

SAFEGUARDING AND CHILD PROTECTION POLICY

Mission Statement

'Lord Grey Academy is a future-driven, aspirational and inclusive academy offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving academy with an ambition to become an outstanding first choice local academy'.

Motto: **Aspire, Learn, Achieve**

Core Values:

"Be resilient, independent and hardworking."

"Be kind, caring and positive."

"Be ambitious, aspirational and determined."

"Be respectful, helpful and honest."

POLICY MANAGER:	Nigel Handyside
COMMITTEE:	AIB
REVIEW DATE:	September 2018
NEXT REVIEW DATE:	September 2019

TABLE OF CONTENTS

1.	Key Contacts	4
2.	Introduction	4
3.	Key Personnel	7
4.	Key Documents	8
5.	Guidelines for Dealing with Suspicions of Abuse	8
5.1.	Advice on how to deal with a disclosure (See Appendix 1).....	8
5.2.	When a young person makes an allegation of abuse the member of staff who receives it must:	8
5.3.	When there are suspicions of abuse the staff member must:	8
5.4.	Dealing with allegations against a member of staff.....	9
6.	Training	9
6.1.	All staff.....	9
6.3.	External Agencies.....	10
6.4.	Child Protection Officer/Manager	Error! Bookmark not defined.
6.5.	Students	10
6.6.	Support	10
6.7.	All Staff	10
6.8.	Safeguarding Team	11
6.9.	Designated Child Protection Administration Assistant	11
6.10.	Designated Safeguarding Lead	12
6.11.	Headteacher.....	Error! Bookmark not defined.
6.12.	Supported Work Experience Extended Placements (SWEEP) and Off Site Workers for Work Placements	13
7.	Records and Monitoring	13
8.	Definitions and indicators of abuse and neglect (see appendix 2).....	14
8.1.	Children's Social Behaviour	14
8.2.	Physical Abuse	14
8.3.	Sexual Abuse.....	14
8.6.	Emotional Abuse.....	18
8.7.	Neglect	18
9.	Guidelines for dealing with self-harm.....	18
9.1.	What to do if as a staff member you discover that a student may be self-harming (See Appendix 3).....	19
10.	Other Issues.....	20

10.1.	Depression and Mental Health Issues	20
10.2.	Eating Disorders.....	20
10.3.	Alcohol and Drugs	20
11.	Promoting Student Welfare.....	22
11.1	Purpose	22
11.2	Definition.....	23
11.3	Guidelines and Procedures.....	23
11.4	The Senior Leadership Team will:.....	23
11.5	Staff should:.....	23
11.6	Staff should never:.....	24
11.7	Students should:	24
12	Appendix 1	25
13	Appendix 2	26
14	Appendix 3	27
15.	Key Contacts	28
16.	Changes Log.....	28

1. Key Contacts

Key contacts for safeguarding and child protection.

Name - Role	Contact details
Jim Parker - Principal (Recruitment)	01908 626113 jim.parker@lordgrey.org.uk
Nigel Handyside Vice Principal - Designated Safeguarding Lead (Prevent, CSE, FGM, Recruitment, On-line safety)	01908 626112 nigel.handyside@lordgrey.org.uk
Sally Cass – Deputy Designated Officer and Child Protection Manager – SENCO	01908 626128 sally.cass@lordgrey.org.uk
Sarah Conway – TOVE TRUST AIB Safeguarding Lead	TBC
Safeguarding Team	
Jess Britton Health and Welfare Officer(FGM)	01908 626153 jess.britton@lordgrey.org.uk
Charlotte Carron – Academy Counsellor	01908 626135 charlotte.carron@lordgrey.org.uk
Anna Smith – Learning Support Advisor	01908 626128 anna.smith@lordgrey.org.uk
Sarah McVeigh – Attendance Officer (Attendance, CMIE)	01908 626167 sarah.mcveigh@lordgrey.org.uk
Alex Harrison – Learning Support Advisor (CSE)	01908 626172 alex.harrison@lordgrey.org.uk
Jen Machon – Eden Centre Manager	01908 626139 jen.machon@lordgrey.org.uk
Sheridane Kilbane - Learning Support Advisor	01908 626172 sheridane.kilbane@lordgrey.org.uk
Alison Butterfield – KS5 Support Co-ordinator	01908 626195 Alison.butterfield@lordgrey.org.uk
Sarah Lightbody – Safeguarding and Child Protection Administrator	01908 626112 sarah.lightbody@lordgrey.org.uk
Becky Reynolds – Mental Health & Wellbeing – Designated Teacher for Looked After Children	01908 626121 rebecca.reynolds@lordgrey.org.uk
Jason Darvell - Sixth Form	01908 626180 jason.darvell@lordgrey.org.uk

