



## **Safeguarding and Child Protection Policy**

**Date Passed to Governors:**

**Approved / Adopted by Governing Body:**

**February 2018**

**Date Policy Reviewed:**

**Interim Review March  
2022**

**Date of Next Review:**

**July 2022**

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### **The Longfield Academy Safeguarding Team Constitutes:**

- **Designated Lead Officer for Child Protection and Safeguarding** – Amanda Payne
- **Deputy Lead Officer for Child Protection and Safeguarding** – Emma Hickerson
- **Head of School** - Nicholas Lindsay
- **Deputy Officers**- Nicholas Lindsay, Claire Howlett and Jane Brown
- **CSE Champion** - Amanda Payne
- **Single Point of Contact for Prevent** - Amanda Payne

## **1. Introduction**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

School policies that should be read in conjunction with this policy:  
(To be read and followed alongside this document)

- Anti-Bullying, including homophobic and racist bullying
- Attendance
- Dealing with visitors, parents / carers and enquires
- Drug Education
- Medical Conditions, First Aid and Adminstrating Medication
- Health and Safety
- ICT and E-Safety Acceptable Use
- LAC Equality
- Offsite Educational Visits
- Recruitment, Selection and Commencement
- Security Policy
- Use of Force to Control or Restrain Pupils Policy
- Behaviour policy
- Staff code of conduct
- Safeguarding Policy COVID 19 annex March 2020 (Annex 1)

With regard to safeguarding and child protection, other relevant statutory polices are:

- Health and Safety
- Central record of recruitment and vetting checks (Single Central Record)
- Statement of procedures for dealing with allegations of abuse against staff (included in this policy)

These documents can be accessed and downloaded via the school website.  
Longfield Academy adheres to the Darlington Safeguarding Partnership procedures.  
These can be viewed at <http://www.darlingtonpartnership.gov.uk>

## **2. Purpose**

### **School Safeguarding Ethos**

Safeguarding children is the responsibility of all adults within Longfield Academy. This policy informs all staff, including temporary staff, volunteers and Governors of the

responsibilities that should be carried out in regard to safeguarding children attending Longfield Academy.

It must be recognised that all adults at Longfield have a full and active part to play in protecting our pupils from harm, and that our student's welfare, mental health and wellbeing are our paramount concern, especially during the COVID pandemic. We recognise that many of our staff, pupils and parents/carers will have developed mental health issues over the lockdown and as a school we are actively developing strategies and resources to provide support to anyone who requires this.

Longfield Academy recognises the importance of:

- Providing an ethos and environment within school that will help children to feel safe, secure and respected
- Encourage pupils to talk openly and enable them to feel confident that they will be listened to
- To identify children who may need help or are at risk from abuse and neglect
- Help prevent abuse by raising awareness of safeguarding risks and how and where they can get support
- Help children who at risk and need of early help working with other agencies to ensure children get help and support may need
- Check suitability of staff working with children and manage allegations

This policy will be reviewed annually by the Governing body.

The academy recognises that children who are abused or witness potential or actual abuse are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

### **3. Statutory Framework**

To safeguard and promote the welfare of children, the academy will act in accordance with the following legislation and statutory guidance.

The Children Acts 1989 and 2004 and related guidance:

- Education Act 2011(section 175)
- Darlington Safeguarding Partnership
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education, statutory guidance (2021)
- Serious crime act 2003- Section 5B mandatory reporting of the female genital mutilation
- Counter terrorism and security act 2015

### **4. Governor Responsibilities**

Longfield Academy Governors will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- Establishing and maintaining an ethos where pupils feel secure and are encouraged to talk, and are listened to
- Ensuring that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty
- Including in the curriculum activities and opportunities which equip pupils with skills they need to stay safe from abuse
- Including in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Appoint a Designated Safeguarding Lead to coordinate child protection actions and liaise with other agencies, including referral to the Local Authority Children's Services team and to channel panel
- Ensuring a child protection policy and procedures are in place. Provide relevant training for DSL and all staff
- Ensure a member of the Governing body is a nominated to be responsible in the event of an allegation of abuse being made against the Head of School
- Ensuring that wherever possible every effort will be made to establish effective working relationships with parents / carers and colleagues from other agencies
- Ensuring all steps are taken to maintain site security and each pupil's physical safety
- Working with parents / carers to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff attend safeguarding training and are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Have a written plan in place that has a clear and agreed procedure to protect a child or children who are subject to child protection child in need or looked after
- Developing effective and supportive liaison with other agencies
- Carry out reasonable checks (in regard to extremism and other risks) on all visitors who intend to work with children
- To ensure the mandatory reporting of FGM
- To protect children from risk of radicalisation and extremism
- To implement procedure for children who are missing education
- To be aware and implement procedures established by the Darlington Safeguarding Partnership
- To implement Prevent duties as set out in statutory duties in the counter • Terrorism and security act
- Ensure all staff are vigilant to the signs of abuse and neglect and the threat of radicalisation
- Ensure safer recruitment procedures and suitable checks are complete and recorded on the single central register
- Manage allegations against staff including volunteers and supply staff liaise with the Designated Officer as required
- Review the safeguarding policy on an annual basis

