



Safeguarding and Child Protection Policy

Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to establish a climate in which the safeguarding and welfare of the children in our care is of prime importance. We will provide a safe and welcoming environment where children are respected and valued. As a setting we are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We are mindful at all times of updated and revised national requirements. In particular, we follow the guidance provided by the DfE through documents such as Keeping Children Safe in Education - September 2019.

An important aspect of our policy is to ensure that all children feel safe at school. We have a strong ethos where students and staff can talk freely about concerns, in the belief that they will be listened to and appropriate action taken. We actively encourage all students to speak with any member of staff should they have any worries or concerns.

Principles

Our core safeguarding principles are:

- It is the setting's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care
- Representatives of the whole school including children, parents and staff will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date
- The setting will ensure that the welfare of children is given paramount consideration when developing and delivering all activities
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All children and staff involved in child protection issues will receive appropriate support from the manager of the setting who will follow this policy guidance in doing so.

Aims

- To provide all staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the setting provision
- To demonstrate the setting's commitment to safeguarding children.

Policy Monitoring, Review and Evaluation

This policy will be reviewed on an annual basis and as and when deemed necessary. The annual review will include attendance by the proprietors. The review will include checking the effectiveness of all of the school's safeguarding policies and procedures. Any revisions required as a result of review will be implemented as soon as reasonably practicable.

The safeguarding policy will be monitored, reviewed and evaluated for its effectiveness constantly on an informal basis by the headteacher, DSL and proprietors. Formal weekly meetings between the headteacher and DSL will raise the effectiveness of the safeguarding policy. The headteacher will also hold formal meetings with the proprietors concerning monitoring and effectiveness, again on a weekly basis.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm. All members of staff are aware of the document 'Keeping Children Safe in Education' which was updated in September 2018. All staff have been given a copy of part 1 of this document for their own use alongside annual and as and when required Safeguarding training in order to reinforce the importance of the guidance and safeguarding as a whole.

Context

The Children Act 1989 states that the child's welfare is paramount and that every child has a right to protection from abuse, neglect and exploitation.

The **Designated Safeguarding Lead (DSL)** for child protection in this setting is:

Imran Siddique - 07826 854661

Naeem Bashir - 07974240964

We will ensure every staff member (including temporary/ supply staff/volunteers/ assistance), parents and directors know the name of the DSL responsible for safeguarding children.

Establishing a professional code of practice

All staff will be informed of the setting's code of conduct during the induction process, and will sign to adhere to these conditions. Any staff known to be breaking these conditions will be given a formal warning and disciplinary action will follow. (Noted below) Breaking these conditions is a sackable offence.

Disciplinary Procedure: (Guidance taken from ACAS – Code of Practice 1)

At North Road Academy (NRA) and Nursery the DSL will carry out necessary investigations of potential disciplinary matters without unreasonable delay to establish the facts of the case. In some cases this will require the holding of an investigatory meeting with the staff member before

proceeding to any disciplinary hearing. In others, the investigatory stage will be the collation of evidence by the employer for use at any disciplinary hearing.

If there is an investigatory meeting this may not result in any disciplinary action, and although there is no statutory right for an individual to be accompanied at a formal investigatory meeting, NRA and NRN will allow employees to bring one individual of their choice to the meeting as long as they are not involved in the investigation.

If it is decided that there is a disciplinary case to answer, the staff member will be notified of this in writing (as long as this will not compromise the investigation). The notification will contain sufficient information about the alleged misconduct and the possible consequences of these. This will give the staff member time to prepare to answer the case at the disciplinary meeting. Where appropriate we will provide copies of any written evidence, which may include any witness statements, with the notification.

The notification will also give details of the time and venue that the disciplinary meeting will take place and will advise the staff member of their right to be accompanied at the meeting.

At the meeting we will explain the complaint against the individual and go through the evidence that has been gathered. The individual will be allowed to set out their case and answer any allegations that have been made. The individual will also be given a reasonable opportunity to ask questions, present evidence and call relevant witnesses. They will also be given an opportunity to raise points about any information provided by witnesses. Where we as the employer or the individual intend to call relevant witnesses there will be advance notice given.