2. Introduction

2. SAFEGUARDING STATEMENT

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' which permeates every aspect of the work of Lord Grey Academy staff; it is the over-arching principle that students should be safe whilst at the academy. This is true for physical safety, emotional safety 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. It is an integral part of every academy and 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 2018.

3. DEFINITIONS

Safeguarding is protecting children from maltreatment; preventing the impairment of 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 2015).

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 (Working Together to Safeguard Children 2015).

Lord Grey Academy shares the objectives of the Milton Keynes Safeguarding Board (MKSB) 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 MKSB 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 refer in turn 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

Lord Grey Academy adopts the key statutory guidance Keeping Children Safe in Education, published by the Department for Education in April 2014, revised September 2018: Publications - GOV.UK and any subsequently published supplementary advice. Disqualification under the Childcare Act 2006 - Publications - GOV.UK.

Keeping Children Safe in Education 2018 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
- Further information on Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)
- Preventing radicalisation (Prevent Duty).

All staff should as a minimum read the separate 21 page document Keeping Children Safe in Education 2018 update: Information for All Academy and College Staff (which reproduces and summarises Part One of the main guidance), and be able to demonstrate they have understood the contents.

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015): Publications - GOV.UK.

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 new inspection framework which came into effect from 01 September 2015: Common Inspection Framework: education, skills and any accompanying inspection evaluation schedules and handbooks, including the August 6th update 2018.

<https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy>

Common inspection framework: education, skills and early years from September 2015 - Publications - GOV.UK.

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 Board (MKSB) and which are based on the statutory guidance Working Together to Safeguard Children 2015.

Milton Keynes Safeguarding Board procedures:-

MKSB procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance; and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics.

All designated teaching staff and governors must be aware of this guidance and its implications. 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.

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; Strategy Meetings.

3. Key Personnel

- Principal - Jim Parker
- Designated Safeguarding Lead (DSL) - Nigel Handyside
- Deputy Designated Safeguarding Lead - Sally Cass
- Safeguarding Team (ST) - Academy Health and Welfare Officer, Academy Counsellor, Designated Learning Mentor, Mentors (LSU) SENCO (Deputy DSL), Student Services Manager, Eden Centre Manager, Sixth Form Learning Mentor. Designated teacher for Mental Health and Wellbeing.
- Designated Safeguarding & Child Protection Administration Assistant - Sarah Lightbody.

See also the Key Contacts reference at the start of this policy.

4. 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 the Keeping Children Safe in Education 2018 Part 1 and on page 26 it provides a links to all statutory and non statutory guidance. See link below;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf

5. Guidelines for Dealing with Suspicions of Abuse

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 Senior Leadership Team (SLT)
- 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
- 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 of suspicions.

5.4. **Dealing with allegations against a member of staff**

- Any suspicion, allegation or actual abuse by a member of staff must be reported to the DSL and Principal as soon as possible.
- 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 Principle 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 AIB 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 to access appropriate training.

6.1. **All staff**

Teachers receive education in 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 **yearly** 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 through regular updates in staff meeting, briefings and through online training as required.

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 annually, in line with advice from MKSB. However all members of the Safeguarding Team (ST) in Lord Grey Academy have attended MKSB 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 wide range of aspects of safeguarding. Many of these are delivered through our PHSE programme and through Vertical Tutoring (VT) system and allows for discussions to be had in small group settings of about 15 students. The display of helpful information such as national children's help lines (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.