- Ensure all staff are aware of peer on peer abuse, including sexual violence and sexual harassment, up skirting, sexting verbal and physical abuse and initiation/hazing type of violence and rituals
- To ensure that staff are aware of indicators which may signal that children are at risk from, or are involved with serious violent crime
- The academy will appoint a Designated Teacher to safeguard and promote the educational achievement of children who are looked after, previously looked after and care leavers and children who have special educational needs and/or disabilities. The academy will ensure that this person has appropriate training

## **5. Designated Safeguarding Leads Role**

The academy will appoint a designated senior member of staff with lead responsibility for safeguarding. The Designated Safeguarding Lead or Deputy will engage with the CIAT (Children's Initial Advice Team for expert help and guidance and carry out the following duties

- Oversee the referral of cases of suspected abuse to the local authority children's social care as required
- Keep detailed, accurate, secure written records of concerns and referrals
- Act as a point of contact with the three safeguarding partners (Local Authority; Clinical Commissioning Group and Chief Officer of Police)
- Liaise with appropriate agencies
- Ensure that all staff receive appropriate training on safeguarding issues and procedures
- Ensure that the Safeguarding Policy is reviewed annually, and procedures and implementation are updated and reviewed regularly
- Liaise with the designated governor for safeguarding and produce an annual safeguarding report for governors
- Refer cases of suspected abuse to the local authority children's social care as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" (as per Part four) and the Designated Officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, academy nurse, IT technicians and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Have a particular focus on children with social workers, understand these pupil's academic attainment and progress and maintain a culture of high aspirations for this cohort
- Ensure that staff are aware who these children are, and share information about welfare, safeguarding and CP issues with teachers and leaders
- Support teaching staff to identify challenges they may face when teaching children

who have a social worker, and the academic support and adjustments that could be made

- Ensure that they are aware of extra familial harm - where children are at risk of abuse or exploitation in situations outside their families including, but not limited to: sexual exploitation, criminal exploitation and serious youth violence

## Induction and Training

All new staff and volunteers will be given in induction, the Safeguarding and Child Protection Policy, which includes guidance on Children Missing Education, Keeping Children Safe in Education and the academies Discipline (Personal Development, Behaviour and Welfare) Policy.

All staff will complete safeguarding level 1 training at least every three years with a yearly safeguarding update.

The DSL and deputies will attend Darlington Safeguarding Partnership level 3 training every 2 years with a yearly update.

## Staff Responsibilities

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

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Longfield Academy recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- "Schools and academies and their staff form part of the wider safeguarding system for children"
- As a result of our close day to day contact with children, "education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage"
- Effective safeguarding arrangements in every local area should be underpinned by two key principles
- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children

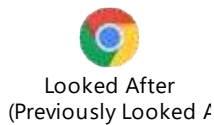
## **Looked-after and previously looked-after children**

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

- Ensure appropriate staff have relevant information about the children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- Ensure the DSL has details of children's social workers and relevant virtual school heads

We have appointed a Designated Teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.



## **If you have a mental health concern**

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Staff are well placed to identify and be alert to behaviour that suggests children may be experiencing mental health problems or those at risk of developing one
- All staff must have awareness of where children have suffered abuse, neglect, trauma, child adverse experiences and that these can have an impact of a child's mental health, attendance, behaviour and education attainment
- If staff have a mental health concern that is a safeguarding or child protection concern, they should follow usual procedures. If it is **not** also a safeguarding concern, speak to the DSL to agree a course of action
- The Department for Education guidance on [mental health and behaviour in schools](#) can be referred to for more information

## **Child Procedure for Staff to Follow When There is a Disclosure**

### **Cause for Concern**

Where members of staff have a cause for concern for a pupil but there is not an immediate risk or child protection concern staff should;

- Record the nature of the concern as soon as possible on the academy's CPOMS system
- If parents / carers of the child volunteer information, by way of explanation, it should be recorded
- The DSL will check the CPOMS recording system for any other entries for that particular child or siblings
- The DSL may talk to the parents / carers to check concerns or gather more information, if required



## **Procedure to Implement If You Receive a Disclosure**

If a child discloses that they are the victim of abuse;

### **DO**

- Listen carefully
- Remain calm
- Take the allegation seriously
- Ensure child's safety
- Reassure the child, but avoid unnecessary physical contact
- Ask open questions, tell me, explain or describe
- Preserve any evidence
- Seek advice from DSL
- Record the disclosure and report the incident to the DSL
- Maintain confidentiality

It is your statutory duty to pass on any child protection concerns about a child, no matter how big or small you feel they are.