After the meeting we will decide whether or not disciplinary or any other action is justified and the individual will be informed accordingly in writing.

Where misconduct is confirmed we will give the employee a written warning. A further act of misconduct or failure to improve within a set period will result in a final written warning.

If the individual's first misconduct is sufficiently serious, it may be appropriate to move directly to a final written warning. This may occur where the individual's actions have had, or are liable to have, a serious or harmful impact on the children or staff.

A first or final written warning will set out the nature of the misconduct and the improvement in performance required (with timescale). The individual then will be told how long the warning will remain current. We will also inform them of the consequences of further misconduct, or failure to improve their performance, within the set period following the final warning. For instance that it may result in dismissal or some other contractual penalty such as demotion or loss of seniority.

A decision to dismiss will only be taken by the directors of the Academy and the employee will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end the appropriate period of notice and their right of appeal.

Some acts, termed gross misconduct, are so serious in themselves or have such serious consequences that they may call for dismissal without notice for a first offence. But a fair disciplinary process will always be followed, before dismissing for gross misconduct.

In cases where an employee is persistently unable or unwilling to attend a disciplinary meeting without good cause the directors of the Academy and the Safeguarding Officer will make a decision on the evidence available.

If an individual chooses to appeal against the decision an impartial manager or director will deal with this who has not been involved in the investigation so far. The individual will be informed of the result of the appeal via writing as soon as possible.

Roles and responsibilities

All education settings must nominate a senior member of staff to coordinate child protection arrangements. (Our setting has two DSL's in order to ensure cover is available should one be absent.

The setting will ensure that the DSL:

- is appropriately trained
- acts as a source of support and expertise to the setting
- has an understanding of the Local Safeguarding Children Board procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- Keeps a record of staff attendance at child protection training and makes this policy available to parents.

Good practice guidelines

To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice:

- to treat all children with respect
- to set a good example by conducting ourselves appropriately
- to ensure staff are positive role models to children and other members of the team and never engage in rough, physical or sexually provocative games
- to involve children in decision-making which affects them (taking age and development of children into account)
- to encourage positive and safe behaviour among children
- to be a good listener
- to be alert to changes in a child's behaviour
- to recognise that challenging behaviour may be an indicator of abuse
- to read and understand all of the setting's safeguarding and guidance documents on wider safeguarding issues, for example, physical contact and information-sharing
- to ask the child's permission before doing anything for them which is of a physical nature (hand shaking, hugging etc.), such as assisting with dressing or administering first aid
- to maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- to be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse

- to raise awareness of child protection issues and equip children with the skills they need to keep themselves safe
- to provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children and gain their agreement (taking age and development of children into account)
- To establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement.

Intimate/Personal care

Children's dignity will be preserved and a level of privacy ensured. The normal process of changing children after an accident should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves vulnerable and will always work in an open environment by avoiding private or unobserved situations or closing doors to toilet areas.

Behavioural expectations to ensure children are safe and to ensure false accusations are avoided

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them and the 'organisation' must be of uppermost importance in practitioners' minds at all times.

We do not:

- Use any kind of physical punishment or chastisement such as smacking, hitting or rough handling
- Behave in a way that frightens or demeans any child
- Use any racist, sexist, discriminatory or offensive language
- Let allegations a child makes go unchallenged, unrecorded or not acted upon.

Safeguarding and other relevant policies

This policy works closely with our E-Safety policy, anti-bullying policy and health and safety policy. These policies are all in place and also implemented effectively.

Use of Mobile Phones

All staff are aware that use of mobile phones is prohibited within the rooms or where the children may have access. During the induction process staff are made aware that mobile phones must be put away and can only be used at break times and away from the children. (See Mobile Phone Policy)

Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Ensure the setting's designated camera is only used in the setting images taken on the setting's camera will not be emailed as it may not be secure

- Ensure parents and carers are not permitted to take photographs of the children in the setting unless prior consent has been obtained by the head teacher for example for a special event, such as an Eid party
- Ensure that if photographs or videos of children are to be taken in the setting, the setting's own equipment will be used
- Ensure all cameras used are open to scrutiny (For more details please see the Camera Policy).