Roles and Responsibilities

6.7. All Staff

- To familiarise themselves with this Safeguarding and Child Protection Policy (September 2018 update) and to be aware of who the members of the ST are and who the designated DSL and Deputy DSL are.
- To have read and understood part 1 of: Keeping Children Safe in Education September 2018
- 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 FGM and 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

- 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 AIB 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 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 MKSB 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

- 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 with in 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.

6.10. Designated Safeguarding Lead

- To support and advise a member of the ST in undertaking his/her role
- To act as the CP and safeguarding representative on SLT
- To respond to any allegations made against a member of staff
- To provide the Principal with an annual report for the AIB 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. (undertake an online annual audit)
- 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.
- To oversee the completion of appropriate Risk Assessment as deemed necessary to keep children safe and help staff manage students at risk.

6.11. Principal

- To put in place procedures for handling cases of suspected abuse which are consistent with those agreed by the MKSB and easily available to all staff
- To ensure that parents have access to the Safeguarding and Child Protection Policy via Lord Grey Academy Website
- To appoint a designated person to co-ordinate action within the academy and liaise with other agencies on suspected abuse
- To ensure there is a designated person from the AIB for Child Protection
- To liaise with the nominated ST, DSL and AIB 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 2018.

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

6.12. 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
- 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. Individual staff should keep his/her own record of notes, securely, regarding the welfare or behaviour of children (e.g. Academy Counsellor, Learning Mentors, and Tutors). This is in addition to the information stored by members of the ST.

We use an online Child Protection Online Management System (CPOMS) to record all CP and safeguarding concerns. This is a sophisticated piece of software, which enables us to

manage appropriate access to confidential information that is stored securely. (GDPR compliant)

All CP records/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.

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

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, educative inputs may be enough to address the behaviour.

Abusive sexual activity included 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 on 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.

Assessment

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:

8.5.1 Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

8.5.2 Consent – agreement including all the following:

- Understanding that 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

8.5.4 Peer on peer abuse

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

- We try to minimise the risk of peer on peer abuse through out 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 investigated and dealt with by the Heads of House and Pastoral team. Full and detailed investigations will take place. 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 type violence and rituals

8.5.3 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.

8.6 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.

8.7 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 re-assure 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 CPT 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 the 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 concerned.

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

Lockdown procedure

Whilst the academy is unable to cover every possible scenario regarding the need to implement a lockdown 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 Policy).

10.1. Depression and Mental Health Issues

Some students who attend 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 academy work and behaviour may be affected. They may need additional support in academy. 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.

10.2. 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 in academy include: avoiding the Dining Hall; difficulties with sport; pallid complexions; thin; disappearance after meals; always 'on a diet'; 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.

10.3. Alcohol and Drugs

Some students do consume drugs and alcohol outside academy. If you suspect that a student is under the influence of either drugs or alcohol in 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.

10.4. **Domestic abuse**

“The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If you have any concerns regarding Domestic Abuse then you must report this to the DSL as soon as is possible and record your concerns on CPOMS.

10.5. **‘Honour-based’ violence**

“Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take”. If you have any concerns regarding ‘honour-based’ issues then you must report this to the DSL as soon as is possible and record your concerns on CPOMS.

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. 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; (re referrals about vulnerable adults)

- 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.

11. Promoting Student Welfare

Safeguarding is more than protecting children and young people from neglect and abuse. It is defined by a Government document called ‘Working Together to Safeguard Children’ in 2015 as:

‘Protecting children from maltreatment and preventing impairment of children’s health and development.’

It adds that “Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim proactively to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.”

Safeguarding encompasses keeping them safe from accidents, crime and bullying and actively promoting their welfare in a healthy and safe environment.

Lord Grey Academy believes that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.

The Academy recognises that because Lord Grey Academy staff are in regular and frequent contact with children, they are particularly well placed to safeguard and promote the welfare of students. Lord Grey Academy is aware of the responsibilities which all staff have with regard to the welfare of students.

