



ST PAUL'S ACADEMY

# **Safeguarding Policy**

**Including**

# **Child Protection**

**Reviewed By: St Paul's Academy Safeguarding Team – January 2023**  
**Date of next review: July 2023**

Changes made since last review:

- Fabricated/induced illness (page 22)
- Children of parents with alcohol and drug problems (page 24)
- Information Sharing (page 26)
- Domestic Abuse Act 2021 (page 32)
- LADO details and Whistleblowing (page 33)
- Family and Adolescent Support Service (FaASS) Greenwich (page 21)
- Sept 2022 Update regarding Disclosures (page 28)
- Sept 2022 Update on Domestic Abuse (page 36)
- Sept 2022 Update on LGBTQI+ (page 37)
- Sept 2022 Update on Sexual Violence (page 17)
- Sept 2022 Update on Police and an Appropriate Adult (page 9)

# Contents

1. Key Safeguarding Personnel & Responsibilities .....	4
2. St. Paul’s Academy Safeguarding Statement .....	6
3. Purpose and Aims .....	6
4. Statutory Framework .....	7
5. Safeguarding Training .....	8
6. Role of the Designated Safeguarding Lead .....	8
7. The role of the Police .....	9
8. The Roles & Responsibilities of <i>all</i> Staff within School.....	10
9. The Role of all staff in the Prevention of Extremism – The Prevent Duty .....	15
10. Harmful Sexual Behaviour.....	16
11. Safer Recruitment of Staff and Volunteers .....	24
12. Royal Greenwich Family and Adolescent Support Service (FaASS) Guidance .....	25
13. When to be concerned.....	26
15. Confidentiality and Information Sharing.....	31
16. Communication with Parents and Carers.....	32
17. Record Keeping .....	32
18. Dealing with Allegations against School Staff .....	33
19. E-Safety – Keeping Students safe online.....	34
20. Visitors / Volunteers: Staying safe .....	35
21. Safeguarding Staff in St Paul’s Academy.....	35
22. Off-Site arrangements:.....	35
23. Monitoring & Evaluation .....	36
APPENDIX 1: Types and Indicators of Abuse & Neglect.....	37
Appendix 2: My Concern: School Safeguarding reporting tool.....	49
APPENDIX 3: Keeping Children Safe in Education (Summary Document) .....	52
APPENDIX 4: Greenwich Referral Form .....	52
Appendix 5: Advice for Parents and Carers on Keeping Children Safe whilst online.....	53
APPENDIX 6: Safeguarding Staff advice and recommendations: Please see Staff booklet .....	54
Appendix 7 - LOOK / LISTEN / LINK .....	55
APPENDIX 8: LADO Flow Chart.....	56
Appendix 9: Home – School Agreement (Physical Chastisement).....	57
APPENDIX 10: Home Visit Protocols and Risk Assessment .....	58
Appendix 11: Covid-19 School closure arrangements for Safeguarding and Child Protection .....	63
In line with UK government guidelines regarding Covid-19, as recommended from March 2020; St Paul’s Academy, Safeguarding Policy and Protocols requires the following advice and recommendations for all children and staff to be supported. <b>The following advice and guidance will remain after lockdown procedures are relaxed until further amendments are made.</b> .....	63

## 1. Key Safeguarding Personnel & Responsibilities

### The Designated Safeguarding Leads

Name: Sheila Ward, Principal

Tel: 020 8311 3868 ext 108 [Sheila.Ward@stpauls.greenwich.sch.uk](mailto:Sheila.Ward@stpauls.greenwich.sch.uk)

Name: Kim Nicholas, Lead Learning Mentor

Tel: 020 8311 3868 ext 143 [Kim.Nicholas@stpauls.greenwich.sch.uk](mailto:Kim.Nicholas@stpauls.greenwich.sch.uk)

### The Safeguarding Team also includes

Balvinder Assi (Inclusion Coordinator), Huw Francis (Learning mentor), Michelle Hepburn (Assistant Principal: Inclusion), Monique Tulloch (Learning Mentor in Training) and Richard Mayne (Learning Mentor).

**Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported** directly to the Principal, or a member of the SLT, unless it involves one of them. In that case, it must be reported to the Chair of Governors. **See Section 14**

### Safeguarding Responsibilities

**The Principal** is responsible for implementing policies and procedures, allocating resources to the Safeguarding team and addressing staff safeguarding concerns.

**Ms Sheila Ward**

Tel: 020 8311 3868 ext 108

**Designated Safeguarding Lead** is a member of the School Leadership Team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

**Kim Nicholas**

Tel: 020 8311 3868 ext 143

**Designated Safeguarding Team** is made up of members of the teaching, support or pastoral staff in a post which requires assessment of children with sufficient status and authority to effectively deputise for the Designated Safeguarding Lead above.

Mr Balvinder Assi – 020 8311 3868 ext 111

Mr Huw Francis – 020 8311 3868 ext 141

Ms Michelle Hepburn – 020 8311 3868 ext 148

**Safeguarding Administration Support** works with the Safeguarding team to ensure that records are updated and secure.

**Name of person in charge of E-Safety** Mr Balvinder Assi – 020 8311 3868 ext 111

**Name of person in charge of Looked After Children** Mr Balvinder Assi – 020 8311 3868 ext 111

**The Safeguarding Team at St. Paul’s Academy also link with and report to**

**The Safeguarding / Child Protection** Ms M Fontinelle

**Governor** ensures that there are appropriate Tel: 020 8311 3868

safeguarding policies and procedures in place,

monitors whether they are being followed

and, together with the rest of the governing

body, remedies deficiencies and weakness

that are identified. The role of the

safeguarding governor is strategic rather than

operational. The safeguarding governor does

not become involved in concerns about

individual students.

**The Chair of Governors** takes the lead in Mr B J Borland

dealing with allegations of abuse against the Tel: 020 8311 3868

Principal and other members of staff when

the Principal is not available, working in

liaison with the Greenwich Safeguarding

Children Board and on Safer Recruitment practices

with the Principal and Senior Leadership Team.

## 2. St. Paul's Academy Safeguarding Statement

All children have the right to learn and grow, free from the burden of abuse and neglect. Governors and staff at St. Paul's Academy recognise it's moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where our students are respected and valued. We are alert to the signs of different types of abuse and follow agreed procedures to ensure that children receive effective support, protection and justice.

We believe all students should have access to a learning environment which encourages and promotes positive personal, social and emotional development as well as academic success. We are committed to working together with local services to build resilience, and prevent and protect students from harm.

