



**The Park Federation Academy Trust  
Montem Academy**

**Child Protection Policy and Procedures**

Please read with our Safeguarding Policy

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2016
<b>Date of review</b>	September 2017

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**Section 1: Statutory Responsibility**

Under the terms of the Education Act 2002 Section 175 the Directors of The Park Federation Academy Trust are responsible for ensuring that their functions are carried out in all their academies with a view to safeguarding and promoting the welfare of children. Therefore, although this is a Trust document, it has been personalised to the specific needs of Montem Academy.

This policy has been updated in line with guidance in the updated version of *Keeping Children Safe in Education (September 2016)*, which provides details of the current guidance and is about the duty of schools to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

This policy has been written with reference to the *London Child Protection Procedures (5<sup>th</sup> Edition, updated March 2016)* and *Keeping Children Safe in Education (September 2016)*.

## **Section 2: Policy Aims**

The Park Federation Academy Trust fully recognises its responsibilities for safeguarding and child protection. Schools and their staff form part of the wider safeguarding system for children. **Safeguarding and promoting the welfare of children is everybody's responsibility.** Everybody who comes into contact with children and their families and carers have a role to play in safeguarding children. Consideration should be given, at all times, to the best interests of the child.

Our policy applies to all staff, Board Directors, Trust Members, Academy Council Governors, outside providers and volunteers who have access to children at Montem Academy (for brevity all the preceding groups, apart from staff, will be referred to in the rest of the policy as **"relevant persons"**).

The policy is to be made available to parents and carers via the website, and in writing if requested.

There are five main elements to our policy:

1. Ensuring we practise safe recruitment in checking of all who work with children and train all in safe procedures and child protection
2. Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe.
3. Procedures for identifying and reporting cases, or suspected cases, of abuse (including protecting children from radicalisation and extreme views).
4. Supporting pupils
5. Establishing a safe environment in which children can learn and develop.

No single professional 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 in contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

## Section 3: Safer Recruitment

The Park Federation Academy Trust:

- Carries out all mandatory pre-appointment checks on all staff.
- Keeps a single central record in each of its academies of all safeguarding checks covering all staff and relevant people.
- Carries out enhanced DBS checks on all staff, Board Directors, Academy Council Governors, and volunteers who undertake regulated activities at Montem Academy.
- Carries out an additional check to ensure any member of staff appointed to carry out teaching work is not prohibited from teaching.
- Carries out an additional check to ensure any member of staff taking part in the management of a school (e.g. member of a senior team, a trustee or member of a governing body) is not prohibited or restricted under section 128 of the Education and Skills Act 2008.
- Confirms on each agency supply day that all supply agency staff are enhanced DBS checked and that all such staff have identification.
- Ensures that all outside providers, including special needs staff, peripatetic music teachers and sports clubs must show enhanced DBS checks have been carried out for all staff who enter the building.
- Ensures that all such providers are aware of this policy and follow its provisions.
- Ensure any organisation that advertises through the Trust or its academies, such as local sports clubs, provide evidence of enhanced DBS checks.
- Ensure that “Disqualification by Association” disclosure processes required by Ofsted as part of safeguarding are carried out.

Further advice can be found in the DfE’s guidance *Keeping Children Safe in Education* (September 2016).

### Training

All staff and Safeguarding Governors are trained:

- All staff and Safeguarding Governors are trained in child protection at least once every two years, with at least annual updates to their knowledge and skills.
- All new staff who come into contact with children are given child protection training either through an appropriate online facility or through face-to-face training from an appropriate person with the level of training.
- Staff also receive safeguarding updates via email or at staff meetings/briefings to keep their skills and knowledge up-to-date.
- The Designated Safeguarding Lead at Montem Academy is **Jane Hassan** overseeing all safeguarding matters; She is supported by a Safeguarding Team. The Safeguarding Team consists of Ann Probert (Principal) and Darren Stewart (Deputy Principal). The Designated and Deputy Safeguarding Leads are trained at least once every two years in inter-agency working.
- The safeguarding team are each trained in safer recruitment as are Vice Principals, Carmen Nel and Jenn Devine; Chief Executive Officer, Dr Martin Young and members of the Federation’s HR Team.

- Governors are trained in Child Protection each year – in house training is given by the Safeguarding Lead.