Children who may be particularly vulnerable

To ensure that all of children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Do not have English as a first language.

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- responding sympathetically to any request from a member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies.

Allegations against a member of staff

The statutory framework states: 'Registered providers must inform Ofsted of these allegations as soon as reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider, who without a reasonable excuse fails to comply with this requirement, commits an offence'. An allegation of child abuse made against a member of staff may come from a parent, another member of staff or from a child's disclosure.

The setting will:

- report such allegations in the same way as any other child protection referral
- record the details that give cause for concern
- Contact The Local Authority Designated Officer (LADO) at the SRT team on 01782 235100 for advice on what do next

- instigate the disciplinary procedure, due to the serious nature of the concerns, and suspend the member of staff until a full investigation has taken place following advice from the LADO
- not take further disciplinary action until the outcome of the investigation is known
- cooperate fully with the process of Social Care and the Police investigations
- support and treat with respect the member of staff whilst suspended
- ensure, if it appears from the results of the investigation that the allegations are justified, that disciplinary action will follow, in full consultation with the management committee and with legal advice
- where it seems likely that 'on balance of probabilities' abuse may have taken place, be able in law to dismiss the individual and refer them to the PoCA list
- if the result of the investigation is that it was a false allegation, give the individual appropriate support
- Inform Ofsted throughout the investigation. Telephone 0300 123 1231.

Allegations against the headteacher

If a staff member has concerns in relation to the head teacher and therefore is unable to speak to him directly then they must do the following:

- Record the concerns on an incident record
- Contact Naeem Bashir or Imran Siddique with concerns and hand over the incident record to them **only**
- Or contact LADO directly.

Please note you must never discuss any concerns with anyone else other than those that deal with safeguarding concerns, for example the settings DSL.

The school understands that it has a duty to refer a person who is deemed unsuitable for working with children to the Disclosure and Barring Service (DBS.) If any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing harm or is at risk of harm to children then a notification to the DBS will be made by the school.

Disclosure and Barring Service referral guidance, 2012;
www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints.

Whistle blowing

Any individual who has reasonable suspicion of malpractice should inform the head teacher immediately. If they do not feel this is the appropriate person they should approach the other DSL (Imran Siddique) or Ofsted. It is recognised for some people that this can be a daunting and difficult experience.

All reports will be investigated and dealt with in confidence, including only those staff on a 'need to know' basis.

You can 'blow the whistle' directly to the NSPCC hotline on the following:

Call [0800 028 0285](tel:08000280285)

Email help@nspcc.org.uk

Further guidance can be obtained on the procedure on <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the designated safeguarding person. Complaints about the designated safeguarding person should be reported to Naeem Bashir on 07974240964 or directly to LADO.

The following definitions should be used when determining the outcome of allegation investigations:

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

(KCSiE: September 2018)

Role and responsibility of the proprietors

The proprietors are responsible for ensuring the safety of the school and will ensure that:

- The Safeguarding Policy is kept up to date and in line with all current guidelines
- All Safer Recruitment processes are in place for new recruits
- At least one senior member of the school's leadership team takes on the Designated Safeguarding Lead role and attends refresher courses every two years.
- All staff are provided with regular Safeguarding training
- All staff including volunteers and temps are made aware of this policy and all child protection arrangements
- Any known issues or problems with Safeguarding processes are improved in a timely fashion.
- The School has strong guidelines and procedures for dealing with allegations of abuse and these processes are easy to find
- All policies and procedures are reviewed annually
- The proprietors and headteacher will liaise throughout the year to discuss processes and possible improvements and ultimately reduce risk.