11.1 Purpose

To make sure that clear support systems to safeguard and promote the welfare of students are in place:

- to support students, parent/carers and staff in dealing with students’ welfare
- to provide regular, quality training for all adults
- to develop access to support services that support students, parents/carers and staff in dealing with Child Protection matters, ensuring that contact details are readily and easily available to all
- to set out procedures to avoid accusations of staff misconduct .

11.2 Definition

Safeguarding is “the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully”, *Working Together to Safeguard Children, DfES, 2015*.

Section 175 of the Education Act 2002 introduced a duty on governing boards to have arrangements to ensure that they exercise their functions with a view to safeguard and promote the welfare of children. This requires academies to review policies and procedures annually.

11.3 Guidelines and Procedures

It is the responsibility of everyone in the Lord Grey Academy community to be vigilant about safeguarding and student welfare.

The Principal will:

- Ensure that everyone knows what safeguarding is and that it is taken seriously
- Ensure that an Assistant Principal is designated as the person in charge of Children Looked After and receives appropriate training
- Encourage students and parents to inform the academy of any concerns
- Ensure that the development of the use of new and existing media technologies does not expose students to any potential harm
- Work with the ICT Network Manager and other relevant staff to ensure safeguarding when using digital media and education of students in safe use of the Internet
- Ensure that the academy has access to the external and internal resources to offer extensive support
- Monitor the processes for promoting student welfare and safeguarding to ensure that adequate resources are given to it
- Work with the Governing Board to put mechanisms in place to ensure that students requiring safeguarding measures are monitored in relation to their situation and progress with their learning
- An annual report will be prepared for the Governing Board
- Ensure all recruitment procedures follow safeguarding best practice.

11.4 The Senior Leadership Team will:

- 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.

11.5 Staff should:

- Always be aware of the needs of young people, and be vigilant for any possible signs of abuse

- Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff should be present or informed of the meeting
- Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with SLT before they takes place
- Understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else
- Not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents or carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability
- Not contact or meet with young people outside organised activities, unless it is with the knowledge and consent of parents and someone in charge of the activity
- Plan residential experiences in accordance with safeguarding best practice
- Be aware of the impact of domestic violence on young people
- Ensure that their personal relationships do not affect the young people around them
- Remember that on rare occasions young people can be responsible for abusing their peers
- Also see our Physical Restraint Policy.

11.6 Staff should never:

- Engage in sexually provocative or rough physical games
- Allow students to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments)
- Make sexually suggestive comments in front of, about, or to a young person, even in fun.
- Use sarcasm
- Let allegations made by a young person go without being addressed and recorded
- Deter young people from making allegations through fear of not being believed
- Jump to conclusions without checking facts
- Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines).