### **DO NOT**

- Investigate-but seek information
- Ask leading questions
- Influence the child or young person
- Medically examine the young person
- Accuse the perpetrator of abuse
- End the conversation abruptly
- Promise a child you won't tell anybody
- Discuss with parents / carers as this may place the child at more danger (alleged abusers)

Report the matter immediately to the Designated Safeguarding Lead. If the DSL is not available in Academy, make your report to one of the designated deputies.

Link to indicators of concern: <http://www.DarlingtonSafeguardingPartnership.co.uk>

### **Action to be taken by the DSL**

**The Designated Safeguarding Lead or deputy will engage with the CIAT (Children's Initial Advice Team (Previously CAP & Front door) for expert help and guidance. 01325 4062523. Out of hours Emergency Duty Team's contact number: 01642 524552**

The DSL should check the CPOMS child protection record for other referrals and records of concerns regarding the child.

DSL should have child's details - name, date of birth, address and details of disclosure of concern.

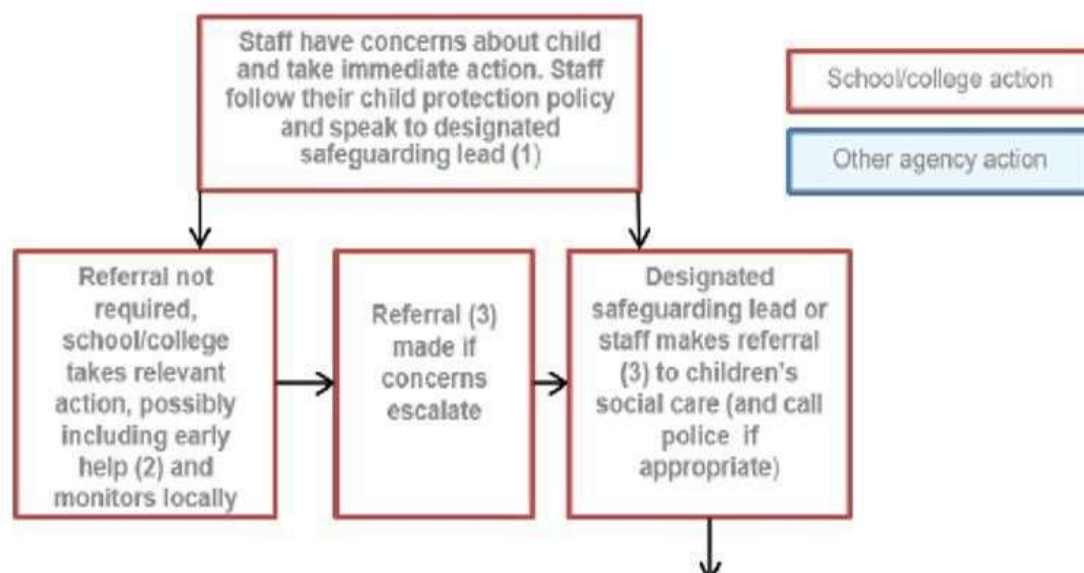
The DSL will make a note of:

