



Safeguarding and Child Protection Policy

Lord Grey Academy

Approved by:

LGB

Date: September 2020

Last reviewed on:

October 2020

Policy Owner: R Page

Next review due by:

October 2021

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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 2020.

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 2020. [Keeping children safe in education](#)

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, 2020

[Keeping children safe in education - GOV.UK](#)

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 2020 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 (Peer on Peer 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 September 2019.

[Education inspection framework for September 2019](#)

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 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).

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 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 2020** and on page 94-9, it provides links to all statutory and non-statutory guidance. **Part 1** is essential reading for all staff. See link: [Keeping Children Safe in Education 2020](#)

5. Guidelines for Dealing with Suspected Abuse (See Appendix 1)

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

- 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 his 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) see Key contacts section 15.
- Young people who allege abuse including self-harm should be treated seriously
- 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
- Not conduct a formal interview. 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. 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.

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. Dealing with allegations against a member of staff (Including all volunteers, governors and supply staff)

- Any suspicion, allegation or actual abuse by a member of staff, volunteer, governor or a supply teacher 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 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.
- 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.

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 designated governor training on safeguarding biannually.

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) at Lord Grey Academy have attended MKSP inter agency enhanced training; 'Everybody's Business', The Designated Lead and Deputy DSL undergo NSPCC DSP training bi-annually. DSL also trained as; Train the Trainer; Single Agency Basic Safeguarding Children Training, Supervision Trainer and as a CEOP Ambassador.

6.3. External Agencies

Staff from external agencies will adhere to the training guidance as recommended by their professional body. Please refer to these agencies' own CP guidelines for further clarification.

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 2020 update) and to be aware of who the members of the Safeguarding Team are and who the designated DSL and DDSL are.
- To have read and understood **Part 1- Keeping Children Safe in Education September 2020**
- 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 Child Protection Administration Assistant 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

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 fulfil 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.
- 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 Pupil Achievement Leaders (PALS) and the Heads of House 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 PALS 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](#)

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 has 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 2019.
- 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 fulfils 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 (SWEET) and Off Site Workers for Work Placements

- If a student is going to work off site, for example for Work Experience or for a SWEET 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
- The academy will ensure that a risk assessment has taken place before the placement commences. A third party, such as an Education Business Partnership (EBP) like Develop can undertake these risk assessments on behalf of the academy.
- The academy will most usually broker such placements through a reputable EBP such as Develop. If this is not possible a link teacher from Lord Grey Academy will be nominated who will take responsibility for the risk assessment being carried out and being robustly monitored
- However the placement is brokered, a link member of staff will be nominated from Lord Grey Academy or the EBP (the link adult)
- 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. A link adult will monitor the placement on behalf of Lord Grey Academy
- Off site workers, such as those who line manage or mentor the student working off site, will be asked to have a voluntary Vetting and Barring Service check but we cannot make this compulsory. However if the Lord Grey Academy link adult feels that there is any risk, the placement will be terminated
- In a work setting a student might be working with many adult colleagues or with members of the public, so it is not feasible for all to have a Vetting and Barring Service check; however if the Lord Grey Academy link adult feels that the student's safety is being put at risk in any way, the placement will be terminated
- 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.
- 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 CP files should be stored in a locked cabinet in the DSL office and comply with Data Protection procedures (including updated GDPR compliance).

8. 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.

8.1 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.

8.2 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?

8.3 Sexual Abuse

Sexual abuse occurs when adults exploit children sexually, to meet their own sexual needs. It involves fondling and exposure to pornographic materials as well as more specific abuse, such as:

- 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.

8.4 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

8.5 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.

8.6 Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. All staff should be clear about the academy's procedures of dealing with peer on peer abuse.

- We try to minimise the risk of peer on peer 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 peer on peer abuse.
- allegations of peer on peer 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 peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and the different forms peer on peer 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.

Reference should also be made to 'Behaviour for Learning 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 new 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

8.7 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.

8.8 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. 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.

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

1. 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.
2. Remove the student to a quiet area with another adult present as appropriate.
3. Request to see the injuries or tablets taken etc. Ask when the injuries occurred, when the tablets were taken and how many.
4. Write this information down and any other action that was taken or not taken and why.
5. 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.
6. Self-Harm Assessment Form should be completed, available from Student Services
7. 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.
8. 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.
9. 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.
10. 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.

10. Other Issues

10.1. 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.

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.

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.

10.2. 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).

Additional Issues

Students with the following issues will often not cope well at academy. 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.

10.3. 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 with a member of the ST or with Rebecca Reynolds who is the Designated Teacher for Mental Health for both staff and students.

10.4. 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.

10.5. 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 House. A referral to COMPASS may be made by the ST if it has been deemed appropriate.

10.6. 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.

10.7. Domestic Abuse

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.

10.8. 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.

10.9. 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.

