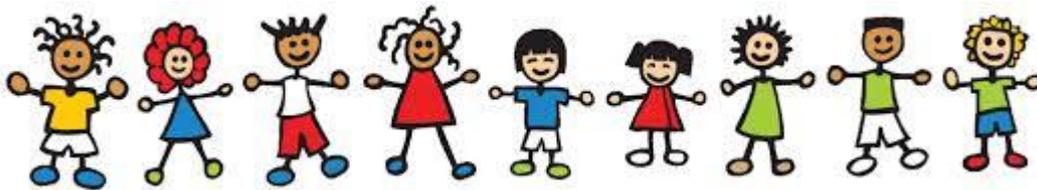
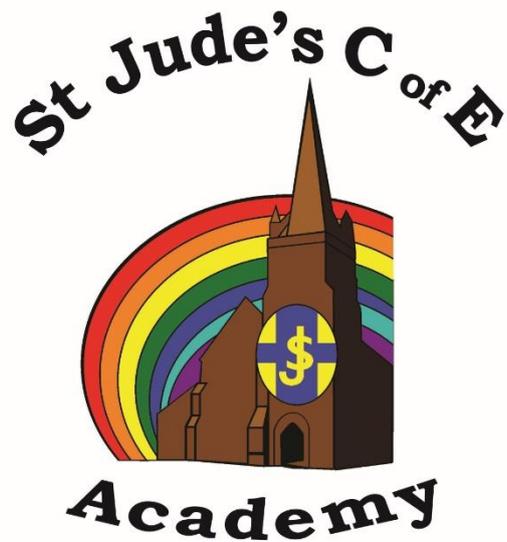


Safeguarding and Child Protection Policy

St. Jude's CE Primary Academy

2019



Name	Role	Organisation	Reason for Contact	Number	e mail address
Paul Cooper	Local Authority Designated Officer	Wolverhampton Safeguarding	Safeguarding Concerns of people in a position of trust	01902 550661	paul.cooper@wolverhampton.gcsx.gov.uk
Children Safeguarding Concerns		MASH Team (Multi Agency Support Hub)	Safeguarding concerns about a child	01902 555392	-
Adult Safeguarding Concerns			Safeguarding concerns about an Adult	01902 551199	-
Children/Adults Safeguarding Concerns	For Emergencies out of hours	MASH Team (Multi Agency Support Hub)	Safeguarding concerns about a child or an adult	01902 552999	-
Children's Disability Team		Social Care		01902 550911	-
Adult's Disability Team		Social Care		01902 553653 01902 556780	-
Wolverhampton Prevent Team	Prevent - Community Safety Team			01902 551214	Safer@wolverhampton.gov.uk
FGM	Police		Believe someone has suffered or is at risk of FGM	101 or 999	-
Darren Martindale	Virtual School Head	Wolverhampton Virtual School	Looked After Children	01902 551039	darren.martindale@wolverhampton.gov.uk
Sandeep Gill	Wolverhampton CSE (CSE) Lead	Wolverhampton Child Sexual Exploitation Team	Believe someone is at risk or is involved in CSE	01902 550523	sandeep.gill@wolverhampton.gov.uk
NSPCC Whistleblowing helpline	Supporting Whistleblowing	NSPCC	Supporting whistleblowing	0800 028 0285	help@nspcc.org.uk
Sarah Rennison	Service Development Officer, Specialist Support Service	Wolverhampton City Council	Exclusion	01902 (55)5924	Sarah.Rennison@wolverhampton.gov.uk
Rebecca Parker-Brittain	Vulnerable Young Persons Team		Exclusion	01902 (55)6017	rebecca.parker-brittain@wolverhampton.gov.uk
Lizzie Hodgkins	Project Manager	Parent Champion Program	Parent Champions	020 7940 7513	lizzie@familychildcaretrust.org
Elizabeth Mickiewics	EAL Teacher Advisor	Wolverhampton City Council	Parent Ambassador	01902 (55)5284	elizabeth.mickiewicz@wolverhampton.gov.uk