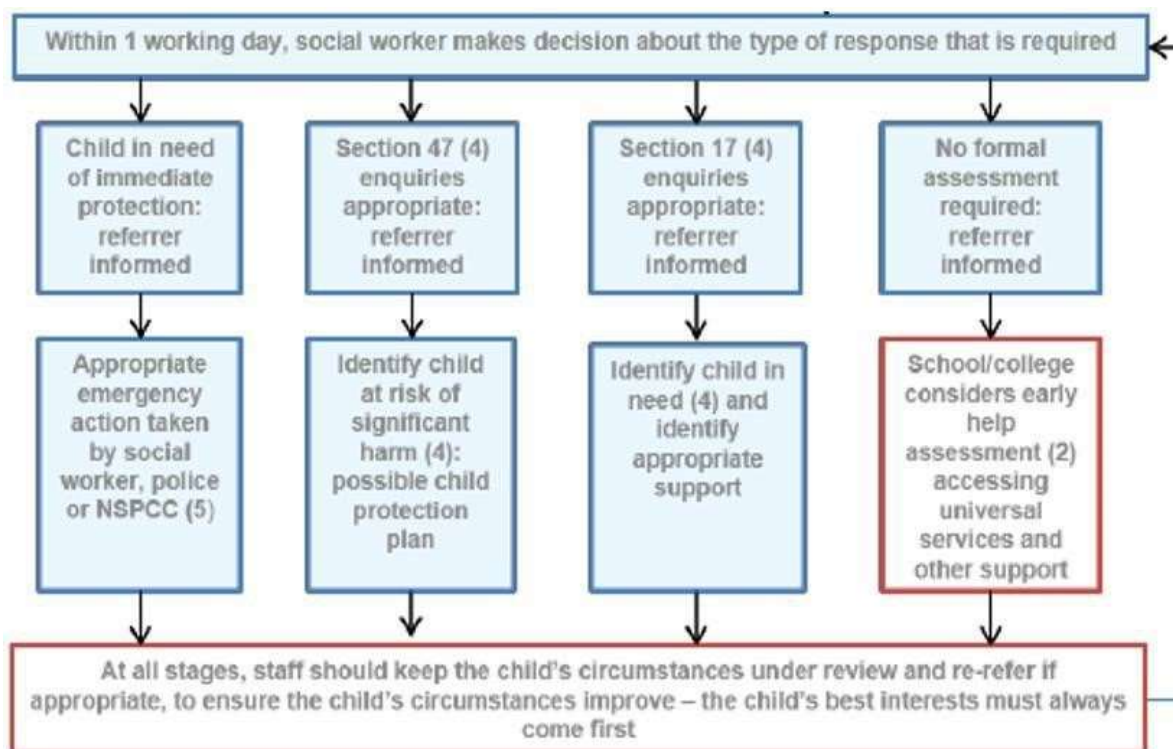
- The name of the person you make the referral to
- The date
- The time
- Advice given and action to be taken

## Emergency Procedures

The police are the only agency with statutory powers for the immediate protection of children. If a child is believed to be in danger or imminent risk of harm the Designated Teacher or any staff member can make a referral direct to the police.

### Actions where there are concerns about a child





## Record Keeping

Staff will be asked to record any welfare concern that they have about a child on CPOMS (safeguarding secure record system) entry. Records must be completed as soon as possible after the incident / event. Safeguarding records are kept centrally and securely on CPOMS.

The Head of School is a Deputy Safeguarding Lead and has full access to CPOMS. All safeguarding records that need to be transferred to another establishment will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head of School.

## Working with Other Agencies

Longfield Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents / carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Longfield Academy recognises the importance of multi-agency working and will ensure that staff are able to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and EH Teams around the Child.

The Senior Leadership Team and DSL have established strong and co-operative relationships with relevant professionals in other agencies.

## **Early Help**

Most parents / carers can look after their children without the need of help other than from their family or friends. However, some parents / carers may need additional help from the Academy or other services such as health or community services. Providing help early is more effective in promoting the welfare of children than reacting later.

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

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing / goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalized or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

The academy will offer early help assessments to families and have a number of key staff trained to complete assessments. These key staff may act as lead practitioners or attend team around the family meetings.

## **Notifying Parents / Carers**

The academy will normally seek to discuss any concerns about a pupil with their parents / carers. This must be handled sensitively, and the DSL will be in the most informed position to make contact with the parents / carers in the event of a concern, suspicion or disclosure.

However, if the Academy believes that notifying parents / carers could increase the risk to the child or may lead to destruction of evidence in regard to a Police investigation, advice should be sought from Children's Access Point or the Police.

## **Challenge and Escalation**

We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the Darlington's Safeguarding Partnership escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

### **Allegations Against Staff and volunteers including supply staff**

Allegations made against / concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

This is split into two sections:

**1. Allegations that may meet the harms threshold: -**

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

**2. Allegation / concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.**

Concerns that do not meet the harm threshold.

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out point 1 above. Concerns may arise in several ways and from a number of sources. For example, suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Creating a culture in which all concerns about adults, including allegations that do not meet the harms threshold (see Part Four - Section one of KCSIE 2021) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school / college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution

### **What is a low-level concern?**

The term 'low-level' concern does not mean that it is insignificant - it means that the behaviour towards a child does not meet the threshold.

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
  - being over friendly with children;
  - having favourites;
  - taking photographs of children on their mobile phone;
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
  - using inappropriate sexualised, intimidating or offensive language

**As good practice, governing bodies and proprietors should set out their low-level concerns policy within their staff code of conduct, and safeguarding policies as set out in Part two of this guidance.**

**Sharing low-level concerns about a member of staff should be reported to the Designated Safeguarding Lead (or deputy).** Where a low-level concern is raised about the Designated Safeguarding Lead, it should be shared with the Head of School or Principal.