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

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

### Introduction

The procedures contained in this policy apply to all staff and governors of St. Paul's Academy and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally and nationally agreed procedures, advice and guidance. It applies wherever staff or volunteers are working with students, even when this is away from the Academy, for example at an activity centre or an educational visit.

St. Paul's Academy takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of "Working Together to Safeguard Children, 2016" and "Keeping Children Safe in Education, Section 175 of the Education Act" 2018/2002 which,

**".....requires governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children."**

## 3. Purpose and Aims

There are **five main elements** to our policy:

- Ensuring we practice safer recruitment in line with national legislation by including at least one suitably trained recruiter on all interview panels and to ensure any unsuitable behaviour is reported and managed using the appropriate procedures;
- Raising awareness of safeguarding issues and equipping students with the skills needed to keep them safe and vigilant;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting students who have been abused in accordance with his/her agreed child protection plan;

- Establishing a safe environment in which students can learn and develop and establishing robust guidelines to support staff in their professional roles with students.

We recognise that because of the day to day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to;
- Ensure students know that there are adults in the school whom they can approach if they are worried;
- Include opportunities across the curriculum e.g. wellbeing initiatives and workshops for children to develop the resilience skills they need to recognise and stay safe from abuse.

## 4. Statutory Framework

In order to safeguard and promote the welfare of students, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (DfE September 2020)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (DfE, March 2015)
- The Prevent duty – Advice for schools and Childcare providers (DfE 2015/6)
- Sexual Violence and Sexual Harassment Between Children (KCSIE 2022 Part 5)
- The Children’s Society, Safeguarding disabled children, practice guidance, 2009
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, 2018)
- Procedures set out by the Greenwich Safeguarding Children Board and the London Safeguarding Children Board
- Greenwich Family and Adolescent Support Service (FaASS) (previously known as Early Help) Guidance 2018
- Guidance for Safer Working Practice for those working with children and young people in education settings’ (May 2019)
- What to do if you’re worried that a child is being abused (Guidance March 2015)
- Mental Health and Behaviour in Schools: Departmental advice (DfE 2018)
- Safeguarding in Schools – Safeguarding and remote education 2020
- Guidance for safer working practice for those working with children and young people in education settings. (Addendum April 2020)

All staff are advised to be familiar with the above legislation, guidance and advice as part of their Continued Professional Development/training (CPD), including the role they play in preventing abuse – in as much as possible to provide a zero-tolerance approach to abuse. St Paul’s Academy will monitor and record all staff training in order to identify gaps in learning and safeguarding, while advising staff to maintain their own employment and training record.

**All policies mentioned are to be adhered to in addition to and in support of the safeguarding legislation and guidance. Failure to do so may result in possible consultation with the Local Authority Designated Officer (LADO) and disciplinary action following school protocols.**

School policies mentioned below **must be read** by all staff that work directly with children.

- Behaviour Management Guide for Staff,
- Exclusion Policy,
- Student Behaviour and Discipline Policy ,
- Keeping Children Safe in Education (2020) (Part One) (Annex A) and
- Safeguarding and Child Protection Policy
- Critical Incident Policy (2020)
- Emotional Health and Wellbeing Policy (2020)

## 5. Safeguarding Training

- Designated Safeguarding Leads should receive updated training every 2 years and, in addition, keep up to date with safeguarding developments regularly.
- All Staff at St. Paul's Academy undergo Safeguarding Training annually and those with particular safeguarding responsibilities will be updated on a regular basis.
- All new members of staff will receive safeguarding / child protection training as part of their induction programme.
- Colleagues involved in appointments may pay due regards to safer recruitment procedures.
- Safeguarding training records are maintained and updated by the Safeguarding Lead and Safeguarding Administration Support (Team).

## 6. Role of the Designated Safeguarding Lead

The role of the Designated Safeguarding Lead (DSL) carries a significant level of responsibility and they should be given time, funding, training, resources and support they need to carry out the role effectively.

DSLs should help promote the best interests of the child's safety, welfare and educational outcomes by:

Sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced with teachers and school and college leadership staff.

As a matter of good practice, local authorities should share the fact that a child has a social worker.

There are many facets of the DSL, whose role it is to:

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies.
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (Children's Services or the Police).
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral.
- Consider where children need a social worker, this should inform decisions about safeguarding, for example, responding to unauthorised absence or missing education where there are known safeguarding risks, and



about promoting welfare; to consider the provision of pastoral and or academic support alongside action by statutory services.

- Where practicable, concerns should be discussed with the family and agreement sought for a referral to Children's Services **unless** this may, either by delay or the behavioural response it prompts, places the child at risk of significant harm. Liaise with the Principal to inform them of any issues and ongoing enquiries under Section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.
- 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 school's safeguarding / child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately when they arise.
- Keep detailed, accurate, secure written records of referrals and/or concerns. Work closely with Safeguarding administration/team support on maintaining these records.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the school's child protection / safeguarding policy and procedures are updated and reviewed annually and work with the Governing Body and Management regarding this.
- Ensure parents / carers can see copies of the Safeguarding Policy and procedures, which alerts them to the fact that referrals about suspected abuse or neglect may be made the role/responsibility of the school.
- Where students leave, the Safeguarding Team/Administrator/Lead will ensure their safeguarding file is provided for any new establishment as soon as possible but transferred separately from the main pupil file. This is implemented securely following School procedures.

These roles may also apply to deputies supporting the Designated Safeguarding Lead.

## 7. The role of the Police

As per procedures under The Pan London Child Protection Procedures 2007:

The Police are lawfully able to supply information of a safeguarding nature (under Child Protection or Child In Need enquiries and assessments) to school.

The school subscribes to 'Operation Encompass' which supports the police and schools working together to provide emotional and practical help to children who have been subjected to or witnessed Domestic abuse. See Appendix 1 for further information including details of the National Domestic Abuse Helpline.

The Police may provide information on incidents that have taken place outside of school grounds (information requested as part of an inter-agency risk management meeting: under the Criminal Justice Act 2000 of the Sex Offenders Act 1997) – this is in order to share information and safely make the appropriate recommendations. It is the expectation following Serious Case Reviews that information is to be shared, recorded, and to take appropriate action in relation to known or suspected abuse or neglect. Only when information has been shared that it becomes clear that a child is at risk of, or is suffering, harm.

Education professionals have a responsibility to share information with other professionals in order to protect children, particularly with investigative agencies such as the Police. The Education Act 2002 means there is a duty to share information that may be relevant to child protection.

