



Safeguarding and Child Protection Policy

Lord Grey Academy

Approved by:	LGB	Date:	September 2023
Last reviewed on:	September 2023	Policy Owner:	R Page
Next review due by:	September 2024		

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2. Introduction

Safeguarding Statement of Intent

Safeguarding is everybody's business; Lord Grey Academy is committed to ensuring that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm.

Safeguarding of children is a 'golden thread' that permeates every aspect of the work of Lord Grey Academy staff; it is the overarching principle that students should be safe whilst at the academy. This is true for physical, emotional and online safety. Students should be safe within the academy fence, safe within day to day contact with adults, and safe around peers. This policy outlines ways in which the academy puts this into place. Safeguarding is day to day safety at all levels – from the low level (e.g. walking sensibly on stairs) to the very high level (something which needs Child Protection intervention).

Child Protection (CP) is at the very sharp end of safeguarding. Lord Grey Academy recognises its responsibility to respond appropriately to this concern. Evidence shows that happy, healthy and safe children participate more fully in lessons and therefore learn more effectively.

Lord Grey Academy is required to have a policy on reporting issues of abuse and to appoint a designated safeguarding lead to oversee all child protection allegations.

This policy applies to all staff, governors and volunteers working within the academy. This policy enshrines the principles and guidance within 'Keeping Children Safe in Education' September 2023.

3. Definitions

Safeguarding is protecting children from maltreatment; preventing the impairment of mental and/or physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. [Working together to safeguard children - GOV.UK](#), [Keeping children safe in education - GOV.UK](#)

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

Lord Grey Academy shares the objectives of the Milton Keynes Safeguarding Children Partnership (MKSCP) to help keep children and young people safe by:

- Providing a safe environment for young people to learn in education settings
- Identifying children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe at both home and in academy
- Preventing unsuitable people working with children and young people
- Promoting safe practice and challenging poor and unsafe practice
- Identifying instances in which there are grounds for concern about a child's welfare and initiate/take appropriate action to keep them safe
- Promoting an effective partnership amongst all those involved with providing services for children.

The purpose of this policy is to ensure that there are clear procedures and lines of communication to support the achievement of these objectives. This document covers the procedure for dealing with suspicions or allegations of child abuse. These procedures are intended to work alongside the MKSP procedures. The academy has a duty to act if there

is a cause for concern and to notify the appropriate agencies so that they can investigate and take any necessary action. The Children Act 1989 defines a child as a person under the age of 18 years. It is not the responsibility of academy staff to investigate suspected abuse, as this is a matter for social care, the police and/or NSPCC. The role of staff is to identify any alleged/potential abuse and to refer this to the designated member of staff who will in turn refer to the appropriate authorities, so that they can investigate and take action.

The academy recognises that in the day-to-day nature of contact with students, staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Create an atmosphere where students feel secure, are listened to and valued
- Ensure students know they have a range of adults whom they can approach for help
- Include opportunities in the Personal, Social and Health Education curriculum, for students to develop the skills they need to recognise and stay safe from abuse.

4. Legislation and Guidance

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

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

Keeping Children Safe in Education, 2023

[KCSIE 2023](#)

Working together to safeguard children 2018

[Working together to safeguard children - GOV.UK](#)

MK Safeguarding Children Board's multi-agency procedures

[Inter-Agency Policy & Procedures](#)

Keeping Children Safe in Education 2023 guidance incorporates:

- What academy staff should know and do
- The role of the academy
- The role of academy staff
- What academy staff need to know
- What academy staff should look out for
- What academy staff should do if they have concerns about a child
- Types of abuse and neglect
- Specific safeguarding issues
- Managing allegations and concerns about teachers and other staff including supply and volunteers.
- Further information on Child Sexual Exploitation (CSE) Child Criminal Exploitation, and Child on Child sexual violence and harassment (Child on Child abuse)
- Preventing radicalisation (Prevent Duty).

Inspection Framework

Lord Grey Academy notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these. This includes the inspection framework July 2022.

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

Local Child Protection Procedures

Lord Grey Academy is aware of, and compliant with, multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Partnership (MKSP) also known as MKTogether and which are based on the statutory guidance Working Together to Safeguard Children 2018.

Milton Keynes Safeguarding Partnership Procedures

We will follow the procedures set out in the Milton Keynes Local Safeguarding Children Partnership Inter-Agency Procedures. A copy of these procedures can be found on the MKSP website. [Inter-Agency Policy & Procedures](#)

Academies are not investigating agencies and it is essential that child protection issues are addressed through agreed procedures, however academies continue to play a role after referral and need to develop strong links with partner agencies, particularly Children's Social Care, via the Multi Agency Safeguarding Hub (MASH). Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 01908 253169.
- By using the online referral form found at: MASH ONLINE REFERRAL
- In an emergency outside office hours, contact the Emergency social work team out of hours team on 01908 265545
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

Lord Grey Academy recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences, Core Groups (if on Child Protection Plan) and Strategy Meetings.

Key Documents

A number of local and national documents and legislation impact upon practice and have been consulted for the development of this policy. The link below provides access to the most up to date legislation and guidance. It is Keeping Children Safe in Education 2023 from page 156 onwards, it provides links to all statutory and non-statutory guidance. Part 1 is essential reading for all staff. See link: [KCSIE 2023](#)

5. Guidelines for Dealing with Suspected Abuse

5.1 Advice on how to deal with a disclosure (see Appendix 1)

Staff should record all safeguarding concerns on CPOMS (see section 5.3). For disclosure's, staff should also share information with the Designated Safeguarding Lead or Deputy Safeguarding Leads. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

- All complaints, disclosures and concerns must be reported in the first instance to a member of the Safeguarding Team (ST). This must be done as soon as possible
- In the absence of a member of the ST all concerns should be reported to the DSL. In their absence, any member of the Leadership Team (LT).
- If, for any reason, none of the above staff are available the individual staff member must maintain personal responsibility and ensure that concerns are referred to the appropriate services (MASH)
- Young people who allege abuse including self-harm should be treated seriously. All staff should 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.

- It is recognised that abuse and self-abuse of young people may be physical, emotional, sexual and/or due to neglect.

5.2 When a young person makes an allegation of abuse

The member of staff who receives it must:

- Make it clear to students that complete confidentiality cannot be made. Do not promise to keep it a secret. Warn the student that this information will need to be passed on
- Listen to what is being said without displaying shock or disbelief
- Reassure him or her that what has happened is not his or her fault
- Not conduct a formal interview.
- Explain what has to be done next and who has to be told
- Ensure questions are kept to the minimum necessary to understand what is being alleged. Leading questions should be avoided as these can cause problems for subsequent investigation and any court proceedings. If you mishear or are unsure of what was said by the child, ask them to repeat what they had said to be clear in what is being disclosed.
- Record the young person's account, as close to verbatim as possible. The written account needs to be signed by the member of staff who received the allegation and the young person who has made the disclosure.
- Report the incident to a member of the ST as soon as possible and assist in documentation of the incident.
- Stress that it was the right thing to tell

5.3 When there are suspicions of abuse

The staff member must:

- Discuss concerns with a member of the designated ST, carefully giving an explanation of the reasons behind these
- Assist in any record keeping and documentation on CPOMS of suspicions.