Staff training

It is important that all staff have accredited training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Child protection training is mandatory for all staff and will be part of my/their induction process. The school will ensure that the staff's knowledge, understanding and practice of safeguarding children are current and up-to-date at all times. Where gaps are identified support additional training will be implemented. The Designated Safeguarding Lead will receive refresher training at least every two years, including training in inter-agency procedures and Early Help Assessment to support their

roles. All staff will receive refresher training each academic year. All training will meet the standards set by the Local Safeguarding Children's Board.

The school will bring its safeguarding policy and procedures to the attention of permanent and temporary staff. Permanent staff are all issued with a copy of the school's policy and procedures, along with Part 1 of Keeping Children Safe in Education (May 2016). Temporary staff will also be informed about the school's policy and provided with the same documents as permanent staff.

Safer recruitment

We practice robust recruitment procedures in checking the suitability of staff, volunteers, assistance to work with children. This will include regular enhanced DBS checks, health checks and references.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children – all references are further checked with a follow up phone call
- provide evidence of identity and qualifications
- be checked through the DBS as appropriate to their role and be registered with the Independent Safeguarding Authority
- be interviewed
- Where staff have lived abroad for 4 months or longer an overseas check will be required.

Safer recruitment guidance is available online. Naeem Bashir has completed online Safer Recruitment training in August 2015.

All new members of staff will undergo an induction that includes familiarisation with the setting's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff must sign to confirm they have read and understood the child protection policy.

For Further information please see our Employment and Recruitment Policy.

Safeguarding and Child Protection procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the designated person responsible for child protection.

- **Abuse** is defined as: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

- **Physical abuse:** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).
- **Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **Neglect:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[\(Definitions taken from Working Together to Safeguard Children\)](#)

Indicators of abuse and what you might see

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated person. We are aware that it is our responsibility to report concerns; however, it is not our responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety

- self-harm
- frequently be absent or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- become disinterested in play activities
- be constantly tired or preoccupied
- be wary of physical contact
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Person to decide how to proceed. It is very important that you report your concerns you do not need 'absolute proof' that the child is at risk.

In addition to the four categories of abuse issues such as child grooming, sexual exploitation and Female Genital Mutilation (FGM) are becoming increasingly common. As carers all staff must be aware of the procedures to follow if they notice any signs or symptoms of this kind of abuse. The links below give you more detail about this kind of abuse the procedure to follow should you suspect it. As always we would suggest that all staff pass any concerns on to the DSL who will follow the relevant procedures.

<http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/children-and-young-people/sexual-exploitation/>

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/children-and-young-people-folder/are-you-being-abused/female-genital-mutilation.en>

Multi- Agency Practice guidelines – Female Genital Mutilation - DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Female Genital Mutilation (FGM)

FGM is an illegal practice which is sometimes also known as female circumcision. FGM is any procedure that alters or injures the female genital organs for nonmedical reasons. In its most severe form, the genitals are cut and stitched closed until the victim is ready to have a baby and then sewn back again.

At North Road Academy/ Nursery we are committed to ending this abusive and illegal practice. In order to safeguard all families we will ensure all cases are reported to the police **promptly**, and wherever possible by the end of the following working day.

FGM is a procedure that involves the partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons. FGM is also sometimes known as 'female genital cutting' or 'female circumcision'. Communities tend to use local names for referring to this practice including 'sunna'.

FGM is considered child abuse in the UK and a violation of the human rights of girls and women. The summer holidays are a peak period for cases of forced marriage and female genital mutilation.

The UK government has signed a number of international human rights laws against FGM including the Convention on the Rights of the Child.

Helpline

The FGM Helpline is a UK-wide service. It operates 24/7, and is staffed by specially trained child protection helpline counselors who can offer advice, information, and assistance to members of the public and to professionals. Counselors will also be able to make referrals, as appropriate, to statutory agencies and other services.

The helpline can be contacted on 0800 028 3550 and emails sent to fgmhelp@nspcc.org.uk

The aim of this specialist helpline is to improve the safeguarding of children in the UK by increasing the detection and protection of children at risk or who have become victims of female genital mutilation. It will also facilitate, as necessary, the sharing of information with police and relevant agencies so that intelligence can be gathered and appropriate action taken against those who facilitate female genital mutilation against children. It will work in the same way as the main NSPCC

Teachers will personally report to the police any disclosure that FGM has been carried out (in addition to liaising with the DSL).