The school can request the intervention, advice and support of the Police when it deems that a child's (or adult's) safety, health or place within the school is at risk.

The National Strategy for the Policing of Children and Young People states:

- Children and young people will come into contact with the police in many different circumstances and environments. Policing must be able to flex its response dependent on need.
- We need to make every effort to avoid the unnecessary criminalisation of children in care, making sure that the criminal justice system is not used for resolving issues that would ordinarily fit under the umbrella of parenting. See Appendix 1 for further information.
- It is important that young people are not criminalised for behaviour which can be dealt with more appropriately by other means. We need to work in partnership with the Youth Offending Service and criminal justice agencies to ensure that the right support and intervention is in place to reduce offending.

#### **Police and an Appropriate Adult (KCSIE Sept 2022 update)**

- Children must have an 'appropriate adult'

Under the Police and Criminal Evidence Act 1984, the role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons. For this reason, the appropriate adult is expected, amongst other things, to:

- support, advise and assist them when, in accordance with the Code or any other Code of Practice, they are given or asked to provide information or participate in any procedure;
- observe whether the police are acting properly and fairly to respect their rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;
- assist them to communicate with the police whilst respecting their right to say nothing unless they want to as set out in the terms of the caution and;
- help them to understand their rights and ensure that those rights are protected and respected

(See paragraphs 1.4, 1.5, 10.5, 10.6, 3.15, 3.17, 6.5A and 11.17 of the Police and Criminal Evidence Act 1984 for further in-depth details).

## 8. The Roles & Responsibilities of all Staff within School

- **All** school staff members should be aware of their responsibilities towards Safeguarding. They should also be aware of the role of the Safeguarding Lead/Team.
- **All** school staff members should be able to identify students who would benefit from 'Family and Adolescent Support Service (FaASS).' Staff must be alert to the signs of abuse and neglect, and when a child is in danger including those students who may be in danger of radicalisation (Appendix 1), so that they are able to identify cases of students who may be in need of help or protection and act accordingly Look / Listen / Link – Appendix 7).
- **All** staff working with students 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 interests of the child** (in addition to safeguarding themselves: Please see Appendix 6).
- **All** staff have a responsibility to report and record any (safeguarding) concerns regarding individual students.

- It is the duty of **all** staff to follow the specific advice in Section 14 (Dealing with a Disclosure) of this policy if a student makes a disclosure to them.
- The above advice should also be followed if a member of staff believes that a student is self-harming or their mental health is at risk.
- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- To be aware that children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can have a lasting impact throughout their life: ACES – Adverse Childhood Experiences.
- To ensure that within a 3 week period of a mid-term entry starting, the schools Associate Assistant Principal (MH) will validate a students SIM information, e.g. their photo identify is uploaded to SIMS.
- All staff should be aware that safeguarding incidents and or behaviour can be associated with factors outside the school setting and can occur between children outside of these environments. **All staff, but especially** the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- **Avoid a ‘hot-potato’ way of working/ passing the buck or its Somebody Else’s Problem (SEP). Try to avoid the bystander effect**, in which individuals are less likely to offer help to a victim when other people are present. The greater the number of bystanders, the less likely it is that any one of them will help. Several factors contribute to the bystander effect, including ambiguity, cohesiveness and diffusion of responsibility: understanding your role in the school and your safeguarding responsibility will help avoid this.
- **All staff** must familiarise themselves with the Critical Incident Plan. A critical incident is recognised to be “an incident or sequence of events that overwhelms the normal coping mechanisms of the school, and disrupts the normal running of the school”.
- **All staff** must familiarise themselves with the Emotional Health and Wellbeing Policy, which provides a whole school approach to promoting positive mental health for all, roles and responsibilities, support, advice and guidance on the types of mental health needs of children and young people,
- **All staff** who are to undertake home visits must adhere to and complete the revised home visit protocols, checklist and risk assessment prior to attending a home visit, this is in order to minimise safeguarding risks towards staff and others. Please see Appendix 10 for further guidance and templates.

### What it means to be Professionally Curious?

Being Professionally Curious is similar to the term ‘critical friend’, which relates to the term introduced in 1994 by the Annenberg Institute for School Reform. What started as a teacher led approach has now transcended all arenas of the work place and is part of everyone’s (Continued) Professional Development (CPD), whether they are aware of it or not. The use of the term critical friend is now all about honest friendship groups, however being Professionally Curious is the term and practice within our role towards improving professional and organisational practice and not avoiding ‘hard truths’, ‘emotionally difficult subjects’, ‘frank assessments of your own performance’ and to constructively support all those in the work place.

These constructive support conversations are not easy and they are designed to meet a number of issues: to break down barriers to professional (mis)conduct; improving /supporting professional growth; improving outcomes for children/young people, which would then ultimately reduce potential harm to self and or others.

Being Professionally Curious is about looking at the bigger picture and placing the need of the child at the centre of ones work and not placing our duty of care to professionals who feel that their actions and comments could be misconstrued or questioned at a later date.

This duty of care also simultaneously extends to protecting the reputation of those who may have been wrongly accused, by helping an organisation understand a situation more thoroughly and enabling it to understand the degree of seriousness, and if necessary the intent of harm if occurred - it can also identify the wrongly accused.

To be Professionally Curious, is not to work in isolation but through the means of: seeing the bigger picture, not jumping to conclusions, not limiting ones perspective; taking a step back and taking a broader/different approach, looking at opportunities missed, asking oneself 'what could I have done differently'.

### **What does it look like?**

"It is a combination of looking, listening, asking direct questions, checking out and reflecting on information received. It means not taking a single source of information and accepting it as face value. We all tend to see issues through our own 'lenses' and filters, or we quickly go with one person's point of view. Being professionals curious helps us to take a more objective view of the situation. This means testing our assumptions about what you are hearing and/or seeing. It means... recognising when to escalate concerns or seek clarification."

"Being asked probing questions may make you worry, you may feel judged, shame or concerned with what the repercussions could be. As already stated, this process encompasses identifying "those who are not transparent or who demonstrate disguised compliance or coercive control, will accuse others of interfering; this is used to deflect away from the (real) problem or concern. People can appear to be engaging and compliant with you but are not able or willing to change even when offered a positive intervention... It is these people that professionals and line manager need to exercise both curiosity but also empathy, providing that safe space for people to talk about genuine mistakes and reminding them that we are fostering a culture of learning. In order to learn and move on we need to understand what the problem is" and that can only take place through more probing questions. It is also important that 'what happens next' is also discussed in order to assist with the relevant appropriate support.