5.4 Allegations made against/ Concerns raised in relation to Teachers, including Supply Staff, Other Staff, all Volunteers, Governors and contractors

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. At Lord Grey Academy we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go straight to the Chair of Governors who can be contacted by emailing chair.governors@lordgery.org.uk

Any suspicion, allegation or actual abuse by any *person, must be reported to the DSL and Principal as soon as possible, where the member of staff or volunteer has:

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

The Principal or DSL on all occasions will discuss the content of the allegation with the LA Lead Designated Officer for Child Protection (LADO), or in their absence the Principal Education Welfare Officer without delay.

If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of LGB who will consult as above, without notifying the Principal first.

The academy will follow the Lord Grey Academy policy for managing allegations against staff.

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Before contacting the LADO, Lord Grey Academy will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

In no circumstances will Lord Grey Academy decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and, if it becomes necessary to consult outside the school, in the first instance contacting the LADO following the Whistleblowing Policy. This includes all governors, volunteers, supply teachers and agency staff.

Any low-level concern should be reported to the Safeguarding Team. These include;

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

Low level concerns are recorded in the low level concerns tracking sheet, outlining the concern, the action taken, if the LADO was called, and the advice given.

This will include:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records are kept confidential, held securely and comply with the Data Protection Act 2018. Lord Grey Academy follows the recommendation that these records are kept at least until the individual leaves their employment.

Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

6. Training

All staff who work with young people need to ensure that they have an understanding of CP issues. Through education and development, personnel will recognise the signs and symptoms of abuse and keep up to date with changes in law, procedures and policy. It is the responsibility of all staff requiring training to highlight their need to their Line Manager. In response to this request Lord Grey Academy has a responsibility to assist the staff member in accessing appropriate training.

6.1 All Staff

Teachers receive education in Safeguarding and CP as part of training leading to Qualified Teacher status however this needs to be reinforced by further refresher training. Support Staff will be offered training as appropriate to their role within the academy, which should be discussed and determined by their Line Manager. All staff who do not have designated responsibility for CP should undertake refresher training at bi-annual intervals to keep knowledge and skills up to date. This is usually done via an annual Inset day at the start of the academy year or other appropriate time and through regular updates in staff meetings, briefings and through online training as required. Members of the LGB/Governing Body will also complete mandatory training on safeguarding to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

6.2 Training

The Designated Lead for Safeguarding will undertake specialist child protection training, which will be updated at a minimum of every two years. All staff members will undertake child protection training that is updated at bi-annually, in line with advice from MKSP. However all members of the Safeguarding Team (ST) and Leadership Team at Lord Grey Academy have completed online Level 3 enhanced Safeguarding training via the National College training portal, The Designated Lead and Deputy DSL's undergo NSPCC DSP training bi-annually. Additional online training is completed by all staff using the National College online portal on a rolling programme each year.

6.3 External Agencies

Staff from external agencies will adhere to the training guidance as recommended by their professional body. If Lord Grey Academy receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, Lord Grey will follow the school safeguarding policies and procedures and inform the local authority designated officer (LADO), as with any safeguarding allegation Please refer to these agencies' own CP guidelines for further clarification.

[Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK](#) lists the safeguarding arrangements Lord Grey Academy expects these providers to have in place.

6.4 Designated Safeguarding Lead

Staff with designated lead responsibility for CP should receive training in inter-agency procedures that enables them to work in partnership with other agencies and gives them the knowledge and skills needed to fulfil their responsibilities. They should undertake refresher training at two yearly intervals to keep their knowledge and skills up to date.

6.5 Students

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Personal Social and Health Education, provides opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. Students receive a wide variety of presentations via assemblies and through tutor time on a range of aspects of safeguarding topics. Many of these are delivered through our PSHE programme and through the tutoring system which allows for discussions to be had in small group settings of about fifteen students. The display of helpful information such as national children's helplines (Child Line, NSPCC) and peer support schemes for children and young people in easily accessible places (Student Services, The HUB) will assist in the dissemination of this information.

6.6 Support

Working with Safeguarding entails making difficult and risky professional judgments. It is demanding work and can be stressful and distressing. All those involved should have access and support from peers, managers, named and designated professionals, occupational health etc. Line managers have a responsibility to recognise workload and personal stresses, in order to ensure that dangerous professional practice leading to a child being unprotected is not

taking place. The consequences of such stresses need to be openly acknowledged and an agreement reached as to how they can be reduced to a manageable level.

Management supervision should include scrutinising and evaluating work carried out, assessing strengths and areas for development for the practitioner. Supervision should also provide pastoral support and be available as an important source of advice.

6.7 All Staff Roles and Responsibilities

- To familiarise themselves with this Safeguarding and Child Protection Policy (September 2023 update) and to be aware of who the members of the Safeguarding Team are and who the designated DSL and DDSL's are.
- To have read and understood Part 1- Keeping Children Safe in Education September 2023
- To report any disclosures to a member of the ST at the earliest opportunity
- To be mindful of the possible indications of abuse and to report any cases of suspected abuse to a member of the ST at the earliest opportunity
- To attend Safeguarding training in line with recommendations
- To discuss areas of their practice which may cause them concern with their line manager or DSL
- To complete documentation as appropriate
- To assist a member of the ST in the assessment of a given case and to undertake tasks to aid the process as appropriate
- To have completed on-line Prevent training (biannual).
- To be able to access CPOMS (Child Protection Online Management System) and know how to record a concern on the system.

6.8 Safeguarding Team Roles and Responsibilities

- To act as a source of support, advice and expertise within Lord Grey Academy when deciding whether to make a referral by liaising with relevant agencies
- To ensure this policy is updated and reviewed annually, or where guidance/laws change, and work with the LGB regarding this
- To highlight areas of practice and policy which may require modification
- To refer cases of suspected abuse or allegations to the relevant agencies
- To inform parents/carers of issues of concern as appropriate
- To represent the academy at CP conferences and committees where possible
- To have a working knowledge of how the MKSP operates, the conduct of a CP case conference and be able to attend and contribute to these effectively when required to do so
- To attend statutory CP inter-agency training to keep up to date with knowledge to enable them to fulfil their role
- To provide additional training for members of staff, which will be in addition to their statutory training
- To meet weekly with the DSL to discuss all cases, via the academy's weekly Safeguarding Meeting.

6.9 Designated Safeguarding Officer Role and Responsibility

- To support the DSL in administrative duties
- To keep an up-to-date log of all referrals and CP concerns using the CPOMS (Child Protection Online Management System)
- In liaison with the DSL, oversee the transfer of all safeguarding files at normal school transfer and within year admissions as well as those leaving Lord Grey Academy. This will be done by secure mail or through electronic transfer if other schools are also using CPOMS.
- To maintain the intervention spreadsheet and the spreadsheet of external agencies
- To Liaise with outside agencies regarding LGA students the agency may be supporting.
- To be available for students if they have any worries or concerns they wish to discuss.