Forced Marriage

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child. It is important to remember forced marriage and arranged marriage are **not** the same thing.

Indicators in the child

Warning signs that a child or young person may be at risk of forced marriage or may have been forced to marry may include:

- History of siblings leaving education early to marry
- Extended absences from school/college, truancy, drop in performance, low motivation, excessive parental restriction and control of movements
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education
- A child being in conflict with their parents
- A child going missing/running away
- A child directly disclosing that s/he are worried s/he will be forced to marry.

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence, with effect from 16 June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental Capacity to consent to the marriage (whether they're pressured to or not).

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the Referrals Procedure must be followed.

Involving families in cases of forced marriage is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help
- Involving the family includes visiting the family to ask them whether they are intending to force their child to marry or writing a letter to the family requesting a meeting about their child's allegation that they are being forced to marry
- Relatives, friends, community leaders and neighbours should not be used as interpreters - despite any reassurances from this known person.

All professionals working with victims of forced marriage need to be aware there may be only one chance to speak to a victim. If the victim is allowed to leave without the offer of support, the one chance to intervene may be lost.

The risk of significant harm may be increased if it becomes known that the young person has sought assistance. If forced marriage seems to be an issue:

- Do not notify the young person's family (or other members of their community) that you intend to refer the matter to the police or children's social care
- Do not attempt to mediate.

Professionals should always consider the need for immediate protection, as disclosure of the forced marriage may be the direct consequence of the impending event. Children's social care will liaise with the police to ensure the safety of the victim and any other family members.

Safeguarding against Extremism

The 'Prevent Strategy' Document (2011) has brought about awareness with regards to the specific need to safeguard against extremism. There are now several well publicised examples of extremist groups' attempting to radicalise vulnerable children and young people into holding extreme views and act upon them in a violent way such as terrorism.

North Road Academy will continue to carry out a well-balanced curriculum focusing on moral responsibilities in life and preparing them for differences of cultures and views.

Extremism is defined by the Government in the 'Prevent Strategy' document as "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

It is regarded as the holding of extreme political or religious views and can lead to Radicalism, which is the attempt to make changes to existing social, religious or political structures and terrorism.

Indicators in the child

- Identity Crisis – the student becomes distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration

The Designated Safeguarding Lead's Responsibilities with regards to Extremism

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism
- Sharing any relevant additional information in a timely manner.

The Prevent Strategy 2011 -
<https://www.gov.uk/government/publications/prevent-strategy-2011>

Honour Based Violence

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The CPS, ACPO and support groups have a common definition of HBV:

"Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

Legislation on HBV

The Crown Prosecution Service (CPS) is fully committed to prosecuting fairly and effectively all those who harm others in the name of 'honour'. This commitment is embedded in the CPS Violence against Women and Girls Strategy.

The CPS also flags any criminal offence of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional, as in the domestic violence definition) committed as honour based crime.

Cases will be prosecuted under the specific offence committed e.g. common assault, inflicting Grievous Bodily Harm, stalking and harassment, kidnap, rape, threats to kill and murder. These crimes should be identified as "honour crimes" on CMS as well as by their named offence(s).

Guidance: http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/ - Keeping children safe in education 2016: Annex A

Special Educational Needs

Students can sometimes experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. This can sometimes make them more vulnerable to abuse. There are many barriers in which any setting can face when identifying abuse of children with SEN, however all disclosures will be taken seriously and fully investigated in order to ensure all children are safeguarded. Please refer to our SEN policy for more details.