More detailed guidance and case studies on low-level concerns can be found in Developing and Implementing a low-level Concerns Policy ([farrer.co.uk](http://farrer.co.uk))

If a concern is raised that a member of staff may have been involved in the abuse of a child, the Head of School should be informed immediately. Should the Head of School be the subject of such concern, the allegation should be reported to the Chair of Governors.

The Chair of Governors in this school is: Robert Bell and can be contacted via the school on 01325 380816 or Chairs Swift email address [rbell@longfield.swiftacademies.org.uk](mailto:rbell@longfield.swiftacademies.org.uk)

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is: Ben Clifton and can be contacted via the school on 01325 380816 or Vice Chairs SWIFT email address [BClifton@longfield.swiftacademies.org.uk](mailto:BClifton@longfield.swiftacademies.org.uk)

In addition, staff MUST also refer their concern to the Local Authority Designated Officer: Marian Garland or Carol Glasper on 01325 406459

Staff may also report their concerns directly to Police or Designated Officer if they believe direct reporting is necessary to secure action.

Designated Officer at the local authority: Marion Garland 01325 406459

### **Abuse of Position of Trust**

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. This is written in the Sexual Offences Act 2003.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

### **If You Have Concerns About a Colleague or Safeguarding Practice**

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount, and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school to the Head of School. The school's **whistleblowing procedure** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of School.

Staff may also report their concerns directly to Children's Access Point or the Police if they believe direct reporting is necessary to secure action.

### **Whistleblowing** (Please also see the trusts Whistleblowing Policy)

The school recognises the guidance given in Keeping Children Safe in Education. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed the whistle blowing procedure should be implemented, other whistleblowing channels may be open to them:

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Communication with Children** (including the use of technology)

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other handheld devices. (Given the ever-changing world of technology, it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- Not seek to communicate / make contact or respond to contact with pupils outside of the purposes of their work
- Not give out their personal details
- Use only equipment and Internet services provided by the Academy
- Follow the Academy's Acceptable Use Policy
- Ensure that their use of technologies could not bring their employer into disrepute

## **School Safeguarding Procedures**

### **Children Missing Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The academy's Attendance Officer will monitor pupils' attendance and will refer any concerns to the DSL and when required to the CME Officer at the local authority in line with local procedures.

### **Physical Intervention**

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

### **Visitor / Security**

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupil(s), parents / carers and others about areas that may need improvement as well as what we are doing well. The school will not accept the behaviour of any individual (parent / carer or other) who threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Visitors to the Academy are asked to sign in and show ID and are given a visitor's lanyard which confirms they have permission to be on site. Parents / carer who are simply delivering or collecting their children and not going past Reception do not need to sign in. All visitors are expected to enter through one entrance and observe the Academy's Safeguarding and Health and Safety regulations to ensure children in the Academy are kept safe. The Head of School will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.



## **Complaints**

The school has a complaints procedure available to parents / carers, pupils and staff who wish to report concerns. This can be found on the SWIFT Academies website: <https://swiftacademies.org.uk/policies/>

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with following local authority guidance located at: <http://www.DarlingtonSafeguardingPartnership.co.uk>

## **Curriculum and Staying Safe**

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Longfield Academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Longfield Academy will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

The academy will ensure a programme of teaching online safety, how to keep safe and healthy relationships.

## **Safer Recruitment**

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2021.

We will obtain written confirmation from supply agencies that agency and third-party staff have been appropriately checked.

The Head of School has completed Safer Recruitment Training.

Longfield Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority. The Board of Directors and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

## **The Use of School Premises by Other Organisations**

Where services or activities are provided separately by another body using the school premises, the Head of School and Board of Directors will seek assurance that the

organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use the premises may be refused. Such services or activities will be restricted to after the end of the school day as a further precautionary measure.

## **Appendix A**

### **Definitions and Categories of Abuse**

#### **Key Definition: Working Together to Safeguard Children 2018**

##### **Safeguarding**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

##### **Child Protection**

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**A child includes everyone under the age of 18.**

**What is Abuse** 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.

##### **Types of Abuse**

**Abuse:** 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. Children may be abused by an adult or adults or by another child or children.