Angela Bayley	Behaviour and Attendance Officer	Wolverhampton City Council	Attendance	01902 (55)8891 01902 (55)0621	-
Laura Rushton	Behaviour and Attendance Officer	Wolverhampton City Council	Attendance	01902 (55)8891 07552 211593	Laura.Rushton@wolverhampton.gov.uk
Kerry McManus	Education & Family Engagement Officer	Vulnerable Young Persons Team	Attendance	07900 708239	Kerry.McManus@wolverhampton.gov.uk
Kam Dhillon	School Nurse	The Royal Wolverhampton NHS Trust	Medical		kam.dhillon@nhs.net
Megan Rimmer	Duty and Assessment	Wolverhampton City Council	Safeguarding		Megan.Rimmer@wolverhampton.gov.uk
The Gem Centre				01902 444360	
Neil Beaumont	Newly Qualified Social Worker	Whitmore Reans Children's Centre	Safeguarding	01902 (55)0272 07881 358646	Neil.Beaumont@wolverhampton.gov.uk
Elaine Hughes	School Administrator	Lawnswood campus	Nightingale Provision	01902 (55)1058	Elhughes@lawnswoodcampus.co.uk
Luke Beecher	Strengthening Families Worker	Whitmore Reans Strengthening Hub	Safeguarding	01902 (55)6585 07881 358621	Luke.Beecher@wolverhampton.gov.uk
Michelle Doughty	Strengthening Families Worker	Whitmore Reans Strengthening Hub	Safeguarding		Michelle.Doughty@wolverhampton.gov.uk

St. Jude's CE Primary Academy Safeguarding and Child Protection Policy

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1. Safeguarding Definition

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 health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

(The term children, includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At St. Jude's we are committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment.

Adults in our academy take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

2. Legislation and Guidance

The Local Governing Body of St. Jude's recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- The Education Act 2002 (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained academy's and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Academy Standards) (England) Regulations 2003 require proprietors of independent academy (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the academy.
- The Education (independent Academy Standards) Regulations 2014
- The non-maintained Special academy (England) regulations 2015
- Wolverhampton Safeguarding Children's Board – Inter-agency procedures
- Thresholds of support to children and families in Wolverhampton
- Working together to safeguard children (2018)
- Keeping children safe in education (September 2018)
- Information sharing advice for safeguarding practitioners (March 2015)
- What to do if you are worried a child is being abused (March 2015)
- Sections 26 & 29 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003
- Children Act 1989 & 2004
- Disqualification under the Childcare Act 2006

3. Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our academy. It will be reviewed at least annually by the Local Governing body, and is in line with our WSCB local procedures, the expectations of the Department for Education and Ofsted which inspects academy' safeguarding arrangements.

4. Our policy aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the academy
- To demonstrate our commitment to protecting and supporting our vulnerable children, who need support through early help, children in need and children who have a child protection plan.

5. Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We understand that safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with our children and families has a role to play in identifying concerns, sharing information and taking prompt action.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

We will adopt a 'child-centred' approach to safeguarding and child protection and we will act in the 'best interests' of our children

We ensure that everyone is aware of their safeguarding responsibilities

We provide staff, volunteers and governors with the framework, training and support they need to keep children safe and secure in our academy and to inform parents and guardians how we will safeguard their children whilst they are in our care.

6. Roles and Responsibilities

Local Governing Body (PART TWO - KEEPING CHILDREN SAFE IN EDUCATION)

Our Chair of Governors is Madeleine Freewood

Our Governors will ensure they comply with their duties under legislation, they will have regard to 'Keeping children safe in education' to ensure that the policies, procedures and training in our academy are effective and comply with the law at all times.

Our academy will have a senior board level (or equivalent) lead to take leadership responsibility for our academy's safeguarding arrangements.