11.7 Students should:

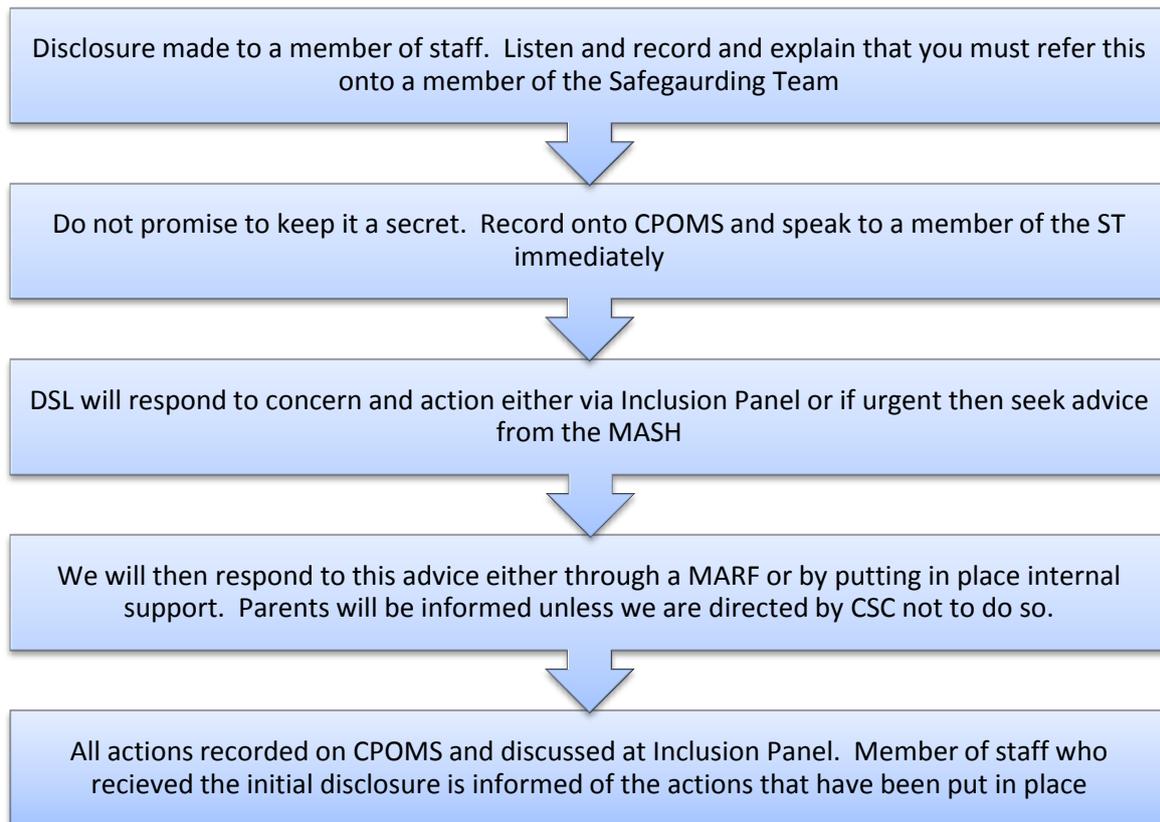
- Understand the need to keep individuals safe and its impact upon others
- Be aware of other people's feelings and sensitivities
- Understand that some 'jokes' are not commonly understood or appreciated and may cause offence
- Encourage each other to report any concerns or issues
- Be prepared to accept that people make mistakes and can learn from them.