10.10. 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.

10.11 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.

10.12 Children with Family Members in Prison

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 House Teams.

10.13 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 Preventing Radicalisation Duty Policy**.

10.14 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

10.15 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 offence. See link in KCSIE 2020 update. [Keeping children safe in education](#)

10.16 Complaints and allegations made against staff including governors, volunteers, supply teachers and agency staff.

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. 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.

10.17 Online Safety and Social Media

Lord Grey Academy uses appropriate software that prevents unauthorised access to illegal websites. It also 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. There are school variations in terms of how online use, by staff and students, is monitored. IMPERO is used and provides weekly 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.

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.

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.

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 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 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.

10.18 Children Missing in Education

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing 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:
 1. leave school to be home educated
 2. move away from the school's location
 3. remain medically unfit beyond compulsory school age
 4. are in custody for four months or more (and will not return to school afterwards); or
 5. 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.

10.19 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 judgment 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.

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.

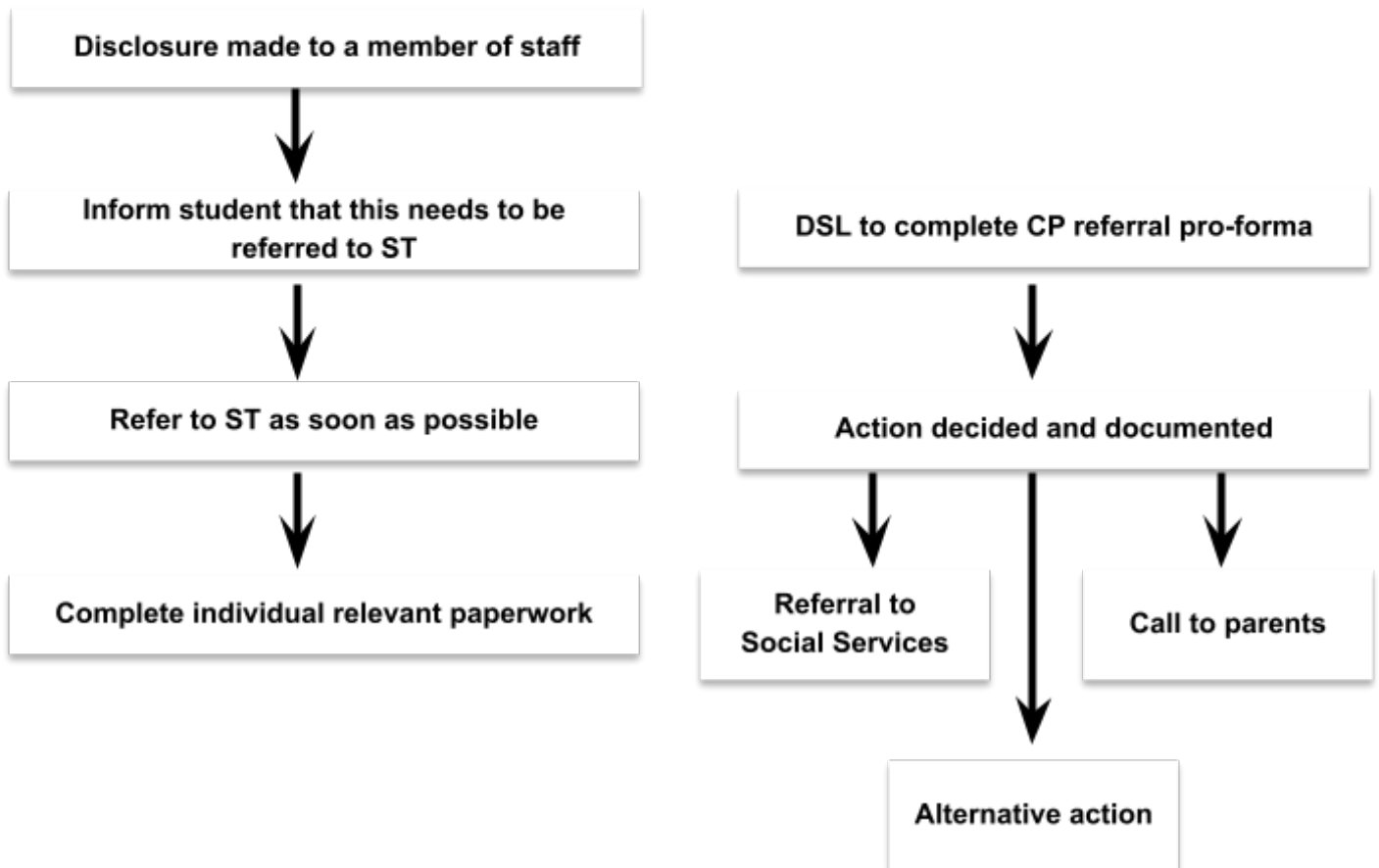
| | |
|--|---|
| <p>To make a referral or consult regarding concerns about a child</p> | <p>Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) Telephone: 01908 253169 or 253170 during office hours OR Emergency Social Work Team Telephone: 01908 265545 out of office hours Email: children@milton-keynes.gov.uk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