**Physical Abuse:** a form of abuse which 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 / carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child

opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent / carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **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; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

## **Operation Encompass**

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where

there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

## **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

## **Specific Safeguarding Issues**

### **Peer on Peer Abuse**

Children can abuse other children **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Up skirting (criminal offence since April 2018)
- Sexting (also known as youth produced sexual imagery)
- Initiation / hazing type violence and rituals

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

## **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**

### **Context**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up • Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

## **What is Sexual Violence and Sexual Harassment?**

### **Sexual Violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is Consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual Harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in

the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence, this may include:
  - Non-consensual sharing of sexual images and videos
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media
  - Sexual exploitation; coercion and threats
  - Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - sexting (also known as youth produced sexual imagery): the policy should include the school's or college's approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents; and initiation/hazing type violence and rituals.

## **The Response to A Report of Sexual Violence or Sexual Harassment**

### **Action following a report of sexual behaviour:**

If a child is displaying sexual behaviour or a report is received, victims should always be reassured and taken seriously with the Designated Safeguarding Lead (or a deputy) taking a leading role, using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The DSL will use the Brooke traffic light tool to assess behaviour and if required, gain advice via the front door team or Police.

Factors for DSL to consider

- wishes of the victim and parents / other adult with parental responsibility
- ages of children involved
- nature of allegation
- any imbalance of power
- if the alleged incident is a one off or a sustained pattern of abuse
- on-going risks to victim / other children

In some cases of sexual behaviour for example, one-off incidents, DSL may take the view that the children concerned are not in need of early help or statutory intervention

and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support and education.

School / College staff will underpin the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions will be recorded (written or electronic).

For one off incidents or low-level behaviour, staff will plan interventions. For example, education for the child e.g. consent; setting boundaries; personal space; working with parents / carers to reinforce this in the home and internet safety. If the child, then continues to display behaviour after interventions, the DSL should contact the front door for advice.

### **Safety / Risk Management Plans**

Support and risk assessments will put in place depending on the nature of the incident, victim's protection and support should be the first focus. Example of support to put in place: identified trusted adult that they can talk to; safe places in school or college; school support service; play therapy; counselling....

A support plan will be put in place to manage and support the alleged perpetrator, an assessment of risks and to plan to protect the victim should be put in place if required; which may include the protection of other children and if appropriate, staff and adults in setting following guidance within KCSiE.

All incidents will be recorded and taken seriously. Safety and risk assessment plans will be kept under review, always considering risk and adequate measures in place to protect victims and keep them safe; the plan will consider the wishes of victim. Plans and information will be shared with relevant staff.

### **Sexual Violence, Sexual Assaults and Harassment**

If a crime has been committed, this will be reported to the Police and Children Social Care. Again, the victim's protection and support should be the first focus. If the alleged perpetrator is deemed a further risk to the victim and other children, or the incident has been reported to Police, schools will put in place a support / risk management plan. This should be reviewed as part of the local authority AIMIE meeting, if case meets the criteria. A support plan will be put in place to support the alleged victim.

### **Key Contacts**

Professional Line Telephone 01325 406252

Public Line Telephone: 01325 406222

The Children's Front Door is open:

Monday – Thursday 08:30am – 5:00pm

Friday 08:30am – 4:30pm

**To get in touch out of hours, contact the Emergency Duty Team on 01642 524552**

**Email [childrensfrontdoor@darlington.gov.uk](mailto:childrensfrontdoor@darlington.gov.uk)**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should report the incident to the DSL and record the incident on CPOMS. As is always the case, if staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead (or a Deputy DSL).

The DSL will liaise with relevant agencies as required, including the Police and CIAT. If required a risk management plan / support plan will be put in place for the alleged victim and alleged suspect. These will be reviewed in line with guidance and advice from other agencies.

The DSL will implement procedures as outlined in Keeping children safe in Education 2021

### **Children with Special Educational Needs and Disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Academy staff need to recognise the fact that this vulnerable group have additional barriers when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Staff should be aware of these vulnerabilities and have awareness when dealing with concerns with this vulnerable group

### **Interfamilial Harm**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.



**Grooming** is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomer may be female or male. They can be any age. Many children and young people don't understand that they have been groomed; or that what has happened is abuse.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening / committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly in older children) and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited, can be very different to that of boys. The indicators may not be the same however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities such as involving children in the production of sexual images; forcing children to look at sexual images or watch sexual activities; encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE also occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant. The department provide: [Child sexual exploitation: guide for practitioners](#)

## **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

## **Serious Violence**

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from Academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for academies is provided in the Home Office's preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: County Lines guidance.

### **“Honour-Based’ Abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘Honour-Based’ Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputies). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has or may have taken place, there is a mandatory duty to report to police since 31 October 2015, in school this should be done in consultation with your Designated Safeguarding Lead.

### **FGM**

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### **FGM Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or academy's Designated Safeguarding Lead and involve children's social care as appropriate.