### **How to demonstrate professional curiosity in the process of 'fact finding' between professionals, young people and families.**

- Remain open minded and expect the unexpected k Prepare for any anxiety you might have about the way hostile or resistant people might react to being asked direct or difficult questions
- Appreciate that respectful scepticism and challenge are healthy – it is OK to question what you are told
- Demonstrate a willingness to have 'less than comfortable' interactions when this is necessary to gain the whole picture (as an example, this may mean waiting in silence for people to respond to a question, rather than prompting them)
- Be prepared to be challenged – that is OK, as it should be a constructive two-way dialogue
- Question your own assumptions about how people function and be aware of the ways your conscious and unconscious biases impact on your views. Your guidelines are the organisational policies and procedures of Safeguarding and Child Protection
- Look for signs of disguised compliance – appearing to agree with everything you say as a means of ending the conversation and avoiding any resolution of the issues

- Understand the impact of coercive control or someone’s perceived position/reputation on the behaviour and responses of immediate members of peer groups
- Ensure that your practice is reflective and that you have access to good quality supervision from a senior line manager or specialist from a relevant function
- Be comfortable with your actions and what you are accountable for in this process.

(St Johns Ambulance Feb 2021: Safeguarding yourself and others)

**Critical Safeguarding Incident or Crisis Intervention?**

Many safeguarding incidents could be deemed as ‘critical’ however some situations will require immediate safeguarding support, which can also be defined as crisis intervention.

**Crisis intervention is when:**

- The person may harm themselves, e.g. by attempted suicide, by misusing substances and becoming seriously intoxicated, or by self-harming
- The person experiences extreme distress, e.g. a panic attack, a traumatic event or a severe psychotic state.
- The person’s behaviour is very disturbing to others, e.g. they become aggressive or lose touch with reality.

(Source: MHFA England 2020)

It may involve a student who has absconded from home and has presented themselves in school (with mental health concerns), is not coherent, is behaving very different to their peers (child on child assessment) In this instance, like all other safeguarding concerns, all staff should follow the schools Safeguarding Procedures.

Anyone with Mental Health First Aid training must not engage in any ‘first aid’ if the student presents in a crisis, as recommended by MHFA England.

**Requesting the assistance of the schools Police Officer – please see Section 7 The role of the Police, which states that** “The school can request the intervention, advice and support of the Police when it deems that a child’s (or adult’s) safety, health or place within the school is at risk.”

**Restraining a student when it is absolutely necessary**

Under [section 93 Education and Inspections Act 2006](#), all members of school staff have a legal power to use reasonable force. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. If a member of staff feels they cannot safely restrain someone, they must make contact with a member of the safeguarding team immediately for their assistance.

The school does not need the consent of the parent to use force on a pupil, but it should inform parents about serious incidents involving the use of force.

School staff can use reasonable force to either control or restrain pupils in the following (safeguarding) circumstances (please note that the list is not exhaustive):

- to restrain a pupil who is at risk of harming themselves or others through physical outbursts;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- to prevent injury/damage to property of prejudicing the maintenance of good order and discipline

**Please see the schools Behaviour Policy for further information on searching/restraining pupils.**

Defining reasonable force, useful guidance could be to use the minimum force required, in the circumstances, lasting for the shortest practicable time or, in Department for Education (DfE) terms, using no more force than is needed.

- The law provides a power, not a duty to use force: however each school as a Safeguarding duty of care to its students/children; if a student is at risk to themselves or others, it is the duty of care for staff to make sure that this risk is minimised and if possible prevented. It could be argued that failing to take action may, in some circumstance, breach that duty. To help support you, the recommendation to you, is to “record, record, record”; make sure everything you say and do is recorded. Please see Section 8. The roles and responsibilities of all staff within school and Section 17. Record keeping, for further information.
- As part of keeping yourself (staff) safe; it would be advisable to remain in twos, especially when restraining someone.
- Remember a student may know the building better than you, they may have thought about what they are going to do so following a plan or communicating with your colleagues is advisable. Ask if your assistance is required, if it is not, do not take this as a judgement on your character or professionalism. The last thing a student experiencing a crisis needs is a crowd of people around them. Your role maybe to make sure the surrounding area is kept safe or you may take this time to write up your account of events, while it is still ‘fresh’. Good practice is seeking/following guidance from senior management, its ok not to be involved if your intervention is no longer required as this may cause further complications, but do stay alert to a request for your assistance if it is needed.



#### **Safeguarding and SEND:**

All staff must be aware that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges.

“Society still seems to be in denial about the fact that disabled children are more likely to be abused than non-disabled children. This may be because generally speaking less attention is paid to their human rights and to providing advocacy services for them. They are still commonly seen in terms of their impairment and the characteristics that make each child unique – age, gender, ethnicity, religion and culture – are subsumed in the one label. This has to change so that the systems set up to safeguard all children cover disabled children on equal terms.” (Safeguarding disabled children, practice guidance, 2009 The Children’s Society)

“Attitudes and assumptions within society and amongst those working with children can lead to a view that abuse does not happen to disabled children and in turn this undermines the safeguarding of disabled children at all levels. Research by Kennedy (1992) identified beliefs that disabled children were less likely to be damaged by abuse than other children. A failure to acknowledge and promote disabled children’s human rights can lead to abusive practices

being seen as acceptable. For example tying up or locking a child in a room would be recognised as abusive for a non-disabled child but may be seen as acceptable for a disabled child.” (Safeguarding disabled children, practice guidance, 2009 The Children’s Society)

All staff must follow the schools safeguarding procedures whether a pupil has a diagnosis of SEND or not.

## 9. The Role of all staff in the Prevention of Extremism – The Prevent Duty

### **The Prevent Duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is also part of our Safeguarding approach.

Keeping Children Safe in Education 2020 states that Terrorism is “an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Counter Terrorism Policing have launched a new safeguarding website [www.actearly.uk](http://www.actearly.uk) . The website aims to increase awareness with concerned family and friends of where to go for further information and support. The site will also raise awareness and understanding of the signs of radicalisation, increase understanding and confidence of the referral process, and develop trust and confidence in the safeguarding role of the police.

Family and friends know when somethings not right. It can feel scary to think someone close could be heading down a path towards extremism. However, it is family and friends who are best placed to spot concerning behaviour at an early stage and can help the person they care about get the support they may need to move away from extremism.