11.8 Prevent

Also see the academy's Preventing Radicalisation Duty Polic

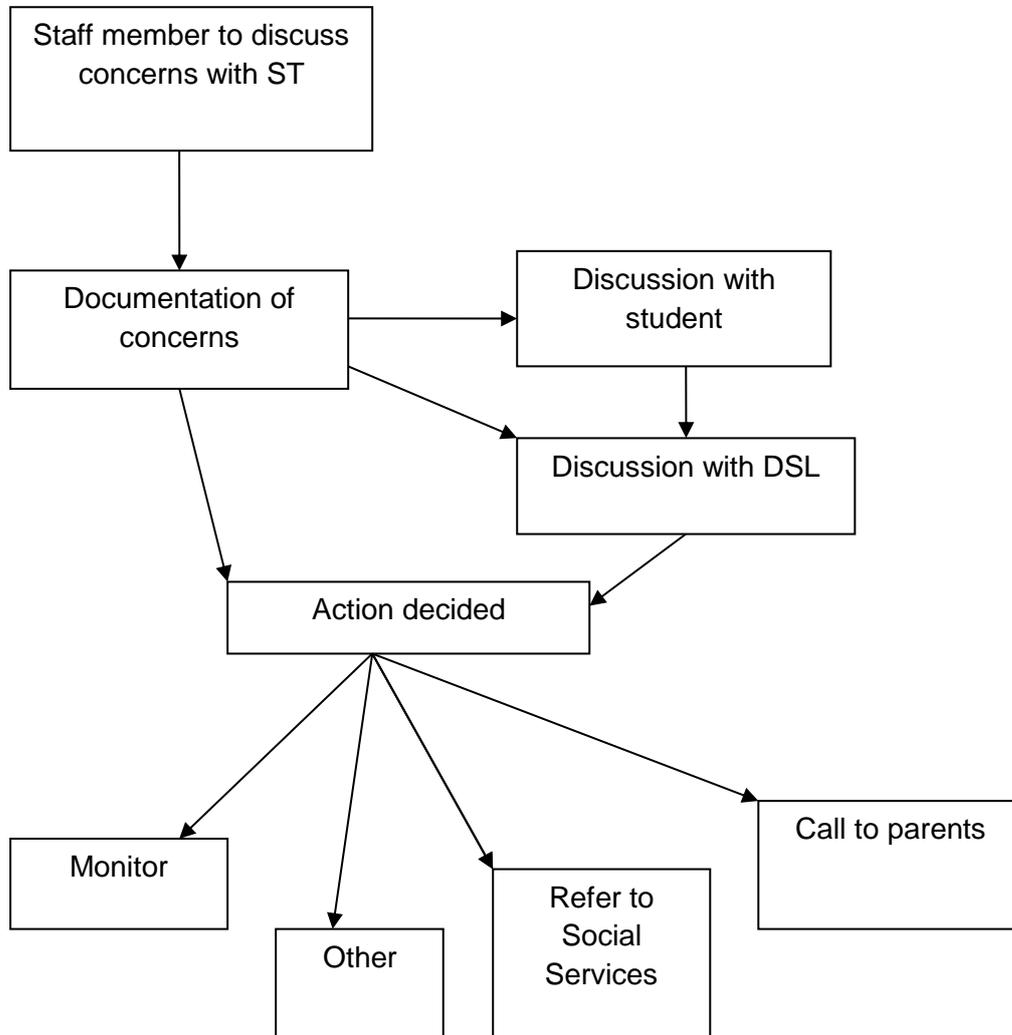
Appendix 1

Spontaneous Disclosure to a Member of Staff



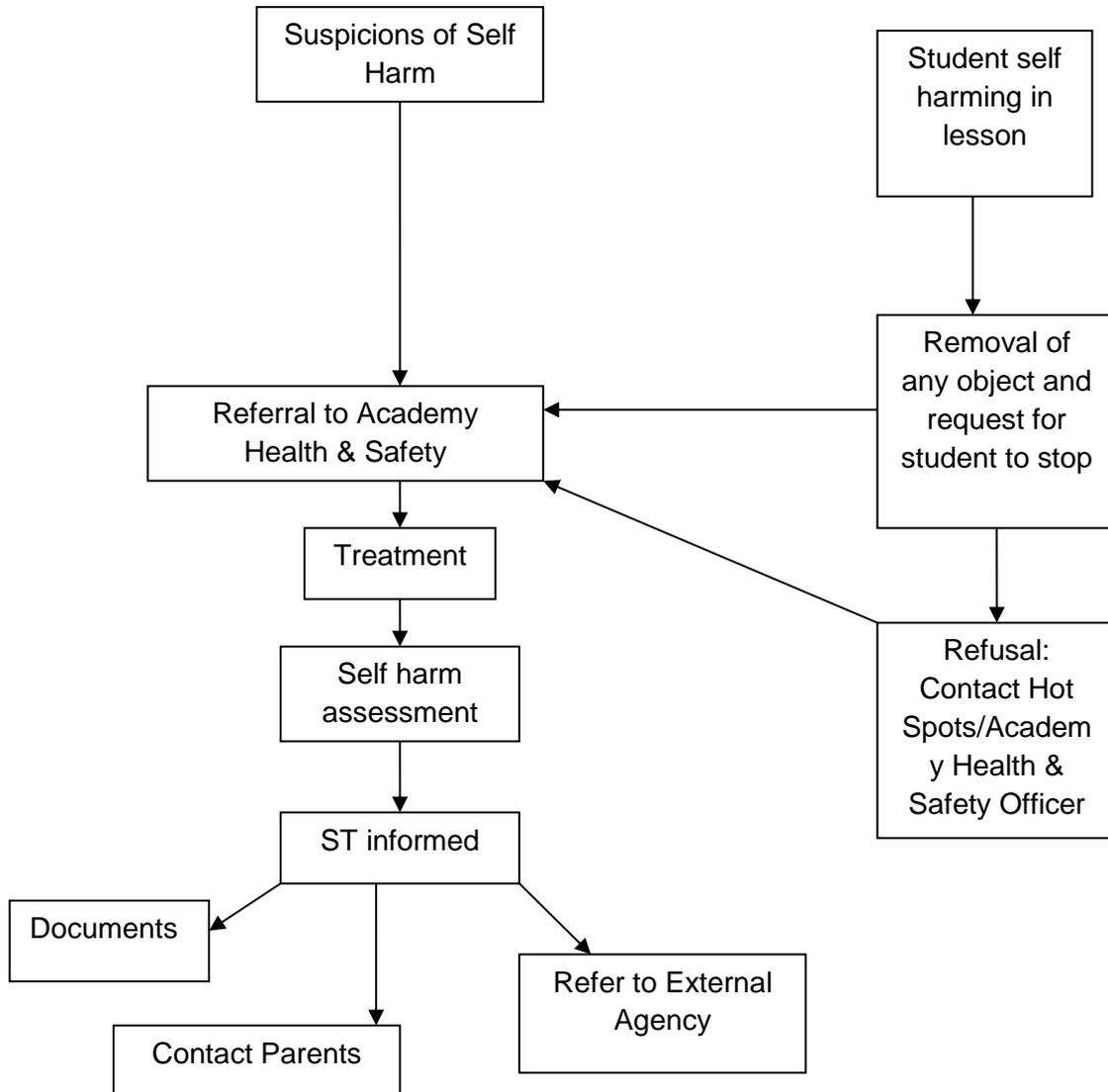
12 Appendix 2

Concern of Suspected Abuse



13 Appendix 3

Students who Self Harm



15. 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. **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): Tel: 01908 253169 or 253170 during office hours or Emergency Social Work Team 01908 265545 out of office hours email: children@milton-keynes.gov.uk
For allegations about people who work with children.	Contact the MILTON KEYNES COUNCIL MASH as above or: Jo Clifford Local Authority Designated Office (LADO) Tel: 01908 254306 email: lado@milton-keynes.gov.uk If you wish to discuss any concerns and are unsure if the above criteria has been met please complete and return a LADO Notification form (DOC, 111KB) or lado@milton-keynes.gcsx.gov.uk (secure email) prior to contacting her on 01908 254300.
For information about safeguarding training for academies and education settings.	Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: penny.giraudeau@milton-keynes.gov.uk