Our academy will ensure:

Safeguarding policies:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media and an academy behaviour policy
- These policies, along with our academy's behaviour policy, part one of Keeping children safe in education and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. Our Governors will take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers;
- Our safeguarding/child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Wolverhampton Safeguarding Children Board (WSCB), be updated annually (as a minimum), and be available publicly either via our academy/college website or by other means;
- That the above policies and procedures, adopted by our Governing Body particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- **Where reasonably possible, our academy will hold more than one emergency contact number for each pupil or student.**

Designated safeguarding lead and deputies:

- That they appoint an appropriate senior member of staff, from our academy/college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility and activities related to the role);
- They determine whether they choose to have one or more deputy designated safeguarding lead(s) as appropriate. Any deputies appointed will be trained to the same standard as the designated safeguarding lead;
- That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated;
- That the designated safeguarding lead and any deputies will liaise with the local authority and work with other agencies;
- That during term time the designated safeguarding lead and or a deputy will always be available (during academy or college hours) for staff in the academy or college to discuss any safeguarding concerns. Our GB will arrange, in liaison with the HT/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities; and
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

Multi-agency working:

That our academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. Our academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional

support to children subject to child protection plans. Our academy will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;

- That our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the WSCB. This will include understanding and reflecting local protocols for assessment and the WSCB's threshold document along with supplying information as requested by the WSCB; and Information Sharing. Our GB understand that sharing information is vital in identifying and tackling all forms of abuse.
- Our Governors/Directors/Trustees understand and recognise the importance of information sharing between professionals and local agencies. Our Governors/Directors/Trustees will ensure arrangements are in place that set out clearly the process and principles of information sharing (Chapter 1, Working Together to Safeguard Children and Information Sharing Guidance, including the Seven golden rules of information sharing)
- Our Governors/Directors/Trustees understand the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Governors/Directors/Trustees understand this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm they understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Where children leave our academy/college, the designated safeguarding lead will ensure their child protection file is transferred to the new academy or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained from the receiving academy or college. The file will be transferred separately from the main pupil file. Our academy/college will ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.
- In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new academy or college in advance of a child leaving. For example, information that would allow the new academy or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Staff Training:

- That all staff members undergo safeguarding and child protection training including online safety at induction. The training will be regularly updated. Our induction and training will be in line with advice from WSCB. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; and
- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.

Online Safety:

Our GB/etc. understand that our academy/college increasingly work online and that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

- Appropriate filters and appropriate monitoring systems are in place and take care that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Opportunities to Teach Safeguarding:

- Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), RSE, citizenship and British Values.

Inspection

- They are familiar with the Ofsted New Common Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safer Recruitment:

- They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our academy has written recruitment and selection policies and procedures in place; and
- At least one person on any appointment panel has undertaken appropriate safer recruitment training.

Dealing with concerns about staff who may pose a risk of harm to children:

- There are procedures in place to manage concerns/allegations against teachers (including volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority, Paul Cooper, by the appropriate person. Our academy will follow the procedures outlined in part 4 of Keeping Children Safe in Education.
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Our GB/etc. is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Peer on Peer abuse

- ALL staff should recognise that children can abuse their peers. Our GB/etc. will ensure that ALL staff are clear about our academy's/college's policy and procedures with regard to peer on peer abuse
- our safeguarding/child protection policy includes:
 1. Procedures to minimise the risk of peer on peer abuse;
 2. sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with;
 3. how victims, perpetrators and any other child affected by of peer on peer abuse will be supported;
 4. a statement that abuse is abuse and will never be tolerated or passed off as "banter" "just having a laugh" or "part of growing up"
 5. recognition of the gendered nature of peer on peer abuse, that all peer on peer abuse is unacceptable and will be taken seriously;
 6. the different forms of peer on peer abuse, such as: sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; and initiation/hazing type violence and rituals

The Child's wishes

- The child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Looked after children

That staff have the skills, knowledge and understanding necessary to keep looked after children safe.

- And 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 should have details of the child's social worker and the name of the virtual academy head in the authority that looks after the child.
- All staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after and previously looked after children we will ensure that all agencies work together and prompt action will be taken when necessary to safeguard these children

The designated teacher

- They appoint a designated teacher to work with local authorities to promote the educational achievement of registered children who are looked after and to ensure that this person has appropriate training. On commencement of the sections 4-6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- The designated teacher has appropriate training and relevant qualifications and experience

Virtual academy heads

- The designated teacher works with the virtual academy head to discuss how looked after children pupil premium plus funding can be best used to support the progress of looked after children in the academy and meet the needs identified in the child's personal education plan.
- The designated teacher will work with the virtual academy headteacher to promote the educational achievement of previously looked after children.