## **Section 4: Reporting Procedures**

We recognise that because of the day-to-day contact with children, staff are well placed to observe the signs of abuse, neglect or concern. We are aware that safeguarding incidents could happen anywhere and staff should always be alert to possible concerns being raised in school.

It is important to recognise the importance of information sharing between professionals. This is vital in identifying and tackling all forms of abuse, but particularly important to identify and prevent child sexual exploitation. Data protection fears must not be a barrier to information sharing as the safety of the children should be of utmost importance.

Montem Academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried.
- Ensure members of staff and all “relevant persons” know the name of the Designated Safeguarding Lead and The Safeguarding Team and their roles.
- Ensure that appropriate policies and procedures are in place in order for appropriate action to be taken.
- Take a proportional risk-based approach to the level of information provided to temporary staff and volunteers; as a minimum this should include the Child Protection Policy and Staff Code of Conduct, outlining acceptable use of technologies, staff/pupil relationships and use of social media.
- Ensure staff and “relevant persons” read this policy and understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Safeguarding Team
- Ensure temporary staff and daily supply teachers receive and read the Child Protection Procedures leaflet on arrival in the school to alert them of their responsibility and the school’s Child Protection Procedures.
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by making the policy available for all adults.

The Academy Principal (Ann Probert) should ensure that:

- The policies and procedures relating to Child Protection adopted by the Board of Directors are fully implemented, and followed by members of staff and all “relevant persons” and sufficient resources and time are allocated to enable the Safeguarding Team and other staff to discharge their responsibilities including taking part in training, strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

- All staff and “relevant persons” feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- Children are taught so as to equip them with the skills they will need to keep them safe.

### **The Designated Safeguarding Lead**

The Designated Safeguarding Lead at Montem Academy is **Jane Hassan**. The Deputy Safeguarding Leads are Ann Probert and Darren Stewart. The role of the Designated Safeguarding Lead is to:

- Take lead responsibility for safeguarding and child protection. This responsibility should not be delegated.
- Ensure that the Slough Child Protection Procedures are followed in the Academy.
- Ensure that all staff are aware of these procedures.
- Work closely with the Safeguarding Team.
- Ensure that all appropriate training and support is provided to all staff and the Safeguarding Governor. In addition to basic Child Protection training, the Designated Safeguarding Lead must undertake training in inter-agency working and refresher training at 2 yearly intervals to keep her knowledge and skills up to date.
- Ensure they regularly update their knowledge and skills e.g. through meeting other Designated Safeguarding Leads, taking time to read and digest safeguarding developments.
- Ensure that all staff and the Safeguarding Governor undertake appropriate training to equip them to carry out their responsibilities for Child Protection effectively, that is kept up to date by refresher training at 2 yearly intervals, and temporary staff and volunteers who work with children are made aware of the federation’s arrangements for Child Protection and their responsibilities.
- Ensure all staff members receive regular safeguarding updates via email or at staff meetings/briefings to keep their skills and knowledge up-to-date.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns e.g. refer to Social Services.
- Ensure good liaison with Social Services teams over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure locked location, separate from the main pupil file and marked ‘Strictly Confidential’.
- Ensure that reports are submitted to, and that staff attend Child Protection Conferences.
- Ensure that the Academy effectively monitors children who have been identified as ‘At Risk’.
- Ensure Social Services is notified if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register.
- Provide guidance to parents, children and staff about obtaining suitable support.

## **What to do if you have a concern**

Any member of staff or “relevant persons” concerned about a child must decide what action to take. In most circumstances, there should be a conversation with the Designated Safeguarding Lead to agree a course of action. However, anyone can make a referral to Social Care and/or the Police - this may be the case when a member of staff fears a child is in immediate danger. If a member of staff does make a referral themselves, then they must inform the Designated Safeguarding Lead.

Any member of staff or “relevant persons” concerned about a child at significant risk of harm must inform the Child Protection Officer immediately; in her absence a member of the Safeguarding Team.

The member of staff or “relevant persons” must record information on all concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The Child Protection Officer will confidentially share and discuss information with members of the Safeguarding Team at the Academy. The Child Protection Officer will decide whether the concerns should be referred to the Social Care Department, if a referral has not already been made by the member of staff raising concerns.