For general queries regarding safeguarding.	MKC Children & Families Head of Safeguarding: Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk
Milton Keynes Safeguarding Board. Detailed information and guidance about safeguarding children and inter-agency training opportunities.	www.mksb.org

16. Changes Log

Section Changed	Paragraph	Changed by	When change made
11.8 added on Prevent	11.8	Tracey Jones	01.01.2016
Grammar update	all	Tracey Jones	01.01.2016
Intro update	Page 4	Tracey Jones	05/09/2016
Complete update	Throughout	Nigel Handyside	10/11/2016
Terminology update	Throughout	Nigel Handyside	1/12/2016
Updated staffing changes	Page 4	Nigel Handyside	3/12/2016
Page 9	Number 6.1 Online training no longer available from MKSB	Nigel Handyside	3/1/2016
Throughout	Working together to safeguard children from 2006 up to 2015, its most recent update.	Nigel Handyside	3/12/2016
Grammatical changes		Jane Kenyon	22/02/2017
Content updates to include CSE and sexual	Paragraph 10, 8.3 and 1	Nigel Handyside	22/09/2017

abuse by young people, detail added, and lockdown procedure added.			
Minor changes		Alicja Tomey	17/10/2017
Names added to SG team and other minor changes		Jane Kenyon	11/01/2018
All sections in light of KCSIE 2018 September	Throughout	Nigel Handyside	24.08.2018