Care leavers

Our GB/etc. knows that the local authority has ongoing responsibilities to young people who cease to be looked after and become care leavers.

- Designated safeguarding leads will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs and Disabilities

Our governors know that children with special educational needs and disabilities may face additional safeguarding challenges

- Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities. This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our academy/college will consider extra pastoral support for these children when necessary.

The use of 'reasonable force' :

Our GB/etc. know and understand there are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be

restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Our academy does not adopt of a 'no contact' policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect our pupils and students. The decision on whether or not to use reasonable force to control or restrain a pupil/student is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our academy/college will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, our academy/college can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Roles and Responsibilities

Designated and deputy safeguarding lead/s (ANNEX B)

Our designated safeguarding lead is Denise Dalton
Our deputy safeguarding lead Megan Goddard
Our deputy safeguarding lead Anthony Nicholls

Our GB/etc. will ensure that a senior member of staff from the leadership team is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection including online safety. Their responsibilities will be explicit in the role holder's job description.

Our GB/etc. will determine whether to appoint additional deputy designated safeguarding leads, they will be trained to the same level as the designated safeguarding lead and their responsibilities will be explicit in their job description.

Our designated safeguarding lead may delegate safeguarding activities to the deputy safeguarding lead however the designated safeguarding lead will retain the lead responsibility for child protection and safeguarding. This responsibility will not be delegated.

At St. Jude's the designated lead, in line with Keeping children safe in education, is expected to:

Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others:

- Liaise with the headteacher/principal to inform him or her of issues especially on-going 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 nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for all staff.

Undertake training:

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- The designated safeguarding lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they;
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the academy child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the academy with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at academy
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

Raise Awareness:

- Ensure the academy child protection policies are known, understood and used appropriately;
- Ensure the academy child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the academy in this; and
- Link with the WSCB to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File:

- Ensure a child’s protection file is transferred to the new academy as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained. Our academy will ensure key staff such as the designated safeguarding lead, deputies and the SENCO are aware of any child with a safeguarding concern.

Availability:

- The designated safeguarding lead or deputy will be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. Whilst our designated safeguarding lead (or deputy) will be available in person, there may be occasions, in exceptional circumstance when this is not possible however they may be available via e-mail, phone and or Skype or other such mediums.
- Our academy will arrange adequate and appropriate arrangements for any out of hours/out of term activities

Roles and Responsibilities

All staff

The Teacher Standards (2012) state that teachers, including headteachers/principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all the staff and volunteers who work at St. Jude's. .

All staff are given part one of Keeping children safe in education together with annexe A, all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read and understood our academy's safeguarding policies and procedures and that they have attended safeguarding training.

- All staff have a responsibility to provide a safe environment in which children can learn;
- All staff have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm.
- Any staff member who has a concern about a child must follow the referral process
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals;
- In addition to working with the designated safeguarding lead or deputy designated safeguarding lead staff members should be aware that they may be asked to support social workers and other agencies to take decisions about individual children;
- During induction, all staff members will be made aware of the systems within our academy/college which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding and child protection policy; the staff behaviour policy/code of conduct; the academy behaviour policy, Keeping Children Safe in Education -part 1, Annex A, Annex B- the role of the designated safeguarding lead and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff will be made aware of the local early help process and understand their role in it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments, especially children in need (section 17) and a child suffering, or likely to suffer, significant harm (Section 47) that may follow a referral along with the role that they may be expected to play in such assessments
- All staff will be made aware of what to do if a child discloses that he/she is being abused or neglected
- All staff members will be made aware of the types and signs of abuse and neglect so that they can identify cases of children who may need help or protection;
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and always speak to the designated safeguarding lead or deputy immediately
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the designated safeguarding lead and children's social care. staff should never promise a child that they will not tell anyone about a report of abuse.
- Our staff will be alert to the potential need for any child who: is disabled and has specific needs; has special educational needs; is a young carer; is showing signs of being drawn into anti-social behaviour including

gangs and organised crime; frequently goes missing from care or home, is misusing drugs or alcohol themselves; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child; has returned home to their family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised or exploited and is a privately fostered child.