6.10 Designated Safeguarding Lead Role and Responsibility

- To support and advise a member of the ST in undertaking his/her role
- To act as the CP and safeguarding representative on LT
- To respond to any allegations made against a member of staff
- To provide the Principal with an annual report for the LGB detailing any changes to the policy and procedures; training undertaken by ST and other staff; relevant curriculum issues; number and type of incidents/cases and number of children referred to social care.
- To undertake an annual audit of safeguarding.
- To maintain a record of all staff receiving CP training and to liaise with line managers to ensure that all new staff are adequately trained in this area as soon as they take up post
- To ensure all volunteers working within the academy are adequately trained
- To ensure that when a child leaves Lord Grey Academy their CP file is copied for the new establishment as soon as possible, but transferred separately from the main student file for the attention of their Designated Safeguarding Lead
- To meet weekly with the ST to discuss all cases
- To attend statutory CP inter-agency training to keep up to date with knowledge to enable them to fulfill his/her role
- To complete documentation and ensure that this information is kept current and correct
- To inform the relevant agency if a referral is deemed necessary. A written record of the date and time of the report should be made.
- To help promote educational outcomes by sharing via CPOMS the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers, tutors and the leadership team.
- The DSL working in close liaison with the Raising Standard Leaders (RSL) and the Heads of Year will understand their academic progress and maintain a culture of high aspirations for this vulnerable group of students by sharing appropriate safeguarding information to enable the RSL to best support the academic progress of this cohort.
- The DSL should understand the processes, procedures and responsibilities of other agencies, particularly Children's Social Care, and there is an expectation that the DSL will keep their training up to date.
- The DSL and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police
- The DSL will be aware of children who have a social worker

6.11 Principal Role and Responsibility

- To put in place procedures for handling cases of suspected abuse which are consistent with those agreed by the MKSP and easily available to all staff
- To ensure that parents have access to the Safeguarding and Child Protection Policy via the Lord Grey Academy Website
- To appoint a designated person to coordinate safeguarding action within the academy and liaise with other agencies on suspected abuse
- To ensure there is a designated person from the LGB for Child Protection
- To liaise with the nominated ST, DSL and LGB representative for CP issues on academy policy
- To understand the roles of a member of the ST and DSL
- To respond to any allegations made against a member of staff following guidelines
- To ensure that all staff know and are alert to signs of possible abuse and know what to do if they have concerns or suspicions
- To ensure that all staff have induction training covering CP and safeguarding and that they are made aware of Lord Grey Academy's Safeguarding and Child Protection Policy in line with guidelines as well as Keeping Children Safe in Education September 2023.

- Work with local partners such as Local Authority and Social Services to create a safe environment for the children at the academy.

6.12 Leadership Team Roles and Responsibilities

- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account
- Ensure that the Lord Grey Academy fulfills its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

6.13 Supported Work Experience Extended Placements (SWEEP) and Off Site Workers for Work Placements

- If a student is going to work off site, for example for Work Experience or for a SWEEP placement, or for any other work related learning, they will be dealing with adults as colleagues, in a work setting. They might even be dealing with the general public, for example in a retail placement. It is the duty of the academy to ensure that the student is safe in such a setting
- Lord Grey academy uses a process where companies confirm they have followed safer recruitment practice, and have and accept liability insurance. There is a comprehensive process that is followed to risk assess each placement and safeguard any student that attends.
- All placements are monitored by the Lord Grey Academy Alternative Education coordinator
- If the placement is unsuitable following the risk assessment, the academy will not allow the placement to go ahead
- If the risk assessment is satisfactory then the placement can commence. The Alternative Education coordinator will monitor the placement on behalf of Lord Grey Academy
- Regular contact will be maintained with the student who is on a work related placement, via emails, telephone calls, visits to the workplace and written feedback.
- Students on placement will keep a written log of their activities.
- Parents will be kept apprised of the progress of the placement.

7. Records and Monitoring

Well-kept records are essential to good Safeguarding practice. The academy has a responsibility to record any concerns about a student. These records are confidential and should be kept in a secure place, which should be separate from the rest of the student file.

We use an online Child Protection Online Management System (CPOMS) to record all CP and safeguarding concerns. This enables us to manage appropriate access to confidential information that is stored securely. (GDPR compliant).

All staff complete initial training on the use of CPOMS, and CPOMS entries are monitored in real time by a DDSL Safeguarding Officer. Staff enter a concern as information and the Safeguarding Officer selects the correct incident category and assigns the relevant member of staff to action the concern should an action be required. All assigned actions are then checked for closure by the Safeguarding Officer with any follow up as required.

All CP files should be stored in a locked cabinet and comply with Data Protection procedures (including updated GDPR compliance).

8. Safer Recruitment

Lord Grey Academy adheres to Part 3 of Keeping Children Safe in Education at all times. We consider safeguarding throughout the recruitment process, including when defining and advertising roles.

We will record all information on the checks carried out in the school's single central record (SCR).

Lord Grey Academy follows the policy as outlined in the TLT 2.1.1 Recruitment and Selection Policy

9. Definitions and Indicators of Abuse and Neglect (see Appendix 2)

All those who come into contact with children and young people need to be aware of signs which may indicate abuse or neglect. The following does not provide an exhaustive list of possible indicators, nor do these indicators necessarily mean that a child has been abused. These factors are to be used as guidance only for staff which would indicate that the child may be at risk and that early help interventions are put in place.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Any concerns need to be disclosed to the Designated Safeguarding Lead or Deputies, or if this is not possible, any member of the Safeguarding Team.

9.1 Children's Social Behaviour

- Poor peer relationships
- Social isolation and withdrawn, depressed
- Disobedient, attention seeking, restless, aimless behaviour
- Poor concentration, sudden drop in academic performance, truancy
- Arriving early for academy and reluctance to leave
- Sudden mood changes
- Aggressive play and severe tantrums
- Detached attitude
- Overly compliant, watchful behaviour
- Reluctance to be alone, wanting reassurance
- Self-harming behaviours, picking at sores, head-banging, substance misuse and dependence, injuring self
- Frequent running away from home.

9.2 Physical Abuse

Physical abuse occurs when a child is physically hurt and can involve hitting, shaking, squeezing, burning and biting. It also involves the giving of poisonous substances, inappropriate drugs and alcohol. Staff should look out for;

- Explanation of injury does not seem feasible, is vague or inconsistent
- Site of injury e.g. face, trunk
- Type of injury e.g. weal marks, bite marks
- Frequent injuries
- Parental attitude, has medical attention been sought?

9.3 Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Staff should look out for;
 - Injuries to breast, buttocks, abdomen or thighs
 - Sexually transmitted disease or pregnancy
 - Difficulty sitting or walking
 - Frequent, unexplained, stomach ache
 - Regressive behaviour e.g. Bedwetting and incontinence
 - Overt sexual behaviours towards adults and other children
 - Sexual knowledge inappropriate to their age and development
 - Hinting at sexual activity through words and drawings
 - Changed eating patterns, including anorexia and bulimia nervosa
 - Lack of trust of (unfamiliar) adults
 - Reluctance of medicals or physical activity where change of clothing is required.

9.4 Extra-familial harms

All staff will be made aware of the importance of wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

Children can also be 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included below:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

A. in exchange for something the victim needs or wants, and/or

B. for the financial or other advantage of the perpetrator or facilitator and/or C. through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) , forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

Signs include:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- the use of technology without the child's immediate recognition
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeated sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- persuasion to posting of sexual images via mobile/internet
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- invitations to parties perhaps given alcohol/drugs, later expected to pay by having sex
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with academy, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

9.6 Sexual Abuse by Young people

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related

concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent. Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educational inputs may be enough to address the behaviour. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

9.7 Child on Child Abuse

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

All staff should recognise that children are capable of abusing other children. All staff should be clear about the academy’s procedures of dealing with child on child abuse.