In addition to the launch of the website, a new national Prevent advice helpline is also being set-up and operated by specially trained Prevent Officers whose focus will be on providing reassurance and practical advice, in confidence, to concerned friends and families. **The helpline is now live on 0800 011 3764.**

Prevent is safeguarding, its approach is similar to supporting individuals who may be susceptible to gangs, grooming, child sexual exploitation and other lines of criminality. Prevent provides support and builds resilience to counter that vulnerability by working with multi-agency partners in health, faith, community groups, charities, education and local authority, to help the individual move away from an extremist pathway.

ACT EARLY and share those concerns. Professionals are asked to continue to make referrals to the Royal Borough of Greenwich Prevent Team in the usual way by emailing: [prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk)

**It is essential that staff at St. Paul’s Academy are able to identify students who are vulnerable to radicalisation, and know what to do when they are identified.** The school curriculum, assemblies and discussions with students and their families as well as robust systems for managing and reporting discriminatory incidents aims to address the need to prevent pupils being open to the dangers of extremism.

Preventative activities at St. Paul’s Academy include:

- Through the schools PSHE programme, specific lessons on Prevent, with open discussion and debate of issues and the law in a supportive environment.
- Work on community cohesion, tolerance and anti-violence addressed throughout the school curriculum,

assemblies, mentoring, visiting groups and work with outside agencies.

- Strong pastoral systems supported by the Inclusion Panel and Mentoring Team.
- Mental Health Awareness – Healthy Minds Workshops for all KS3 students / Resilience Programmes for all KS4.
- Critical appraisal of sources / internet resilience (E-Safety) / identifying propaganda – relevant for all subjects but especially when using the internet for research.
- Ongoing anti-bullying work through workshops via mentors e.g. non-violent responses
- Rewarding positive behaviour (and modelling positive behaviour/actions/thoughts)
- Strong links with the police (and Religious Community Networks/ Establishments)
- Work on safety, risk and crime prevention, including E-Safety
- Positive in and out of school hours extra-curricular programmes e.g. Police Cadets / XLP
- Sign posting to youth clubs, enrichment activities and holiday programmes
- Engagement with parents and carers to ensure consistent messages between home and school.

Concerns in this area of safeguarding are reported to the Designated Safeguarding Lead. If it is assessed that a student is at imminent risk of harm, St Paul's Academy will contact the child protection duty line (MASH) and where possible consult with the schools Police Officer otherwise, will channel, the schools safeguarding procedures for reporting concerns.

## 10. Harmful Sexual Behaviour

### **Harmful Sexual Behaviour (HSB)**

HSB can be viewed as the umbrella term for all sexual behaviour, from name calling to sexual assault, it can also relate to and have common grounds with Child Sexual Violence/Exploitation (CSE), Gender Based Violence, Child Criminal Exploitation (CCE) and Child Sexual Abuse. Please refer to:

- Keeping Children Safe in Education 2020 Part 1, Annex A and Part 5 for additional information and
- Sexual Violence and sexual harassment between children in schools and colleges Sept 2021

We should always assume that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school even when there are no specific reports, in order for us to remain vigilant and responsive (rather than reactive) to an incident of HSB. This is in respect of the current mantra of 'it could happen here'. A flow chart on what to do is provided within this section.

St Pauls Academy takes safeguarding very seriously and works towards creating a safe environment for all students and staff. Any sexual harassment, online sexual abuse and sexual violence (including sexualised language) are not acceptable and sanctions in line with the school's behaviour policy must be referred too.

### **Factors to consider when responding to HSB:**

- Children may not find it easy to tell staff about their abuse verbally
- Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.
- It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.
- Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability (communication needs), sex, ethnicity and/or sexual orientation;
- Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.
- Not promising confidentiality as a standard: it's important that the victim understands what the next steps will be and who the report will be passed to;



- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the concern will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;

#### **Factors to consider when reporting/logging HSB:**

- If possible, managing reports with two members of staff present, preferably one of them being the designated safeguarding lead or a deputy. However, this might not always be possible;
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them - **the notes should not reflect the personal opinion of the note taker**. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

#### **Children sharing a classroom: Initial considerations when the report is made of sexual violence and/or sexual harassment:**

- Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim.
- The school should carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).
- For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial concern should be carefully evaluated, reflecting the considerations/factors when responding, e.g. the wishes of the victim - see below 'Important considerations'.

#### **Important considerations for a school following a report of sexual violence and or sexual harassment:**

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is **reasonably** possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibility to protect other children;
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty (communication SEND needs)?;
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers;

- Are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- A case-by-case decision, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.
- A multi-agency approach in line with statutory guidance Working Together to Safeguard Children.

As part of government advice, when there are concerns about the welfare of a child, all staff should act in the best interests of the child. In all cases, a referral should be made directly to the DSL who should also be made aware of this not only through My Concern but in person if possible. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted). Support and delivery of intervention and services for students regarding any aspect of safeguarding can be sought through a number of ways:

- Head of Year/Pastoral Team/ assembly and tutor times
- Learning Mentors/ Inclusion Team
- TA's/SEND Team
- Chaplaincy
- School Nurse
- XLP
- CAMHS/Headscape/MHST
- Schools Police officer and many more.

The government has made reference to lessons on sexual education, healthy relationships and recognising abuse and violence playing a crucial role in the development of young people, in addition to providing tailored training and helpful resources for students, staff (including governors) and parents. It is important to be aware of the sensitive nature of this concern while remaining alert to the possible challenges of detecting the signs of those who have experienced sexual violence and the responses they may display.

### **HSB and Risk Assessments**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review.

At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and students and updating their own risk assessment.

The NSPCC (National) Helpline for sexual abuse in school was set up following the London Victims Commissioner request to review issues of sexual assault and 'rape culture' within schools, in April 2021. The helpline is open to parents and professionals between 8.00 – 22.00 Monday to Friday (including bank holidays), and 8.00 – 18.00 over the weekends. Support can also be reached by phone on: **0800 136 663** or emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk); more information is available via their website.

### **Support services in London in regard to HSB:**

#### **London Victim and Witness Service**

- The main 'front door' for victim/witness referrals in London is the London Victim and Witness Service (LVWS).
- LVWS offer support for adult victims and witnesses of crime in London including practical and emotional support and advice for adult victims of crime; independent advocacy for victims/survivors of domestic abuse; access to Restorative Justice; pre-trial support for witnesses; support for victims and witnesses of major crime incidents; and a named caseworker allocated for all referrals.

<https://www.londonvws.org.uk/08081689291>

#### **Children and Young People's Victim and Witness Support Service**

- This service, operated by Victim Support, is the main support service in London for children and young victims and witnesses of crime.
- Support is provided on a one to one basis by trained caseworkers in a confidential space that is suitable for children and young people
- The Children and Young People's Victim and Witness Service supports children and young people aged 4-17 affected by crime, whether it has been reported to the police or not.