- All staff should speak to the designated safeguarding lead with regards to any concerns about female genital mutilation. Our teachers know that there is a legal duty placed upon, teachers must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18
- If staff have concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then the concern should be referred to the headteacher/principal. If the concern is about the headteacher/principal the member of staff should report this to the chair of governors/management committee. Our staff will comply with the guidelines in part four of Keeping children safe in education.
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our academy safeguarding regime. Staff should follow the academy's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.

Volunteers, work experience and students:

The designated safeguarding lead and/or the Headteacher/Deputy Headteacher/Principal will explain the responsibility of reporting any concerns about children's safety and welfare to the designated safeguarding lead or deputies. Further, they will be briefed on the academy's confidentiality policy and the code of conduct that we expect from all in our academy.

Therefore, volunteers and students have the responsibility to:

- Work within the academy's code of conduct, KCSIE, safeguarding/child protection policy, acceptable use of technology policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the designated safeguarding lead or deputy.

Parental Responsibilities

At St. Jude's we have an open-door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends academy and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Children's Responsibilities

In our academy/college, we respect our children. The atmosphere within our academy/college is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our academy encourages all pupils to share any worries or concerns with any adult in the academy at any time.

Confidentiality and Information sharing

Our academy adopts the principles outlined in the DfE Information sharing guidance (March 2015)

We recognise that all matters relating to child protection are confidential. The headteacher or designated safeguarding lead and deputies will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept

secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and will need to pass the information on to help keep the child or other children safe. All information and data is stored securely and any information or data is shared on a need to know basis.

Communication with Parents

Our academy will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The academy will endeavour to ensure that parents have an understanding of the responsibilities placed on the academy and staff to safeguard children.

In the best interests of safeguarding children there may be occasions when the academy may consult with other agencies without a parent's or carer's prior knowledge. Our first concern and responsibility is the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our academy will follow the procedures required by the Wolverhampton Safeguarding Children Board

The visit may take place at the academy at the request of the police or social care. In the event of the meeting being held at academy parents/carers parents will be asked by the academy to remain on the academy premises until such time that the police or social care can attend. If parents/carers choose to leave academy premises with their child the academy will contact the police or social care to inform them of the parent's/carer's decision.

All concerns, child with unmet needs, Child in Need and Child Protection matters, MUST be discussed with the designated safeguarding lead or deputy and will need to be assessed and referred using the correct channels by the academy as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life, a professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Voice of the child – (children’s wishes)

Children’s wishes and feelings are taken into account if appropriate when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

Record Keeping

At St. Jude’s all records of concerns and safeguarding/child protection files are stored separately from the child’s/student’s academy file. They are locked in a secure location.

If a child/student moves academy/college, we will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and separately from the child’s/student’s main file. We will obtain a receipt from the receiving academy. If our academy is the last known academy the child attend, records will be retained until the child’s 25th birthday.

If a child/student arrives at our academy with a child protection file we will ensure key staff such as designated safeguarding leads, designated teacher and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new academy or college in advance of a child leaving. For example, information that would allow the new academy or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Looked after children, previously looked after children, designated teacher and liaison with the virtual academy headteacher

Our designated teacher for looked after children and previously looked after children is the Headteacher

Our designated teacher will undertake any relevant training to update their skills, understanding and knowledge to enable them to keep our looked after children and previously looked after children safe. Our designated teacher will promote the educational, physical, social and emotional welfare of children who are looked after and previously looked after children.

Previously looked after children are children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Our designated teacher will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child at [St. Jude’s](#))
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- They obtain information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- They obtain the name of the child’s social worker;
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They liaise with the virtual academy [headteacher/principal](#) to discuss how the funding for that child can be best used to support the child’s need outlined in the personal education plan.

Care Leavers

Local authorities have on-going responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal

advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Our designated safeguarding lead or deputy should be given details of the local authority personal advisor appointed to guide and support the care leaver, our designated safeguarding lead or deputy will liaise with the personal advisor as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities

At St. Jude's we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist 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;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- being more prone to peer group isolation than other children; and
- Communication barriers and difficulties in overcoming these barriers.

We will ensure we have appropriate mechanisms in place to assist these children.