- we try to minimise the risk of child on child abuse through our PHSE programme and through tutor time presentations and discussions which identify the risks for students and offer advice and guidance on what to do if they feel they are (or know of someone) subject to child on child abuse.
- allegations of child on child abuse will be looked into and referred to the MASH where appropriate. Detailed discussions with the DSL will be held on how the ‘victim’ ‘perpetrator’ and any other child affected will be supported. Parents will always be notified and appropriate strategies will be put in place to prevent any further occurrences.
- at Lord Grey Academy we understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously; and the different forms child on child abuse can take, such as:
 - sexual violence and sexual harassment;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or
- otherwise causing physical harm;
- 'nude selfies' also known as Youth Produced Sexual Imagery;
- initiating/hazing and 'contracting' type violence and rituals.
- abuse can be in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

All concerns of Child on Child abuse should be referred to the Safeguarding Team immediately.

Lord Grey Academy will consult Safety Planning in Education - A guide for professionals supporting children following incidents of harmful sexual behaviour

[Helping education settings identify and respond to concerns - CSA Centre](#)

Reference should also be made to 'Behaviour Policy' and the 'Anti-bullying Policy'.

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality - Consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

Consent - Agreement including all the following:

- understanding what is proposed based on age, maturity, development
- level, functioning and experience
- knowledge of society's standards for what is being proposed
- awareness of potential consequences and alternatives
- assumption that agreements or disagreements will be respected
- equally
- voluntary decision
- mental competence.

Coercion - The young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

The Department for Education (DfE) has announced a helpline to support potential victims of sexual harassment and abuse in education settings. The helpline, run by the NSPCC, provides children and adults who are victims of sexual abuse in schools with support and advice including how to contact the police and report crimes. The helpline will also provide support to parents and professionals The dedicated NSPCC helpline number is 0800 136 663.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

[Sharing nudes and semi nudes advice for education settings](#)

9.8 Harmful Sexual Behaviours (HSB) - Everyone's Invited - A movement committed to eradicating rape culture

Harmful sexual behaviour (HSB) is a term used to describe sexual actions that are outside what is safe for a young person's stage of development.

It includes actions that can harm either the child or young person themselves, or another person. It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity they are not ready for with peers
- sending and receiving illegal images
- sexual interactions where there are significant power differences, lack of consent, or with force or threats
- engaging in abusive or sexually violent sexual behaviour online or offline.

Lord Grey staff will follow the guidance in section 8.7, child on child abuse, when dealing with all aspects of Harmful Sexual Behaviour.

The Stop It Now – Help prevent child sexual abuse confidential helpline number is 0808 1000 900

<https://www.stopitnow.org.uk/>

Risk Assessments

Report of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer. Risk Assessments are shared with appropriate adults and are reviewed regularly. Any student that has a risk assessment, will also have a note on G4S to reflect they are on a risk assessment. However the lesson tutor/cover supervisor will not know what risk assessment is for, apart from if it is a self-harm assessment or flight/truancy assessment. This is because these need to be followed immediately if a concern is raised about the student.

Impact on any siblings

It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

9.9 Emotional Abuse

Emotional abuse occurs when a child constantly faces a lack of love and affection, or is continually threatened by verbal attacks, taunting and shouting. Staff should consider:

- parental interaction with child
- inconsistent response from parents
- emotional unavailability
- poor self esteem
- easily distressed and upset.

9.10 Neglect

Neglect is where carers fail to meet the basic and essential needs of their children such as food, clothing, warmth, cleanliness and medical care or where children are left alone. Staff should look out for:

- unkempt appearance
- poor hygiene
- low weight
- lack of social skills
- truancy and absences
- poor concentration and disruption in class.

9.11 Considering confidentiality and anonymity

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. Lord Grey Academy

will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation. The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Advice should be sought from the designated safeguarding lead (or deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decides to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

10. Guidelines for Dealing with Self-harm

Self-harm is a complex issue and it is important that staff respond to it with concern rather than fear, to help make sense of what is happening rather than feel it is alien. Training on self-harm is needed to equip staff to cope with these cases in a professional way that is designed to diffuse and not aggravate the situation. What people who self-injure do to themselves can seem frightening or hard to understand. The visible, physical evidence of someone's emotional pain can be hard to bear. But the first step is to look it in the face, not be judgemental and to reassure and seek necessary help. Most self-harming behaviour is not life threatening and is simply a means of resolving deep emotional distress, a cry for help, or sometimes simply attention seeking copycat behaviour. However, even if you believe that it is attention seeking, you must treat the person as if they are not, as failure to do this may take them to another, more serious way of behaving. It may help to think of self-harming in the same category as eating disorders or alcohol misuse, both also forms of self-harm. Many young people who self-harm are lonely and their behaviour may be seen as contagious. The most common period in which people self-harm is between the ages of 12 and 14 years, though there is considerable variation from this norm. Self-harming mainly affects girls, it is rarer in boys though the incidence has grown considerably in the past years in both young males and females.

10.1 What to do if as a staff member you discover that a student may be self-harming (see Appendix 3).

(A self harm booklet for school staff is available in the CPOMS library – Young people who self harm, a guide for school staff)

- Report this information to a member of the ST and the academy Health & Welfare Officer about the student concerned, who will inform a Designated Safeguarding Lead.
- Remove the student to a quiet area with another adult present as appropriate.
- Request to see the injuries or tablets taken etc. Ask when the injuries occurred, or when the tablets were taken and how many.
- Write this information down and any other action that was taken or not taken and why to be recorded in CPOMS as soon as possible.

- The academy's Health & Welfare Officer will examine the student and assess the action to be taken. If an overdose was taken, or if the injuries are severe, then the student requires attention at A & E and an ambulance should be called.
- Self-Harm Assessment Form should be completed, available from Student Services
- The best general advice is:
 - do not be judgemental
 - do not show that you are shocked or surprised in any way, try to be calmly authoritative
 - stay calm and constructive, however upset you personally feel about self-harm ○ quietly and unobtrusively communicate kindness and care. Offer sympathy and understanding
 - do not get angry
 - share with ST any actions taken/ information gathered.
- ST will normally contact parents to discuss the matter with them and to try and find any further information that might help the medical staff in assessment/understanding of the situation. The parent will be directed to the self harm booklet for parents and carers.
- If self-harming is considered to be a disciplinary issue (such as bringing an implement into the academy), then it may be worth looking at the possibility of placing the student on "positive" report.
- It is important that people are identified to whom the student can go and talk. This may be an adult, agreed to by the student, who is available when the student needs to see them. It is recognised however, that the student may not be comfortable with such an arrangement and another person may need to be chosen. It will be important for the student to meet regularly with the adult concerned in order that a close eye can be kept on the student.

As a general rule, it is worth remembering that young people who self-harm will try to avoid detection and will harm themselves covertly. For every one person you find self-harming, there are probably another two that have not been detected. The more serious the "abuse" (please don't assume that everyone who self-harms has been sexually/physically abused) or emotional pain that they are suffering, the more they will hide their injuries, harming themselves in places unlikely to be seen.