If a child protection referral is made to Social Care, the Child Protection Officer will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 24 hours (using the inter-agency referral form).

All staff may raise concerns with Children’s Social Care if they believe there is a risk of immediate serious harm to the child. If the child’s situation does not appear to be improving, the staff member with concerns should press for reconsideration.

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who is subject to a child protection plan. Any absence needs to be confirmed immediately.

If a pupil who is subject to a child protection plan changes school, the Child Protection Officer will immediately inform the Social Worker responsible for the case, and transfer the appropriate records to the receiving school or academy.

## **When to be concerned**

Staff and “relevant persons” should be concerned if a pupil:

- Has any injury which is not typical of the bumps and scrapes normally associated with children’s activities.
- Regularly has unexplained injuries.
- Frequently has an injury, even when apparently reasonable explanations are given.
- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.



- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.
- Shows signs of neglect e.g. persistently hungry, unkempt or unclean.
- Shows signs of radicalisation and/or the holding of extreme views (Please see appendix five).
- Is involved in peer-on-peer abuse, such as bullying (including cyber bullying), gender-based violence and sexting.

Annex A of *Keeping Children Safe in Education (September 2016)* contains additional information about specific forms of abuse. It should be noted that abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another.

### **Dealing with a disclosure**

If a pupil discloses that he or she has been abused in some way, the member of staff or “relevant persons” should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality, as it might be necessary to refer the case to Social Services.
- Reassure the pupil that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Ask open questions rather than leading questions if necessary, for clarification
- Explain what has to be done next and who has to be told.

### **Record keeping**

When a pupil has made a disclosure, the member of staff or “relevant persons” should:

- Make some brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations, rather than interpretations or assumptions.

### **Support**

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff or “relevant persons” concerned should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

## Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. This includes identifying emerging problems, sharing information with other professionals and, in some cases, acting as the Lead Professional in undertaking an early help assessment.

If early help is appropriate, the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. In most instances, Slough's Early Help assessment form would be completed and sent to the Early Intervention service.

If early help is appropriate, the case should be kept under constant review and consideration given to a referral to Social Care if the child's situation does not appear to be improving.

## Section 5: Allegations involving academy or trust staff

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Academy Principal who at Montem Academy is Ann Probert.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Academy Principal. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation. **The Local Authority Designated Officer (LADO) must be involved at this initial stage.**

If the Academy Principal decides that the allegation warrants further action through Child Protection procedures, following discussion with the LADO, she/he must make a referral direct to the Social Services team. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services before informing the member of staff.

If it is decided that it is not necessary to refer to Social Services the Academy Principal, in conjunction with the Trust's Chief Executive Officer (Dr. Martin Young), will consider whether there needs to be an internal investigation.

If the concerns are about the Academy Principal, the LADO should be contacted by the Chief Executive Officer. The Chief Executive Officer is responsible for liaising with the Local Authority and/or partner agencies, as appropriate. He will also be the main channel of communication to the Board of Directors (technically the Proprietors of Montem Academy and the Trust as a whole) if that is appropriate.

In the event of allegations of abuse being made against the Academy Principal, the Academy Principal will not investigate the allegation himself or herself, or take written or detailed statements.

If the concerns are about the Chief Executive Officer, the LADO should be contacted by the named Board Director for Child Protection at The Park Federation Academy Trust. The named Board Director will be responsible for liaising with the Local Authority and /or partner agencies, as appropriate. The named Board Director is Muralee Nair (Chair of the Board).

In the event of allegations of abuse being made against the Chief Executive Officer, the Chief Executive Officer will not investigate the allegation himself or herself, or take written or detailed statements.

If contact with the LADO is not possible in any of these scenarios, then the referral should be made to the Child Protection Officer for Education.

A referral to the Disclosure and Barring Service (DBS) will be made by the Principal if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

If a staff member feels unable to raise an issue with the federation or Local Authority, or feel that their genuine concerns are not being addressed, then they can contact the NSPCC whistleblowing helpline on 0800 028 0285.

## **Section 6: Supporting Pupils**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The federation and its academies may be the only stable, secure and predictable elements in the lives of children at risk. When in the federation their behaviour may be challenging and defiant or they may become withdrawn. The federation will endeavour to support the pupil through:

- The content of the curriculum;
- The federation ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The federation ethos which supports and promotes British Values;
- The Montem Academy Behaviour Policy, in line with the Park Federation Academy Trust's Statement of General Principles With Regard To Behaviour, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil.