Safeguarding Training

Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from the WSCB. Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1, annex A and annex B, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT policy, the academy's/college's behaviour policy, our academy's/college's children missing education procedures and other relevant safeguarding information e.g. the name of the designated safeguarding lead and deputy/ies . They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Designated safeguarding lead and deputies

Our designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our designated safeguarding lead and deputies will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands our academy's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- can keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our academy with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;

- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at academy or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy or college may put in place to protect them.

Staff Training

All staff members will receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Our Governing Body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governor Training

All governors are invited and encouraged to attend safeguarding training.

Safer Recruitment Training

Our academy will ensure that at least one member of any recruitment panel has received safer recruitment training.

Safer working practices

Our academy has a code of conduct; all staff and volunteers are issued with this at induction.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of academy hours; and
- Must not chat to pupils on the social websites.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint/positive handling policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Safer recruitment

To create a safe environment for our children our academy will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education

Our academy will ensure that at least one member of any recruitment panel has received safer recruitment training.

Our academy adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment of new staff our academy will:

Our academy understands that it is a criminal offence to allow any individual who is barred to carry out any Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a academy, for teaching, caring for or supervising children;
- Will carry out paid or unsupervised unpaid, work regularly in a academy where that work provides an opportunity for contact with children; and
- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the academy requires an enhanced DBS certificate, which does not include a barred list check.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching (including directions, sanctions and restrictions)

A European Economic Area (EEA) check will also be completed if required to check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed.

Our academy keeps a Single Central Record that complies with all the requirements. It is monitored by the Headteacher/principal and/or Chair of Governors etc. at regular intervals.

We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff

All applicants MUST show their current original DBS certificate to the academy as soon as they take up post.

Management of Allegations

Our academy has adopted the Trust/Connect-Ed/LA Managing Allegations Policy.

Our policy complies with the guidance set out in part four of Keeping Children Safe in Education.

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff or volunteer, the following will be considered:

Has the member of staff/volunteer;

- Behaved in a way that has harmed a child, or may have harmed a child?
- Possibly committed a criminal offence against or related to a child?
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?
-

The Designated Officer in Wolverhampton is Paul Cooper (550661)

Whistleblowing

All staff, volunteers and parents at St. Jude's should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our headteacher/principal, governing body/ mc/p/ and senior leadership team. Our academy/college has adopted the local authority/Connect-Ed/Trust Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff

training and staff behaviour policies, are in place for such concerns to be raised with our headteacher/principal, governing body or senior leadership team.

Where a staff member feels unable to raise an issue with our headteacher/principal, governing body or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

The 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

Curriculum and E-safety

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Relationship and Sex Education (RSE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, in particular, the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

E-Safety curriculum and computing, use of mobile technology

The E-Safety lead is the Deputy Headteacher

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums, social networks and the ability to live stream can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases, arrange to meet them.

At St. Jude's

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the academy DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, academy, home address, computer passwords etc. and
- Pupils should adhere to the academy policy on mobile phones.
- Social media/live streaming/apps
- Staff receive e-safety and online training

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices

Unauthorised or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of academy/college code of conduct, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed, the police will be informed.

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents & visitors are asked not to use mobile phones when visiting our academy and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents/visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

Contextual safeguarding

At St. Jude's we know that safeguarding incidents and/or behaviours can be associated with factors outside our academy/college and/or can occur between children outside our academy/college. All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so our academy/ college will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff are expected to be vigilant at all times, taking account of the following.

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 (e.g. via the internet). They may be abused by an adult or adults or 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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Some signs:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges

- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or 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.

Some signs:

- 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)
- Ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs they should not presume that the child is being abused, but MUST report their concerns to the designated safeguarding lead or the deputy designated safeguarding lead immediately.

Specific safeguarding issues

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. Effective information sharing between parents, settings, academy/colleges and the local authority is critical to ensure that all children are safe and receiving suitable education.

Staff at St. Jude's are aware that a child going missing from education, 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 children going missing in future.

Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

Sexting (Youth Produced Sexual Imagery)

At St. Jude's we know and understand that sharing photos and videos online is part of daily life for many children/young people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as, Snapchat, Whatsapp or Facebook Messenger, etc.

