the safety and wellbeing of all its pupils. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on

CPOMS, as should a record of contact have made. The communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

- Liden Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.
- The academy will share safeguarding messages on its website and social media pages. Liden Academy recognises that academy attendance is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers.
- Teachers at Liden Academy need to be aware of this in setting expectations of pupils' work where they are at home.

7. Supporting children attending the academy premises -

- Liden Academy is committed to ensuring the safety and wellbeing of all its students.
- Liden Academy will continue to be a safe space for all children to attend and flourish.
- The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.
- Liden Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of Covid19.
- Liden Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS. Where the academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Trust.

8. Peer on Peer Abuse -

- Liden Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
- When an academy receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy. The academy will listen and work with the young person, parents/carers and any multiagency partner required ensuring the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

9. Support from the Multi-Academy Trust -

- Excalibur Academies Trust's Safeguarding Strategy lead will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.
- Excalibur Academies Trust will also provide regular group and individual supervision sessions if requested – contact catriona.mangham@excalibur.org.uk . This may take the form of an online meeting.

Appendix G Excalibur Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with the academy's child protection policy, and where the staff member cannot access CPOMS. This record should be completed by the adult who first observed the concern and reported to the school Designated Safeguarding Lead (DSL) immediately. The DSL will review and report concerns where appropriate to other partner agencies, including social care, if a child is deemed to be in need or at risk of significant harm or in need. **This information will be disclosed only to staff on a need-to-know basis for the purposes of child protection. Please note that a new form is required for each new concern. Please complete all sections marked ***

Date of alleged * incident/disclosure/concern		Date/time of report *	
YEAR GROUP* (circle) N R 1 2 3 4 5 6			
Name of child/ren *		DOB	
Child's address (to be completed by DSL)			
Name of person making this record * (PLEASE PRINT)		Role *	
Signed as a true record *		Date * DD/MM/YY	

<p>Nature of concern *</p> <p>Attach additional sheet(s) if necessary</p> <p><i>(include observations, child's own words where possible; exact words must be used even if they offend)</i></p> <p>Please write legibly and do not use acronyms.</p>									
<p>Any other relevant information * (previous concern, other professionals involved/SEN details etc.)</p>	SEN <input type="checkbox"/> PP <input type="checkbox"/>								
<p>Current status with Early Help or Children's Social Care (please tick & add name where known) 01380 826250</p>	None	Early Help	Y N	Known to Social Care	Y N	Allocated social worker	Y N	Child Protection Plan	Y N

This section is to be completed by the school's Designated Safeguarding Lead (DSL)		
Name of DSL reviewing the concern		Date:
Concerns should be shared with parent/carer, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children's social care).		
Further action taken Please also record whether concerns were shared with: <ul style="list-style-type: none"> parents/carers MASH 01793 466903 CAMHS 01865 904666 and if not outline reason(s) 	PARENTS INFORMED <input type="checkbox"/> MASH INFORMED <input type="checkbox"/>	Date:
Final outcome (continue overleaf)		Date:

Children must not be undressed or photographs taken of any marks or injuries