<https://www.londonvws.org.uk/supporting-young-victims-of-crime> 08 08 16 89 111

#### **London Survivors Gateway**

- The Gateway is a partnership between the four London Rape Crisis Centres, Galop, Survivors UK and the Havens, and is run by the Women and Girls Network.
- It provides a single point of contact for survivors of sexual violence, their families, and agencies.
- The service provides information on what help is available in London after rape, sexual assault, sexual abuse, or any form of sexual violence, and offers support to access these services.

<https://survivorsgateway.london/> 0808 801 0860

#### **The Lighthouse**

- The Lighthouse is a multi-agency service for children and young people who have experienced any form of sexual abuse, including exploitation. They offer a child-centred approach, providing guidance and support to help children and young people recover.
- The Lighthouse is the UK's first Child House. They focus on getting children and young people the right help at the right time, by putting all the services needed to respond to sexual abuse under one roof. This service is available to children and young people in Barnet, Camden, Enfield, Haringey and Islington.

[www.thelighthouse-london.org.uk](http://www.thelighthouse-london.org.uk) 020 3049 0010

Please see Appendix 1 and below for further information on Child on child abuse, CSE, FGM, indicators of abuse, sexual violence, sexual harassment between children, consent and Hackett 2010 continuum of children and young people's sexual behaviours, which lists Normal, Inappropriate, Problematic, Abusive and Violence behaviour.

#### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

*"CSE 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 (for example through others copying videos or images they have created and posted on social media)". (DfE CSE guidance 2017)*

*“Both CSE and CCE are forms of abuse and both occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups”.* (Keeping Children Safe in Education 2020)

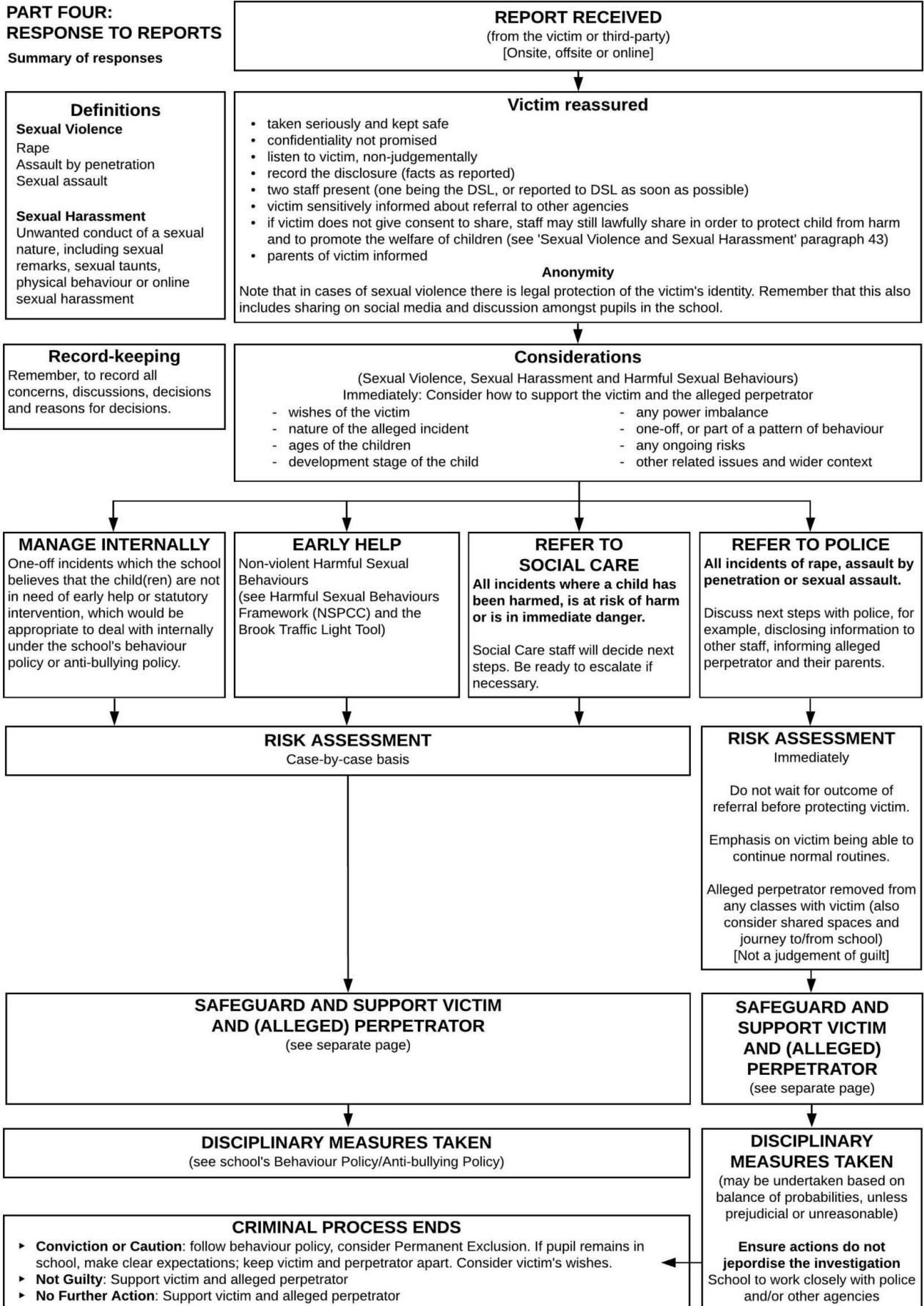
Child Sexual Exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or ‘grooming’ process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim’s options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

**Flow Chart for HSB: an example of what to do/good practice.**

**PART FOUR:  
RESPONSE TO REPORTS**  
Summary of responses



**Source:**  
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

SVSH Flow Chart for Schools 2018 v.1.1

### **Child criminal exploitation: county lines**

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

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/move/store drugs and money from urban areas to suburban and rural areas, market and seaside towns. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Key to identifying potential involvement in county lines is tracking school attendance missing periods of time from school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the Designated Safeguarding Lead should be considered.