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and academies can play an important role in safeguarding children from forced marriage.

## **Breast Ironing**

Traditional West African Practice involves the pounding of the developing breast of young girls with hot objects, most commonly stones, spoons and hammers.

Practice carried out by girls' mothers or female family members.

Practice carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

## **Prevent**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be seen as part of our wider safeguarding duties.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremism leading to terrorism.

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

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement

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

If you suspect that a child may be at risk of radicalisation, speak to the DSL / Prevent Single Point of Contact (SPOC) immediately.

The Prevent Single Point of Contact (SPOC) will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for **Longfield Academy** is the Amanda Payne. Deputy SPOC is Nicholas Lindsay – both have completed suitable training

The SPOC will liaise with CIAT and Prevent Team as required and complete Channel Panel refers as required.

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school / college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

## **The Prevent Duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The statutory guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

The academy has liaised with the local authority to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The academy has a risk assessment and action plan in place, staff are appropriately trained and there is an appropriate monitoring and filtering software is used and actioned by the DSL on receipt of breaches.

***Keeping children safe from these above risks is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks.***

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent / carer or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is

defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

## Supporting Documents and Guidance

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and academy s can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites.

School and academy staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [abuse](#) (DfE advice for practitioners)
- [bullying including cyberbullying](#) (DfE advice for Head of Schools, staff and governing bodies)
- [criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) and Annex A
- [children missing education](#) (DfE advice for schools) and Annex A
- [child missing from home or care](#) (DfE statutory guidance)
- [child sexual exploitation advice for practitioners](#) (DfE advice for practitioners) and Annex A
- [domestic abuse](#) (Home Office advice) and Annex A
- [drugs](#) (DfE and ACPO advice for schools)
- [fabricated or induced illness](#) (DfE, Department for Health and Home Office statutory guidance)
- [faith based abuse](#) (national action plan)
- [female genital mutilation](#) (multi agency statutory guidance) and Annex A
- [female genital mutilation](#) (Home Office advice)
- [forced marriage](#) (Foreign and Commonwealth Office and Home Office advice) and Annex A
- [gangs and youth violence](#) (Home Office advice)
- [gender based violence/violence against women and girls](#) (Home Office strategy)

- [gender-based violence/violence against women and girls](#) (Home Office information)
- [hate](#) (educate against hate website)
- [mental health](#) (DfE advice for schools)
- [missing children and adults](#) (Home Office strategy)
- [private fostering](#) (28 days or more- Children Act 1989- statutory guidance for local authorities)
- [preventing radicalisation](#) (Home Office Statutory Prevent guidance) and Annex A
- [protecting children from radicalisation](#) (DfE Prevent advice for schools)
- [relationship abuse](#) (disrespect nobody website)
- [sexual violence and sexual harassment between children in schools and academies](#) (DfE advice for schools and academies)
- [sexting](#) (UK Council for Child Internet Safety advice for schools and academies)
- [trafficking and modern slavery](#) (DfE and Home Office guidance)

### **DfE Guidance:**

<https://www.gov.uk/government/organisations/department-for-education>

- ✦ Information Sharing Advice 2018
- ✦ Working Together to Safeguard Children (2018)
- ✦ [Keeping Children Safe in Education](#) 2019 (amended 2020)
- ✦ Guidance for Safer Working Practice for Adults who work with Children and Young People  
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

### **Guidance on Signs and Indicators of Abuse**

DfE guidance: What to do if you're worried a child is being abused

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Departmental advice 'What to Do If You Are Worried a Child is Being Abused' - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and academy staff.

Information can also be found on the NSPCC website: <https://www.nspcc.org.uk/>

## **Continuum of Need Document;**

<http://www.darlingtonpartnership.gov.uk>

## **Key Safeguarding Contacts**

### **Children's Social Care**

Children's Initial Advice Team

Telephone: 01325 406252

E-mail: [childrensaccesspoint@darlington.gov.uk](mailto:childrensaccesspoint@darlington.gov.uk)

The Children's Access Point is open during the following hours:

Monday - Thursday: 8:30am - 5pm

Friday: 8:30am - 4:30pm

If you need to get in touch out of office hours, contact the Emergency Duty Team on 08702 402994.