13. Changes Log

| Section Changed | Paragraph | Changed by | When change made |
|--|------------------|----------------------------|-------------------------|
| 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 |

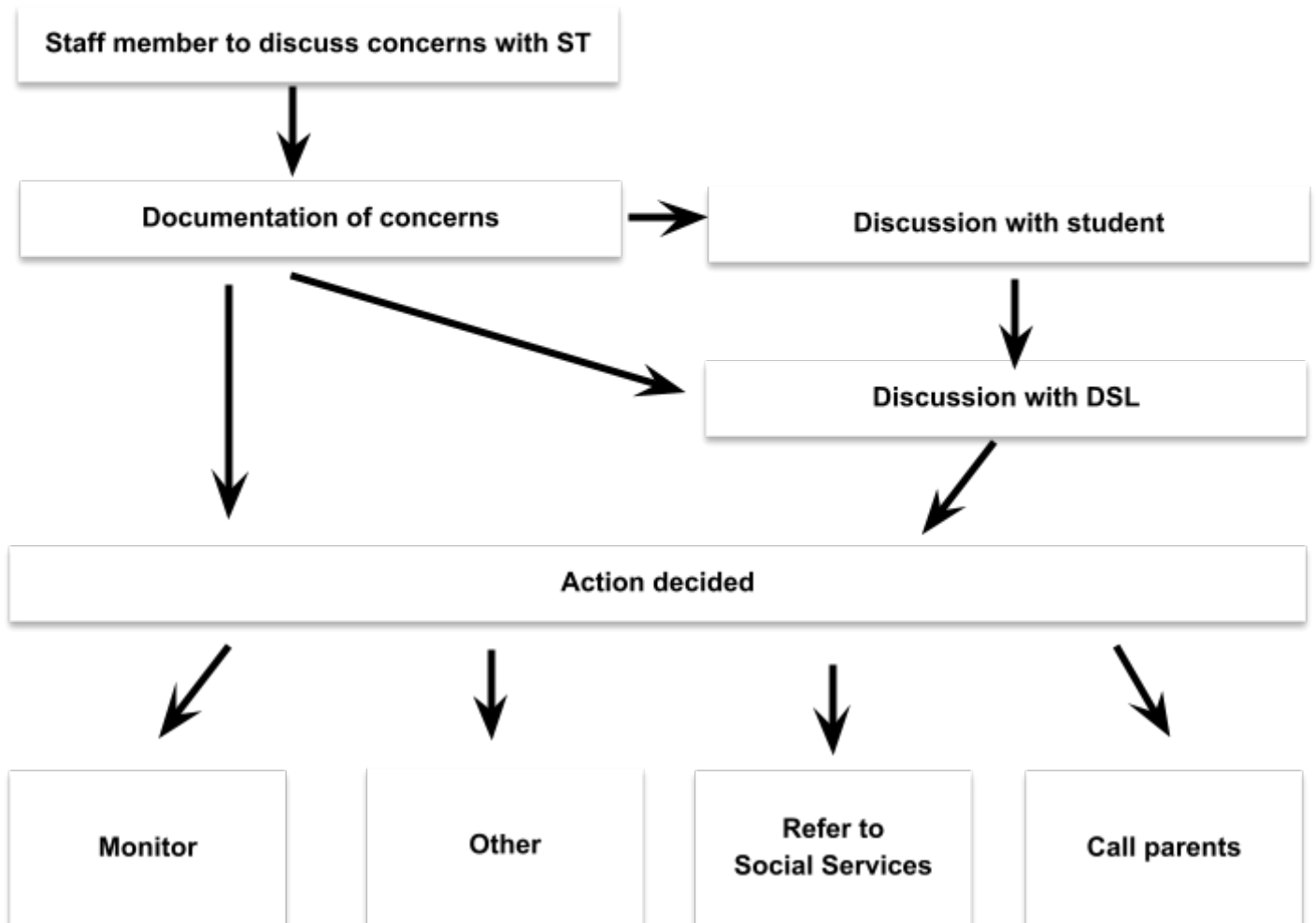
14. Spontaneous Disclosure to Member of Staff Appendix 1

The time taken on each of the flow charts should be the shortest possible and completed on the day that the issue was raised at the very latest.



15. Concern of Suspected Abuse Appendix 2

The time taken on each of the flow charts should be the shortest possible and completed on the day that the issue was raised at the very latest.



16. Students Who Self Harm Appendix 3

The time taken on each of the flow charts should be the shortest possible and completed on the day that the issue was raised at the very latest.

See also, Self Hrm Toolkit