Please see Appendix 1 for county lines exploitation and its similarities to other forms of abuse and exploitation

Staff with concerns regarding county lines, gangs and child criminal exploitation **must** refer this to the Designated Safeguarding Lead who will consult with Behaviour Leads, Safeguarding Team and Senior Management in order to determine recommended outcomes and actions. Reference to the school Exclusion Policy and advice from external professionals will also be considered to resolve the minimisation of further risk to the pupil and school community.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

**Staff who have concerns or have observed a number of the above signs of possible indicators of exploitation must refer to their Designated Safeguarding Lead for further advice / follow the schools safeguarding procedures.**

**For further information and guidance on violence please see**

**Gangs and youth violence: for schools and colleges – Home Office**

**<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>**

### **Child on child Abuse**

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse
- It can even include grooming children for sexual and criminal exploitation.

The above issues are shared widely within this policy and not inclusive to this section: Any child on child allegation must be referred to the Designated Safeguarding lead immediately, following school safeguarding procedures, while referring through to My Concern as a record (and management) of events. Advice and guidance will be sought from Greenwich MASH team and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

The Designated Safeguarding Lead/Team in consultation with Senior Management will consider how the victim and perpetrators are supported while respecting the need to take into account the health and safety of others/ those involved, and the schools Exclusion Policy. For example, while the school is investigating child on child abuse, in situations of alleged rape and assault by penetration, the statutory guidance is clear that the alleged perpetrator should always be removed from classes they share with the victim, it therefore may be necessary that respective pupils are placed in/provided alternative education until further notice/reducing the risk posed by the perpetrator.

Professionals also need to think about risks to other children. If there's an incident in a school, has this put other children at risk? Have other children witnessed the incident? Could any siblings of the perpetrator be at risk? There may well be a need for a range of assessments and interventions for different children. Is a multi-agency approach needed? Staff should not deal with issues alone and make sure they discuss their concerns with the DSL or another member of the safeguarding team.

In addition, schools need to consider the potential vulnerabilities of the victims and any risks to them, including their potential abuse by others. The government guidance asks schools and colleges to have extra consideration for pupils who may have additional vulnerabilities due to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation). St Pauls Academy will make consideration on how it is supporting their pupils with regard to their sex, sexuality, and if relevant, gender reassignment.

St Pauls Academy will review, following an incident, if necessary, any potentially unsafe spaces on the premises. Where did the incidents happen? Risk of repeat incidents? What can staff do to make that environment safer? E.g. CCTV for the safety of students, 'No Go Zone' signs for students.

It's equally important that schools and colleges think about children's safety outside of the school gates. Are they aware of any unsafe spaces in their local area? Are they aware of incidents of sexual harassment or violence involving children in the local park or other places where young people congregate? Staff should pass on any contextual information about their 'local area' to Behaviour Leads/Associate Principals in order to share this with the police who can then address the risks.

School staff should, where possible/if necessary/ be aware and also refer to (with the support of Senior Management, and the DSL) the schools behaviour policy when a student has experienced the act(s) of being bullied – be that physical, mental, emotional and cyber (bullying) as it has similar associations to physical abuse. There should be a preventative approach and not reactive approach to incidents reported.

Ongoing preventative work such as SRE (Sex and Relationship Education) lessons on teaching young people about what a healthy relationship looks like and opening up discussion can help create a safer environment where young people are able to share their thoughts and feelings, and hopefully encourage them to report incidents.

Communication with parent/carers is necessary in order to ensure appropriate and prompt actions in relation to allegations; school will maintain and monitor behaviour incident logs, which provide a summary assessment of events and support a Child on child Risk Assessment if required, however compulsory following any report of sexual violence and share information/consult with social care, the police and other relevant agencies.

On-going staff training will enable up to date information to be shared in order to create a whole-school approach, while discussing the views of students (SRE lessons) will provide a measure of the impact that this has.

As a matter of best practice, if an alleged incident of peer-on-peer abuse requires referral to and action by children's social care, and a strategy meeting is convened, then schools should hold every professional involved in the case accountable for their safeguarding response. This includes themselves, and the response to both the child who has allegedly experienced the abuse, and the child who is allegedly responsible for it, and the contexts to which the alleged abuse was associated. As stated above, any allegations of child on child abuse must be referred to the Designated Safeguarding lead immediately while following the schools safeguarding procedures.

### **Involving other agencies:**

Peer-on-peer abuse that involves sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the perpetrator could be a victim of abuse too. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

We need to make sure that the children affected are getting the help they need. A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

The following information below remains within guidance and information regarding abuse but does not remain exclusive to issues of child-on-child abuse.

## 11. Safer Recruitment of Staff and Volunteers

The Chair of Governors, Mr B J Borland, is the confirmed Lead on Safer Recruitment practices with the Principal and Senior Leadership Team.

As a school we ensure that we practice safer recruitment in line with national legislation by including at least one suitably trained recruiter with a current certificate in Safer Recruitment on all interview panels and to ensure any unsuitable behaviour is reported and managed using the appropriate procedures. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our Academy.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. The Academy will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.

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 as required in the guidance given in the Keeping Children Safe in Education (September 2021) document.

The Academy will keep a single central record in accordance with the regulations given in the Keeping Children Safe in Education (September 2021) document.

For the following:

- Individuals who have lived or worked outside the UK;
- Agency or third-party staff;
- Trainee/student teachers;
- Volunteers;
- Contractors.

Recruitment and/or deployment checks will be undertaken as stated in the Keeping Children safe in Education (2021) document.



The Academy will carry out all relevant checks if it is concerned about an existing member of staff and **refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.**

Where an enhanced DBS Certificate is required, it will be obtained from the candidate before or as soon as is practicable after the person is appointed.

The Academy will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

## 12. Royal Greenwich Family and Adolescent Support Service (FaASS) Guidance

**The Royal Greenwich Family and Adolescent Support Service (FaASS) (previously known as Early Help) Guidance** and the **Prevention Strategy** sets out arrangements for working together to build resilience, prevention and protection from harm. Family and Adolescent Support Service (FaASS) is key to success of the strategy in improving outcomes for our children and young people and working together is the key to the success of Family and Adolescent Support Service (FaASS). The Inclusion Co-Ordinator along with all other relevant professionals within the school, working under the Inclusion Panel Process, will consider the needs risk and safety of a young person, prior to referring them to statutory social care for support which may deem that an Family and Adolescent Support Service (FaASS) Assessment is sufficient to meet the additional needs of the pupil/parent/family in order to reduce any further risk or harm.

“If Family and Adolescent Support Service (FaASS) is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Family and Adolescent Support Service (FaASS) Assessment (EHA), in some cases acting as the Lead Professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.” (S28. Keeping Children Safe in Education – Part 1)

Greenwich Family and Adolescent Support Service (FaASS) is focused on breaking intergenerational cycles of poverty through working with children’s parents/carers and families.