Children's First Response Team Tel: 01325 742020

Police Non-emergencies 101

## **Health**

### **School Nurse**

Veronica Stead

Email [v.stead@nhs.net](mailto:v.stead@nhs.net) 03000030013

### **CAMHS:**

#### **SPA team**

03001239296

### **Education:**

Education Safeguarding Officer/ CME Officer

Joanna Conway,

E-mail [Joanna.Conway@darlington.gov.uk](mailto:Joanna.Conway@darlington.gov.uk) 01325 405848

### **Virtual Head for LAC**

Calvin Kipling 01325 406272

### **Safeguarding Partnership**

Amanda Hugill 01325 406450



## **Designated Officer at the Local Authority**

Marion Garland 01325 406459

## **Prevent contact**

**Prevent Team** (office hours) 0191 375 2234

Non-urgent enquiries 101, Emergency calls 999

**To report illegal information, pictures or videos** found on the internet  
[www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism).

Anti-terrorist hotline: 0800 789 321

**Due Diligence and Counter Extremism Group (DDCEG)** Helpline - (020 7340 7264)

For education staff and governors to raise concerns relating to extremism directly and in confidence

## **CHANNEL Panel Chair**

Jo Benson, Head of Youth Offending Service

Contact details: 01325 406791

## **Annex 1**

# **COVID-19 school closure arrangements for Safeguarding and Child Protection at Longfield Academy**

**School Name:** Longfield Academy

**Policy owner:** Mandy Payne

**Date:** 30-03-2020 **Date**

**shared with staff:**

## **Context**

From 20<sup>th</sup> March 2020 parents / carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents / carers are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Longfield Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## Key Contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Mandy Payne	07825401199	APayne@longfield.swiftacademies.org.uk
Deputy Designated Safeguarding Lead	Nikki Prince		NPrince@longfield.swiftacademies.org.uk
Head of School	Nick Lindsay	07823441770	NLindsay@longfield.swiftacademies.org.uk
Chair of Governors	Bob Bell		RBell@longfield.swiftacademies.org.uk

Any individual school contacts: enquiries@longfield.swiftacademies.org.uk

## Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents / carers, to decide whether they need to continue to be offered a school or college place in order

to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Longfield will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. **The lead person for this will be Mandy Payne.**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent / carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Longfield will explore the reasons for this directly with the parent / carer.

Where parents / carers are concerned about the risk of the child contracting COVID19, Longfield or the social worker will talk through these anxieties with the parent / carer following the advice set out by Public Health England.

Longfield will encourage our vulnerable children and young people to attend a school, including remotely if needed.

## **Attendance Monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Longfield will complete the DfE template sheet and share with the LA on a daily basis as well as various welfare and safeguarding checks of vulnerable families.

Longfield and social workers will agree with parents / carers whether children in need should be attending school – Longfield will then follow up on any pupil that they were expecting to attend, who does not. Longfield will also follow up with any parent / carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Pastoral and admin staff will contact those children classified as most vulnerable on a daily basis and record the outcomes of the contact on a centrally held spreadsheet, any concerns will be communicated to the DSL.

To support the above, Longfield will, when communicating with parents / carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Longfield will notify their social worker.

## **Designated Safeguarding Lead**

Longfield has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Mandy Payne

The Deputy Designated Safeguarding Lead is: Nikki Prince

There will always be a Green Lanyard on site during school hours– the other Green Lanyards are; Nick Lindsay, Emma Hickerson, Jane Brown, Angela Metcalfe, Jo Morton and Claire Howlett

It is important that all Longfield staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. CPOMS is monitored throughout school hours and on an evening.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **Reporting a Concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email Mandy Payne, Nikki Prince or Nick Lindsay. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the Nick Lindsay. If there is a requirement to make a notification to the Head of School whilst away from school, this should be done verbally and followed up with an email to the Head of School.

Concerns around the Head of School should be directed to the Chair of Governors: Mr Bob Bell.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

## **Safeguarding Training and Induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

- Where new staff are recruited, or new volunteers enter Longfield, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

## **Safer Recruitment / Volunteers and Movement of Staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Longfield will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (amended 2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Longfield are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Longfield will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Longfield will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing: [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Longfield will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Online Safety in Schools and Colleges**

Longfield will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where pupils are using computers in school, appropriate supervision will be in place.

## **Children and Online Safety Away from School and College**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

Longfield will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Stowe Valley MAT to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

## **Supporting Children Not in School**

Longfield is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Longfield and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Longfield recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents / carers. Teachers

at Longfield need to be aware of this in setting expectations of pupils' work where they are at home.

Longfield will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

## **Supporting Children in School**

Longfield is committed to ensuring the safety and wellbeing of all its pupils.

Longfield will continue to be a safe space for all children to attend and flourish. The Head of School will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Longfield will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Longfield will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Longfield has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

## **Peer on Peer Abuse**

Longfield recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents / carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

## **Support from the Multi-Academy Trust**

The SWIFT Central Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The MAT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.