11. Other Issues

11.1. Honour based abuse (HBA) including, female genital mutilation (FGM), forced marriage and breast ironing

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation), and should be handled and escalated as such.

Female Genital Mutilation (FGM)

- Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK
- FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health
- FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK
- The academy takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy
- The Designated Person will make appropriate and timely referrals to the MASH if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Children's Social Care even if it is against the pupil's wishes.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Female Genital Mutilation reporting procedures

Where there is a disclosure of FGM Keeping Children Safe in Education (2023), says 'whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Below is a very short summary and must be read in conjunction with the mandatory reporting guidance. (See [Mandatory reporting of FGM](#))

The mandatory reporting procedures say:

- It is recommended that you make a report orally by calling 101, the single non-emergency number.
- Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialing 999 if appropriate.
- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.
- The procedures also set out what information is needed, in order to make a report.

See here:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

In conjunction with liaising with the MASH this is the procedure that Lord Grey Academy will follow
Further information can be found in the [multi-agency-statutory-guidance-on-female-genital-mutilation](#) and the [female-genital-mutilation-resource-pack](#) particularly section 13

Forced Marriage

- Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.
- In cases of forced marriage, discussion with the family or any involvement of the family or local community members will often place the child or young person at greater risk of harm. Families should not be approached if forced marriage is suspected.
- Children and young people facing forced marriage often come from very loving families where the parental capacity to provide safety, emotional warmth and stability is excellent. The children are often high achievers at the academy, their health is good, and they are well integrated into the local community and have good relations with the wider family.
- It is important professionals are sensitive to differing family patterns and lifestyles and to child-rearing patterns that vary across different racial, ethnic and cultural groups. At the same time they must be clear that child abuse cannot be condoned for religious or cultural reasons, therefore forced marriage must be responded to as a protection and safeguarding issue.
- There is no specific offence of 'forcing someone to marry'; criminal offences may nevertheless be committed. Perpetrators, usually parents or family members, could be prosecuted for offences including threatening behaviour, assault, kidnap, abduction, threats to kill, imprisonment and murder. Sexual intercourse without consent is rape, regardless of whether this occurs within a marriage or not. Forced marriage is automatically handled as a child protection issue and staff should share information with the DSL quickly when a child is at risk.
- In February 2023, the age of marriage increased to 18. It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used

Further guidance, help and support can be found at <https://karmanirvana.org.uk/>, and [the-right-to-choose-government-guidance-on-forced-marriage](#) there is also a UK helpline, 0800 5999 247.

Breast Ironing

- The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping.
- Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

11.2 Lockdown procedure

Whilst the academy is unable to cover every possible scenario regarding the need to implement a lockdown (evacuation) procedure, the guidance is aimed to provide some structure and advice in the event of a lockdown and therefore minimise and mitigate risk. The academy will always act in the best possible way to protect all stakeholders and act on the most reliable and up-to-date information available to ensure we safeguard and provide a duty of care to staff, students and visitors.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical may be:

- a reported incident in the local community (with the potential to pose a risk to staff and students in the academy)
- an intruder on the academy site (with the potential to pose a risk to staff and student)
- a warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.)
- a major fire in the vicinity of the academy (fire evacuation procedures, regular practices take place)
- the close proximity of a dangerous dog roaming loose

- the Lockdown Procedure will be shared with staff and students. (See academy's Lockdown Protocol - Appendix 4).

Additional Issues

Students with the following issues will often not cope well at school. They may have similar signs to those who suffer from abuse. Pressures such as exams, bullying, family conflict and domestic abuse may heighten an underlying problem.

11.3 Depression and Mental Health Issues

Some students who attend the academy are suffering from depression or other mental health problems. Some students attend Child and Adolescent Mental Health Service (CAMHS) or receive other support or counselling. Their work and behaviour may be affected. They may need additional support. If you are concerned about a student then discuss this immediately with a member of the Safeguarding Team, or with Rebecca Reynolds who is the Designated Teacher for Mental Health for both staff and students.

11.4 Eating Disorders

Eating disorders' describes difficulties people suffer in their attitudes towards food, eating, weight and body shape. Both boys and girls can suffer from an eating disorder.

Signs can be difficult to spot and different types of eating disorders may have different signs. Some things to look out for include: avoiding the Dining Hall, difficulties with sport, pallid complexions; thin, disappearance after meals, always 'on a diet' and mood swings. They may favour baggy clothes.

If you suspect a student has an eating disorder, do not confront them. Please discuss your concerns with the academy Health & Welfare Officer or academy Counsellor.

11.5 Alcohol and Drugs

Some students do consume drugs and alcohol outside school hours. If you suspect that a student is under the influence of either drugs or alcohol in the academy do not confront them. Please refer such a student to a member of the ST, or his/her Head of Year. A referral to the Young Person's Drug and Alcohol Service (Milton Keynes Council) may be made by the ST if it has been deemed appropriate.

11.6 County Lines

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

Like other forms of abuse and exploitation, county lines exploitation: can affect any child or young person (male or female) under the age of 18 years:

- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Any member of staff who has any concerns about a child or who thinks they may be involved with any of the above should record this on CPOMS and speak to the DSL as a matter of urgency.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office County Lines Guidance - Sept2018.pdf

11.7 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

(The definition can be found here: <https://www.legislation.gov.uk> Domestic Abuse Act 2021)

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

The DSL is notified of domestic abuse incidents where the police have been called and that involve children and young people on their roll (Thames Valley Police ENCOMPASS programme) and will take appropriate action to ensure children and young people are kept safe. Students will also be monitored and supported by the ST.

<https://www.operationencompass.org/>. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate)

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

11.8 Fabricated/ Induced Illness

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

11.9 Child Trafficking

- Child Trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Child Trafficking is a criminal offence under Modern Slavery legislation.
- Children can be trafficked into and out of the UK and within the UK itself. Children can be trafficked by their parents, extended family members, known adults from a child's community or by a stranger.
- Child Trafficking needs a child protection response and Multi Agency working. The Academy will follow safeguarding and child protection procedures and would make a referral to Milton Keynes Safeguarding Hub.

- It is important to be able to recognise a child or young person who may have been trafficked particularly those trafficked for benefit fraud, domestic servitude and petty crime. For example a child who has been registered at school by an adult they are not related to and the adult insists on speaking for the child or the child seems nervous around them. Children who have been trafficked may not disclose or display obvious signs or distress or abuse while at school because they feel safe and relaxed there. It is important to ensure the MASH is informed if child trafficking is suspected.

11.10 Substance Misuse and Child Protection

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

When there is evidence or reasonable cause:

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

11.11 Children of Substance Misusing Parents/Carers/Guardians

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the academy receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures detailed in this policy. The MASH will be contacted.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- disturbed moods as a result of withdrawal symptoms or dependency
- unsafe storage of drugs and/or alcohol or injecting equipment
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

11.12 Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Students whose parents misuse drugs and/or alcohol would be supported and monitored within school by the Safeguarding and Year Teams.

11.13 Prevent

- Children are vulnerable to extremist ideology and radicalisation.

- Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Staff should use their judgment in identifying children who may be at risk of radicalisation and liaise with the DSL who may consider making a referral to the Channel programme.
- Channel provides support at an early stage to those vulnerable to being drawn into terrorism. Schools can make referrals for those vulnerable to radicalization. It is voluntary. The Prevent duty under section 26 of the Counter-Terrorism and Security Act 2015 is the need to prevent people being drawn into terrorism, (par. 57-76 Revised Prevent duty guidance: for England and Wales). Also, see the academy's Prevention of Radicalisation Policy.

11.14 Children with a Social Worker

- At Lord Grey Academy, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students.
- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- We take these needs into account when making plans to support students who have a social worker.
- Lord Grey Academy maintains an up to date tracking spreadsheet for all students who have a social worker. The ST uses this knowledge to discuss any concerns at the weekly safeguarding panel meeting

11.15 Up Skirting

'Up skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offense. See link in [KCSIE 2023](#)

11.16 Online Safety and Social Media

Lord Grey Academy uses the new classification of online risk – the 4Cs

The CO:RE (Child Online, Evidence and Research, 4Cs classification recognises that online risks arise when a child:

- engages with and/or is exposed to potentially harmful **CONTENT**;
- experiences and/or is targeted by potentially harmful **CONTACT**;
- witnesses, participates in and/or is a victim of potentially harmful **CONDUCT**;
- is party to and/or exploited by a potentially harmful **CONTRACT**.

 CORE	Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

All staff must retain a professional profile on any website or social media as follows:

staff should at no time post anything regarding students, their parents/carers/families or other staff;
staff must be conscious at all times of the need to keep personal and professional lives separate and maintain professionalism whilst using social media networking sites;

- staff should not accept friends requests from a person believed to be a parent, a pupil, or an ex-student, except in circumstances where a member of staff already has personal contact with a parent outside of school (e.g. through a club);
- anyone posting remarks which breach confidentiality or are deemed to be of a detrimental nature to Lord Grey Academy or other employees may be subject to disciplinary proceedings;
- any employee, who becomes aware of social networking activity that would be deemed distasteful, should make a member of the Leadership Team aware.
- online safety training will be provided for staff during the school year

Where there is suspicion that material on a mobile phone may be unsuitable, or may constitute evidence relating to a criminal offence, the guidelines set out in the Disciplinary Procedure for academy staff will be followed.

- Images must be used in accordance with the Data Protection Act 1998.
- Mobile phones, cameras, tablets and recording equipment should only be used where two or more staff members are present and not in areas where intimate care is carried out.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns.
- School mobile phones, cameras, tablets and recording equipment remain the property of the school at all times.
-

Children at Lord Grey Academy are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Students receive ongoing education through PHSE/Tutor time, assemblies, thematic days and teaching about the risks of social media in relation to keeping safe online whilst out of school. Online safety sessions are also provided for parents. With emerging technology there is a real potential for abuse. Risks associated with user interactive services are:

- cyberbullying
- grooming and potential abuse by online predator
- exposure to inappropriate content, including racist and self-hate content as well as pornography

- exposure to sharing of nudes or semi-nude images, (Youth Produced Sexual Imagery, sexting)
- privacy issues associated with posting personal information that can identify and locate a child
- privacy issues associated with adults posing as young people and using social media to contact other young people and inappropriate contact with a young person by a trusted adult.

Lord Grey Academy has a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks. This access means some children, whilst at school or college, could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Parents are encouraged to regularly consider measures to keep their children safe when using mobile technology to access social media. Lord Grey supports parents understanding of this risk through signposting from the Lord Grey Academy Safeguarding section of the school website.

To minimise this risk, section 8 of the Lord Grey Academy Online Safety policy clearly states that Lord Grey Academy has a No Mobile Phones out rule. Mobile phones should be switched off and kept in the students bag at all times, including social times. Phones seen out could be confiscated. Lord Grey Academy is also mindful that some students require a mobile phone for the monitoring of a medical condition.

Harmful online challenges and online hoaxes includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support

Lord Grey Academy has maintained individual school/department/subject Twitter and Facebook accounts and a website which are used to share information relating specifically to school activities and events. Even with a controlled site there are difficulties, and information needs to be considered and appropriate. Lord Grey Academy is mindful of the importance that information displayed should follow normal conventions of safe behaviour. There should be no postings that will compromise staff, governors' or volunteers' own personal information boundaries and relationships:

- anything that is posted as text, photos, pictures and video clips on sites may be shared with and saved by people other than those for whom it was intended;
- once information is posted online individuals have little control over it and it could go well beyond the original purpose;
- there should be no images of young people on the site without prior permission.

If a parent/carer has any concerns about online safety they can contact the relevant head of year or email the Safeguarding Team, Safeteam@lordgrey.org.uk

There is also information on the school safeguarding section of the website directing parents/carers to the NSPCC online safety guides for parents. [Keeping children safe online | NSPCC](#)

11.17 Filtering and Monitoring

Lord Grey Academy uses Smoothwall that prevents unauthorised access to illegal websites by scanning the content and context of every page for unwanted material, and alerts about activity which might present a risk to the user. It prevents access to inappropriate websites; what is appropriate or inappropriate is determined by the age of the user and is reviewed in response to an incident. IMPERO is also used and can provide reports to the DSL of internet usage of safeguarding themes (such as self-harm, depression, radicalisation). Individual concerns are reported to the DSL immediately for further investigation and recorded on CPOMS. As an educational establishment Lord Grey is aware that 'over-blocking' can set unrealistic restrictions on the curriculum that students are being taught. This is mitigated against by using the filtering system IMPERO that will flag potentially harmful and inappropriate online material.

At the end of each school year a review of the filtering and monitoring provision will be completed to assess their effectiveness whilst logged in to the school account.

The review will cover:

- the risk profile of your pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL)
- what your filtering system currently blocks or allows and why
- any outside safeguarding influences, such as county lines
- any relevant safeguarding reports
- the digital resilience of your pupils
- teaching requirements, for example, your RHSE and PSHE curriculum
- the specific use of your chosen technologies, including Bring Your Own Device (BYOD)
- what related safeguarding or technology policies you have in place
- what checks are currently taking place and how resulting actions are handled

which are regularly reviewed for their effectiveness whilst logged in to the school account

Responsibilities

All Staff

- Report concerns if any unacceptable content is seen to be accessed
- Report if unacceptable content can be accessed
- Inform the Safeguarding Officer if teaching topics may cause a spike in filtering logs
- Report any failure or abuse in the system
- Report any perceived unreasonable restrictions to the DSL
- Be aware of the use of misspellings and abbreviations used to circumvent filtering systems

All staff complete annual cyber security training

11.18 Children Absent from Education

In response to the guidance in Keeping Children Safe in Education 2023 the school has:

- staff who understand what to do when children do not attend regularly
- appropriate policies, procedures and responses for pupils who go absent from education (especially on repeat occasions).
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a student leaves the school, we will record the name of the student's new school and their expected start date.

11.19 Concealed Pregnancy

A concealed pregnancy is when a female knows she is pregnant but does not tell any health professional; or when she tells another professional but conceals the fact that she is not accessing antenatal care; or when a pregnant female tells another person or persons and they conceal the fact from all health agencies.

There are several signs to look out for that may give rise to suspicion of concealed pregnancy:

- increased weight or attempts to lose weight;
- wearing uncharacteristically baggy clothing;

- concerns expressed by friends;
- repeated rumours around school or college;
- uncharacteristically withdrawn or moody behaviour.