Taking action if there is a concern or disclosure regarding possible or actual abuse

We recognise that it is our duty to act on reports or suspicions of abuse. We understand that taking action in cases of child abuse is never easy. However the school believes that the safety of the child should override any doubts or hesitations. When worrying changes are observed in a child's or young person's behaviour, physical condition or appearance staff will:

Stage 1

- Initially talk to a child/young person about what you are observing. It is okay to ask questions, for example: "I've noticed that you don't appear yourself today, is everything okay? Never use leading questions
- Listen carefully to what the young person has to say and take it seriously
- Never investigate or take sole responsibility for a situation where a Child/young person makes a disclosure
- Always explain to children and young people that any information they have given will have to be shared with others
- Notify the school's DSL for Child Protection using an incident form (See Appendix 1)
- Record what was said as soon as possible after any disclosure
- The person who receives the allegation or has the concern should complete their statement and ensure it is signed and dated
- Respect confidentiality and file documents securely.

Stage 2

- The DSL will take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the DSL will contact the police and/or the relevant Social Services office/Ofsted.
- The Designated Safeguarding Lead can also seek advice and clarity about a situation that is beginning to raise concern via the relevant duty team from the local Social Services.

How to respond if you receive a disclosure or witness abuse

We recognise that we have a duty to act on reports, or suspicions of abuse or neglect. Anyone who has contact with children and/or young people and hears disclosures or allegations or has concerns about potential abuse or neglect has a duty to pass them on appropriately.

How to respond if you receive a disclosure

- Reassure the person concerned and allow them to talk freely
- Listen to what they are saying without displaying shock or disbelief
- Record what you have been told/witnessed as soon as possible using a concern form
- Remain calm and do not show shock or disbelief
- Tell them that the information will be treated seriously
- Don't start to investigate or ask detailed or probing questions
- Don't promise to keep it a secret.

If you witness abuse or abuse has just taken place the priorities will be:

- To call an ambulance if required
- To call the police if a crime has been committed
- To preserve evidence
- To keep yourself, staff and service users safe
- To inform the DSL
- To record what happened.

All situations of abuse or alleged abuse will be discussed with the DSL. The alleged victim will be told that this will happen. The DSL for the school can then take advice from the LADO and/or other advice giving organisations.

If it is appropriate and there is consent from the individual, or there is a good reason to override consent, such as risk to others, a referral to Social Care will be made. If the individual experiencing abuse is not able to understand what is happening to them, a referral will be made without that person's consent.

Key points to remember for taking action if a concern is identified are:

- In an emergency take the action necessary to help the child, for example, call 999
- Report your concern to the Designated Safeguarding Person immediately and inform the Safeguarding Referral Team/Responsive Services
- If the Designated Safeguarding Person is not available, ensure the information is shared with the most senior person in the setting that day and ensure action is taken to report the concern to the Safeguarding Referral Team/ Responsive Services
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern about children, even where there is no need to refer the matter immediately (dated and signed on each page)

- Seek support for yourself if you are distressed.

Always remember there is a difference between a concern and actual danger. If you suspect the child is in immediate danger you MUST act immediately, by following the above guidance.

Provision to enable students to feel safe and adopt safe practices

Our curriculum includes much provision in these respects. In particular, there are many topics within personal, social, health and citizenship education. For example, visitors to school include the police who discuss personal safety and safeguarding issues with students to help them adopt safe practices. Topics of study include areas such as stranger danger, internet safety, avoiding extremist influences, bullying (including cyber bullying), forced marriage and what to do if one feels anxious or worried about anything.

Peer on Peer Abuse

We understand that in school and nursery settings there sometimes can be different forms of peer on peer abuse. This will not be tolerated or passed of as ‘banter’ or ‘part of growing up.’ Rather we tackle the issue with a strong stance. This is clearly outlined in our behaviour policy. We will also take into account any gender issues when dealing with this kind of abuse.

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;
- sexting (also known as youth produced sexual imagery): the stoke on trent safeguarding board have extensive guidance on support available for children, parents and schools should they be concerned regarding sexting and online abuse. the information can be found on the following website.

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/adults-folder/child-safety/sexting.en>

- initiation/hazing type violence and rituals.