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe:

- The framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe and who to ask for help if their safety is threatened.
- Issues such as Domestic Violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can

reinforce the message that any kind of violence is unacceptable. Let children know that it is acceptable to talk about their own problems and signpost sources of help.

- Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.
- All children are trained in internet safety and all parents and carers have access to this training and support materials, advertised in the academy newsletter and through the Montem Academy website and the federation's website.

Children with SEND can face additional safeguarding challenges. This can include:

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being disproportionately impacted by things like bullying – without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

## **Section 7: Establishing a safe environment**

The Directors of the Park Federation Academy Trust control the use of its premises both during and outside normal school hours, no transfer of control agreement is made.

Where the Board of Directors provides services or activities directly under the supervision or management of federation staff, the federation's arrangements for Child Protection will apply. Where services or activities are provided separately by another body, the Directors will obtain assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and Child Protection, and there are arrangements to liaise with the federation on these matters where appropriate.

## **Appendix 1: Related Documentation**

*Working Together to Safeguard Children* (March 2015)

*Keeping Children Safe in Education* (September 2016)

*London Child Protection Procedures* (5<sup>th</sup> Edition, updated March 2016)

## Appendix 2: Checklist

	Yes/No	Notes/Dates
Has the Designated Safeguarding lead received inter – agency training in the last two years?		
Have all staff had procedure training in the last 3 years?		
Is there a separate locked file for children who are subject to a child protection plan?		
Are children subject to a child protection plan monitored?		
Is the federation’s Child Protection Policy and Procedures appropriate?		
Are the procedures and policies of other outside providers appropriate?		

### **Appendix 3: Guidance on Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.

It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

Victims of FGM are likely to come from a community that is known to practise FGM. There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

For further information see *Multi-Agency Practice Guidelines: Female Genital Mutilation 2014* (available at [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines))

From the 31<sup>st</sup> October 2015, there is a mandatory duty on education professionals to report 'known' cases of FGM. 'Known' cases are those where either a girl informs the person that an act of FGM has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out.

From the 31<sup>st</sup> October 2015, there is a mandatory duty on education professionals to report 'known' cases of FGM. 'Known' cases are those where either a girl informs the person that an act of FGM has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out.

Guidance on the mandatory reporting duty can be found in *Mandatory Reporting of Female Genital Mutilation – procedural information, October 2015* (available at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)).

## **Appendix 4: Guidance on Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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;
- Children who regularly miss school or education or do not take part in education.

## **Appendix 5: Guidance on the Prevent Duty**

Montem Academy gives full regard to the need to prevent people from being drawn into terrorism, as part of the Government's Prevent Strategy (July 2015).

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. Montem Academy has a zero tolerance approach to extremist

behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the Designated Safeguarding Lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

If the academy felt that there was a potential risk to an individual child, the academy would contact Children's Services.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:

- ☐ Ensure that the academy are aware of and manage potential risks to pupils and the wider school community effectively;
- ☐ Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community;
- ☐ Regularly review emergency plans and procedures to prepare for future events and risks.

## **Appendix 6: Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Schools must appoint a designated teacher for Looked After Children. At Montem Academy, the designated teacher for Looked After Children is Jane Hassan.



## **Appendix 7: Online Safety**

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The school ensures that appropriate filters and monitoring systems are in place. Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

The academy ensures pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.

Please see the E-safety Policy for further detail.

## **Appendix 8 : Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Schools: The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

## **Appendix 9: Peer-on-Peer Abuse**

Peer-on-Peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc but staff should be aware that peer on peer abuse can take place and it should not be tolerated as a 'part of growing up' or 'banter' This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. Staff should be aware that different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

However, any concern must be referred to the DSL particularly if:

- ☐ There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- ☐ The perpetrator has repeatedly tried to harm one or more other children; or
- ☐ There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

## **Appendix 10: Sexting**

There is no clear definition of 'sexting', many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Pupils in the academy are educated on the harm of producing sexual imagery through learning opportunities in the PSHE curriculum.

When an incident involving sexting comes to the attention of the academy:

- The incident should be referred to the DSL
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