Where suspicion arises staff should refer the suspicion to the DSL. Every effort should be made to encourage the young female to discuss the situation and a referral call to the MK MASH will be made. Consideration should be given to the balance of need to preserve confidentiality and the potential concern for the unborn child and the mother's health and wellbeing. Where there is a suspicion that a pregnancy is being concealed it is necessary to share this information with other agencies, irrespective of whether consent to disclose can be obtained.

The DSL may feel the matter can be resolved through discussion with the parents of the young woman. However this will need to be a matter of professional judgement and will clearly depend on individual circumstances including relationships with parents. It may be felt that the young female will not admit to her pregnancy because she has genuine fear about her parent's reaction, or there may be other aspects about the home circumstances that give rise to concern. If this is the case then a referral to MK MASH should be made without speaking to the parents first.

Where there is strong suspicion of a concealed or denied pregnancy, it is necessary to share this irrespective of whether consent to disclose can be obtained or has been given. In these circumstances the welfare of the unborn child will override the mother's right to confidentiality. A referral should be made to MK MASH.

10.20 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges

At Lord Grey Academy we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example by having named lead Learning Support Assistants, involving home in regular review meetings and reviewing individual provision regularly and ensuring that all staff have an awareness of students identified with additional needs.

10.21 Children who are lesbian, gay, bi or trans

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm.

However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Lord Grey Academy, we endeavor to reduce the additional barriers faced by providing a safe space for them to speak to the LGBT group led by a member of staff

11. Whistleblowing

If there is any concern about the safeguarding practices at Lord Grey Academy, call the NSPCC Whistleblowing advice line on: Tel 0808 800 5000 or Email: help@nspcc.org.uk or follow this link for further guidance: Whistleblowing Advice Line

12. Key Contacts

If you are unable to find a member of the Safeguarding Team and you feel there is a risk of a student being harmed then please phone the MASH and seek advice or telephone the Police on 999. Do not wait until the next day.

To make a referral or consult regarding concerns about a child	Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) Telephone: 01908 253169 or 253170 during office hours OR Emergency Social Work Team Telephone: 01908 265545 out of office hours Email: children@milton-keynes.gov.uk
For allegations about people who work with children	Contact MILTON KEYNES COUNCIL MASH as above or Jo Clifford, Local Authority Designated Office (LADO) Telephone: 01908 254306 Email: lado@milton-keynes.gov.uk
For information about safeguarding training for academies and education settings	Leadership and Governance Services Telephone: 01908 253787
For general queries regarding safeguarding	MKC Children & Families Head of Safeguarding: Telephone: 01908 254307 Email: jo.hooper@milton-keynes.gov.uk
Milton Keynes Safeguarding Partnership Detailed information and guidance about safeguarding children and inter-agency training opportunities	http://www.mkscb.org/policy-procedures/

13. Changes Log

Section Changed	Paragraph	Changed By	Date Changed
Updates following legislation changes	Throughout	Nigel Handyside	10/09/2019
Further updates in line with internal school changes in role, updated weblinks and the addition of sections on on-line safety and social media (update) and allegations against staff.	Throughout	Nigel Handyside	10.10.2019
All sections in light of KCSIE 2020 September	Throughout	Rob Page & Nigel Handyside	17.07.2020
Updates following legislation changes and updated KCSIE 2021/22	Throughout	Rob Page	September 2021
Removed staff members who have left Lord Grey, and added staff members who have joined Lord Grey	Key Contacts Safeguarding and Child Protection	Rob Page	May 2022
Changes made relative to KCSIE 2022	Throughout	Rob Page	August 2022
Changes made relative to KCSIE 2023	Throughout	Rob Page	June 2023

14. Spontaneous Disclosure to Member of Staff Appendix 1

The time taken in each of the flowcharts should be the shortest possible and completed on the same day that the issue was raised at the very latest

Disclosure made to a staff member



Inform Student that this needs to be Referred to ST

DSL / DDSL's to discuss incident



Refer to ST as soon as possible

Action decided and documented on CPOMS



Record in CPOM's

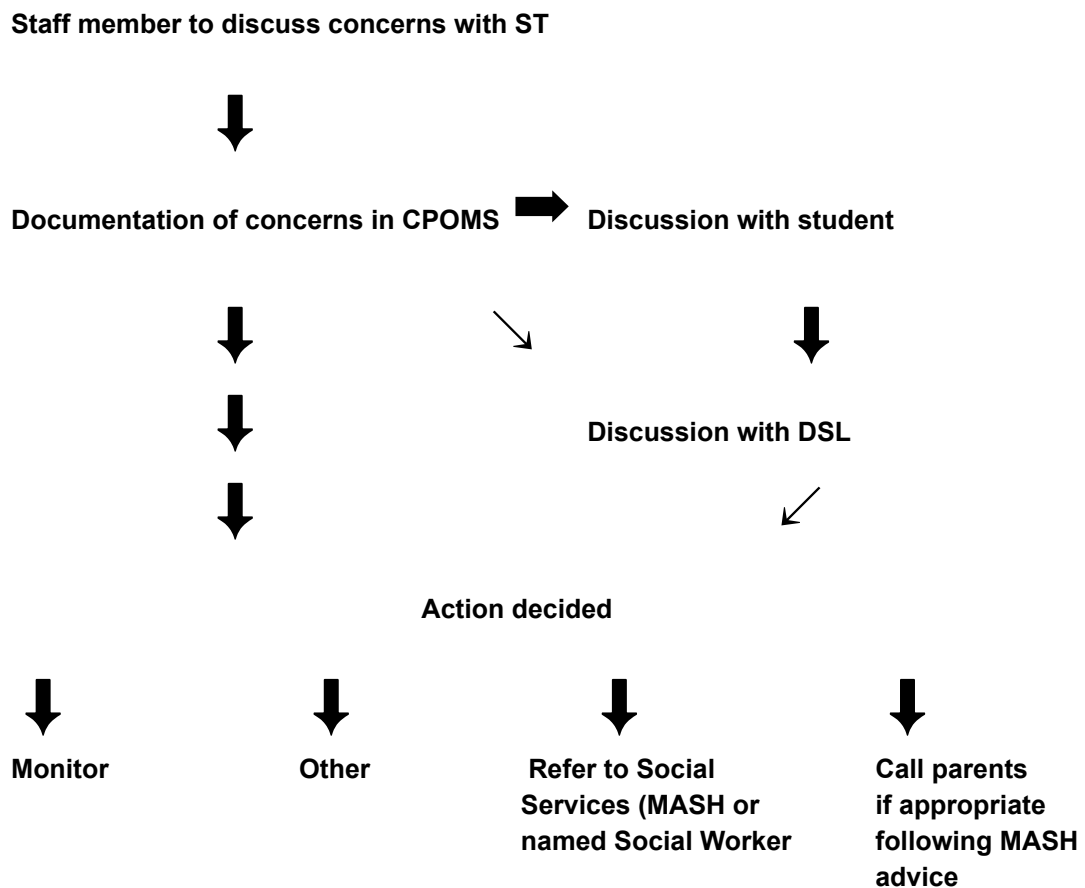
Refer to Social Care (MASH or Named Social Worker)