The increase in the speed and ease of sharing imagery has brought concerns about children/young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

We will remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present and be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements.

Wolverhampton CSE Co-ordinator is Sandeep Gill

'Honour based violence'

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

If our staff have any concerns regarding a child that might be at risk of HBV or who has suffered from HBV they will speak to the designated safeguarding lead or deputy. As appropriate the designated safeguarding lead or deputy will activate the local safeguarding procedures by contacting the police and or social care.

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. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

ALL staff will speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation.

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 our academy designated safeguarding lead or deputy and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow local safeguarding procedures.

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.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 35-36 focusing on the role of an academy and colleges. Academy and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk will be a part of our academy’s/college’s safeguarding approach.

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

We understand 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, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

From 1 July 2015, specified authorities, including all academies (and since 18 September 2015 all colleges) as defined in the summary of this guidance, 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. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA

2015. Paragraphs 57-76 of the statutory “Revised Prevent duty guidance: for England and Wales” (for academies) summarises the requirements on academies in terms of four general themes:
Training on Prevent will be delivered as required to the relevant staff.

The Department for Education has also published advice for academies on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched ‘Educate against hate’ a website designed to equip academy and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and academy and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#).

E-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for academy to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

Our staff will co-operate with local Channel panel as required.

Our academy will contact the Wolverhampton Community Safety Team at: safer@wolverhampton.gov.uk or call: 01902 551214

Peer on peer abuse

At St. Jude’s we believe that all children have a right to attend academy and learn in a safe environment. Children should be free from harm by adults in the academy and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy’s relevant policy e.g. behaviour policy.

ALL staff recognise that children can abuse their peers

ALL allegations will be taken seriously, at St. Jude’s we understand that ‘abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. (KCSIE) ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referrals under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment and sexual exploitation and sexting.

We understand the gendered nature of peer on peer abuse (it is more likely that girls will be victims and boys will be perpetrators) but all peer on peer abuse is unacceptable and will be taken seriously

Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found.

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the academy;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the academy may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion;
- Threats and intimidation; and
- Bullying and cyber-bullying.

Sexual Abuse including sexting and gender based violence

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.

Sexual Exploitation/violence and harassment

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

Prevention, assessing and minimising the risks

At St. Jude's we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, RSE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on assertiveness, protective behaviours and keeping safe those children identified as being at risk;
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- Training and awareness sessions will be provided for staff.

Sexual Violence and harassment between children

If an incident of sexual violence or sexual harassment occurs our academy/college will follow the guidance set out in Part 5 of Keeping Children Safe in Education and we will use the DfE guidance Sexual violence and harassment between children in academy and colleges (May 2018)

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, likely, 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.

At St. Jude's all victims will be taken seriously and offered appropriate support. We know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware and know 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”; and
- 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.

Sexual

Our 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:

Legislation.

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.

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.

Sexual harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. For this policy, reference to sexual harassment, is 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 (we will consider 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; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Our academy response to a report of sexual violence or sexual harassment

Our academy will follow the guidance set out in part 5 Keeping Children Safe in Education and the DfE guidance Sexual violence and sexual harassment between children in academy and colleges -May 2018

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. A referral to the National Referral Mechanism will be considered by our academy/college. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Our academy will use the age appropriate guides to support children, 5-11-year olds and 12-17 year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Our academy will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

Children with family members in prison

Some children who attend our academy may have a parent who has been sent to prison. Our academy will utilise the information NICCO provides designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Domestic Abuse

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

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Our academy/college will make use of the advice and links available in Keeping Children Safe in Education (Annex A) to identify children who are affected by domestic abuse and how they can be helped.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. When required our designated safeguarding lead or deputies will obtain contact details and know referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our academy/college staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. (Following information applicable to secondary academy/colleges) However, we will also recognise in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and our designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children missing from home or care
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Relationship abuse
- Sexting
- Trafficking
- Modern slavery

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, ALL concerns MUST be shared with the designated safeguarding lead or deputy.

7. Monitoring policy and practice

Our safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Policy Adopted: **September 2018**

Policy published: **September 2018**

Policy Review: **September 2019**