There is a link directly from the school website which takes users to the CEOP website and empowers children to discuss or alert the authorities if they have any concerns. There are also option for discussing any concerns anonymously.

Parent partnership

Where possible, concerns will be discussed with the parent/carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral to appropriate external agencies unless seeking agreement is likely to place the child at risk of significant harm through delay or the parent’s actions or reactions.

Where we decide not to seek parental permission before making a referral to any external agencies the decision will be recorded in the child’s file with reasons, dated and signed.

Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought the Safeguarding Referral Team, Responsive Services or the designated child protection person (of the setting) and the outcome will be fully recorded.

Parents must notify the Academy regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded.

We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities placed on the setting for safeguarding children by setting out its statutory duty in the Academy policy and procedures, prospectus, notice board and newsletter.

An electronic copy of this policy is made available to parents and carers on the schools website, whilst a hard copy is available on request. When parents first join the school they are made aware of this policy and other relevant procedures.

Local Authority Relationships

The Designated Safeguarding Person will follow the procedures set out by the Local Safeguarding Children Board if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If the DSL has any reason to believe that a child is subject to either physical, emotional, sexual abuse or neglect, it will immediately be reported to the Safeguarding Referral Team (if the child is registered in Stoke on Trent) on 01782 235100 or The Responsive Services (if the child is registered elsewhere) on 0800 1313 126 or 07773792016. The *threshold for referral* will be decided by the DSL. For out of hours the Emergency Duty team can be contacted on 01782 234234 (Stoke on Trent) or 0845 6042886 (Staffordshire) who will refer us to a duty social worker or the LADO (if it is an allegation against a member of staff or family).

However, if we are seriously concerned about a child's immediate safety, we will dial 999.

Wherever possible as a setting we will work alongside external agencies and parents to provide better and safer outcomes for the children in our care. The DSL has been trained to make referrals for Early Help and has experience of attending conferences to achieve better outcomes. One of the safeguarding officers (Gulshan) has signed up to be the settings 'Early Help Champion.' This has enabled the setting to support families at an earlier stage thus safeguarding children further.

In addition to this we understand that the services from 'The Advice & Access Team' are available and will support the setting when looking for advice/support for a child, young person or family. It has access to a wide range of information regarding services to support families and much more family related information. We are keen to liaise with such services to ensure all children are safeguarded. They can be contacted on: 01782 232200

All school procedures are in line with locally agreed inter-agency procedures.

Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person or manager. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary

- Processed in accordance with the data subject's rights
- Secure. All Child Protection related data and information is kept in a locked filing cabinet in the DSL's office. Only the DSL has access. In cases of the DSL's absence, the headteacher has access.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

I/We will develop effective links with relevant agencies and cooperate as required with any enquires regarding child protection matters including attendance of Children in Need Meetings. Where information needs to be shared with other professionals and the LSCB we will ensure the correct procedures are followed referred to in the DfE guidance 'Working Together to Safeguard Children' chapter 2 Paragraph 4, see below for link.

Guidance and Sources of information from:

The Stoke –on- Trent Safeguarding Children Board	http://www.safeguardingchildren.stoke.gov.uk
Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children.	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281368/Working_together_to_safeguard_children.pdf
Information on safe recruitment via	http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/Final%206836-Safeguard.Chd%20bkmk.pdf
Keeping Children Safe in Education	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526157/Keeping_children_safe_in_education_govt_response_26_May_2016.pdf

Useful contact numbers

- **Designated Safeguarding Lead:**
 - Naeem Bashir (Head teacher / DSL) – 07974 240964
 - Imran Siddique (Office Manager/ DSL) - 07826 854661
- OFSTED - 0300 123 1231
- Safeguarding Referral Team - 01782 235100
- LADO - 01782 235100
- Out of hours number - 0845 604 2886
- Responsive Services - 0800 1313 126 (Staffordshire)
- Cheshire East Consultation Services ChECS – 0300 123 5012 (Cheshire)
- Out of Hours Service - 0300 123 5022

Signed: *Naeem Bashir*

Naeem Bashir
Head Teacher