Alternative Action

Call to parents if appropriate (following MASH advice)

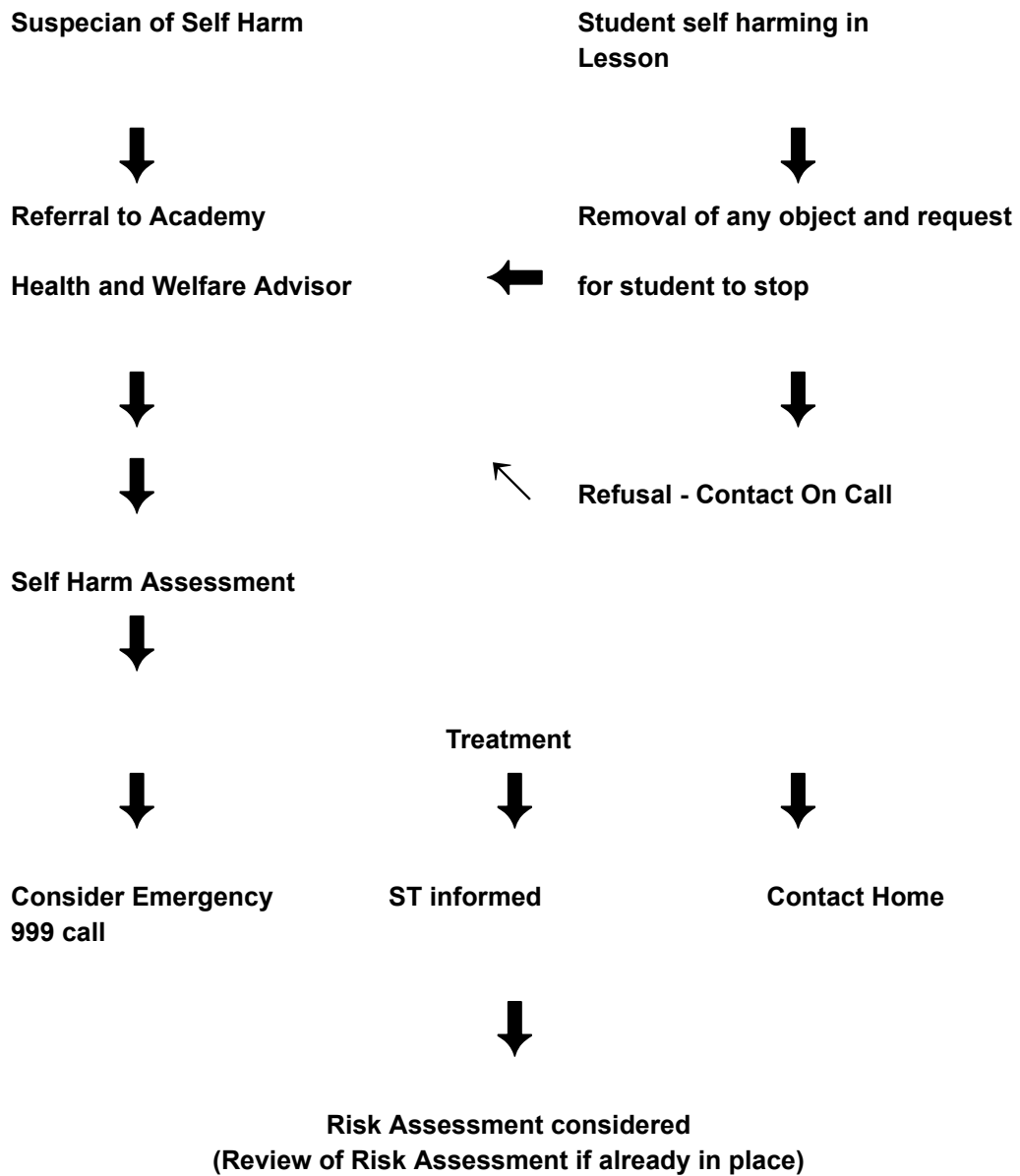
15. Concern of Suspected Abuse Appendix 2

The time taken in each of the flowcharts should be the shortest possible and completed on the same day that the issue was raised at the very latest



16. Students Who Self Harm Appendix 3

**The time taken in each of the flowcharts should be the shortest possible and completed on the same day that the issue was raised at the very latest
See also, Self Harm Toolkit**



17. Lord Grey Academy Lockdown Procedure Appendix 4

In rare circumstances the Academy may need to use the following lockdown procedure to keep students and staff safe in the event of a serious external or internal circumstance. The external threat could come from a number of sources, all of which are very uncommon in nature. In the event of an external threat such as a serious pollution incident, a chemical spill or an intruder on site it may be necessary to use the lockdown procedure. Sometimes it may be due to a serious safety issue or a medical issue.

Although it is highly unlikely that we would need to implement a lockdown It is very important that all staff and students know what they should do. The procedure outlines the steps that need to be taken.

Lockdown procedure

The procedure will operate in cases where there is a perceived threat to the wellbeing of students and staff, and where shelter in the school is seen as the safest option. For internal issues, this may be to ensure that students remain in classrooms and not see an emerging issue. The decision to implement the lockdown procedure is made by the Executive Principal, Associate Principal or Vice Principal of the Academy and where possible will involve the police or other emergency services.

Lockdown is signaled by the school lesson change bell being rung intermittently six times and a message will appear on the screens of staff computers. Upon hearing the bell staff and students should do the following:

- Remain in the classroom that they are in
- PE staff should remain in their current space, including on the Astro, until instructed otherwise
- If you are outside, in the corridor or toilets, then staff and students should go to the nearest classroom
- Ensure that windows and doors are shut immediately
- In the case of an intruder, staff and students should move to the safest part of the classroom and if possible lock the door. Students should remain silent and both staff and students should ensure mobile phones are silent
- Staff should record the names of the staff and students who are in the space with them
- Staff should check for email communication from school leaders if safe to do so

The lockdown remains in place until staff and students are told by a member of the leadership team in person or by email from a member of the leadership team or member of the emergency services that the lockdown has ended. If there is a need to evacuate the building to account for all members of the Academy the fire alarm will be sounded and the evacuation should take place as usual.

Informing parents

Where practicable parents will be informed by text and parentmail.

18. Medical Procedures Appendix 5

If students require medication please can we ask that you administer this medication before and after school.

If students must have medication during the school day, then this must be prescribed by the GP, in its original packaging to show the dose to be taken daily and clearly marked with the student's name, DOB and stored with the student services team in the locked medicine cabinet.

From September 2023 the school will no longer be able to issue paracetamol.

Students are NOT allowed to carry medication of any sort on their person, except inhalers, epipens and insulin for diabetics.

Diabetes boxes will need to be fully stocked with relevant in date medication and any additional foods/drinks which may be required.

Spare Asthma pumps and Epi- pens will need to be in date, labeled and left in student services.

It is the parents /carers responsibility to ensure that all medication is in date and in a labeled box left with the student services team.

Students are able to seek assistance from the health advisor at break and lunch time, they will be encouraged to wait their turn unless it is an emergency or they are visibly unwell.

Toilet passes - Parents are to provide an email/copy of a medical proof confirming why a pupil requires this.

Temporary toilet passes can be given for a short period of time.

If your child has previously required a Medical pass for a confirmed condition, this will be renewed.