Professionals should, in particular, be alert to the potential need for Family and Adolescent Support Service (FaASS) for a child who:

- is disabled and has specific additional needs including certain medical needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect.

Further information can be found from:

[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

Family and Adolescent Support Service (FaASS) consultation line 0208 921 4590 1- 4pm

[Early-help-refer@royalgreenwich.gov.uk](mailto:Early-help-refer@royalgreenwich.gov.uk)

Family and Adolescent Support Service (FaASS) preventions directory available on the GSCP website

## 13. When to be concerned

All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

As above, all staff and volunteers must act in accordance with this policy if a student presents with indicators of abuse please see *Appendix 1- Indicators of Abuse & Neglect and Appendix 7 – Look / Listen / Link*, which also makes reference to Female Genital Mutilation (Physical and Emotional), Child Sexual Exploitation, Child on child Abuse, Private Fostering, Extremist Ideology, Radicalisation and terrorism, Children with family members in prison, So-called ‘honour-based’ violence, Forced marriage and Sexting.

**Physical Chastisement:** Please see Appendix 9: Home – School Agreement regarding Physical Chastisement.

**Children Missing Education (CME):** Under the DfE Children missing education statutory guidance for local authorities September 2016 St Paul’s Academy will:

- Notify the local authority when they are about to remove a pupil’s name from the school admission register.
- Make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil’s name from the register
- Will notify the local authority **within five days** of adding a pupil’s name to the admission register at a non-standard transition point (mid-term entry).

### **Schools’ responsibilities**

Student Identified with persistent absence or punctuality concerns below 90% will be presented at the school Inclusion Panel for discussion and recommendations via the schools Attendance Advisory Officer or Schools Attendance Officer in order to consult with the respective Learning Zone, Inclusion Officers and Safeguarding representatives to ascertain any concerns, needs and service intervention/ support prior to any further action. If safeguarding concerns have been highlighted, direction will be provided via the Designated Safeguarding Lead/Team as to further action(s) and or support. St Paul’s Academy will continue to monitor attendance and punctuality and a 4 week review would identify whether attendance and punctuality remains below 90%. If it does remain below 90% the schools Attendance (Advisory) Officer may request a meeting with the parent/carer to discuss reasons for non-attendance/ punctuality and invite a schools Safeguarding Officer if necessary. Further unauthorised absence may result in a possible CME referral, court warning letter, fixed term penalty or Safeguarding referral.

As part of St Paul’s Academy’s commitment to safeguard its pupils, parents are requested to sign the schools Attendance Agreement Form. This is in order to inform parent/carers of the actions that we as a school may take in order to assist in their child’s success in attendance and engagement in school life. It also encourages partnership working between parent/carers and school, and provides the consent required of parent/carers to refer to interventions/ support services/agencies to improve their child’s attendance/punctuality, and alleviate any safeguarding concerns. This may entail, for example a referral to outside agencies for support, such as the Attendance Advisory Service or Social Care if it is deemed that there have been no improvements with regards to attendance (over a set period of time), and concerns that may relate to issues around safeguarding. Other examples of support or intervention may include an Family and Adolescent Support Service (FaASS) Assessment, Fixed Term Penalty/Notice or Court warning, referral to Families First, Family Action/Time to Talk, School Counsellor/ Learning Mentor/ Chaplain Service.

Parents/carers can refer to the schools Attendance Officer/ Schools Attendance Advisory Officer to explain our procedures for their child who has poor attendance or who is regularly missing. Staff will be able to access the Attendance, Safeguarding and Family and Adolescent Support Service (FaASS) Protocol Flow Chart in order to assist with identifying school procedures when identifying a student with persistent absence, punctuality or safeguarding concerns.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Please refer to the DfE Children missing education statutory guidance for further direction and support.

### **Children at particular risk of missing education**

There are many circumstances where a child may become missing from education so it is vital that St Paul's Academy share information in order to reduce pupil risk of harm or neglect. Children may be missing from education because they are suffering from abuse or neglect. If this is suspected, staff will follow their safeguarding procedures.

The list below (is not exhaustive) presents some of the circumstances that St Paul's Academy should consider when concerned that a child is missing from education.

- **Children of Gypsy, Roma and Traveller (GRT) families** – Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. St Paul's Academy, under guidance from the designated Safeguarding Lead/Team may refer to the Local authority Traveller Education Support Services (TESS), where these exist, or the named CME officer in order to obtain the best strategies for ensuring the minimum disruption to GRT pupils' education.
- **Children of Service Personnel** – Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.
- **Missing children and runaways** – Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. Staff should follow their Safeguarding procedures.
- **Children and young people supervised by the Youth Justice System** – Children who have offended or are at risk of doing so are also at risk of disengaging from education. St Paul's Academy will endeavour to work with the respective Local Authority Youth Offending Team (YOT) who are responsible for supervising those young people (aged 8 to 18).
- **Children who cease to attend a school** – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, under DfE Children missing education statutory guidance the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- **Children of new migrant families** – children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education.

### **Parental responsibility under Children missing education guidance:**

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the local authority. However, where parents orally indicate that they intend to withdraw their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.

Children with Education, Health and Care (EHC) Plans can be home educated. Where the EHC plan or statement sets out SEN provision that the child should receive at home, the local authority is under a duty to arrange that provision. Where the EHC plan or statement names a school or type of school as the place where the child should receive his or her education but the parent chooses to home educate their child, the local authority must assure itself that the provision being made by the parent is suitable. In such cases, the local authority must review the plan or statement annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEND continue to be met.

#### **Fabricated/induced illness:**

Otherwise most commonly known as Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996'; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995).

Government guidance states that we should not focus on the use of the terminology rather the results of the parent/carer on the child's health and development, and how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **Fabrication** of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- **Induction** of illness by a variety of means.

**Do not** encourage unnecessary medical tests and treatments – refer to the relevant medical practitioners for a multi-agency approach. Any conflict of 'loyalty towards the child/parent/carer' must be negated under our duty to safeguard and promote the welfare of the child.

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be:

- frequent and unexplained absences from school, particularly from PE lessons;
- regular absences to keep a doctor's or a hospital appointment; or
- repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed eg headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

Where a teacher or other member of staff has reasonable cause to believe a child is at risk from, or is the subject of, fabricated or induced illness, they must follow the schools safeguarding reporting procedure. Professionals should remain open to all possible explanations.

Concerns may arise about possible fabricated or induced illness when:

- reported symptoms and signs found on examination are not explained by any medical condition from which the child may be suffering; or
- physical examination and results of medical investigations do not explain reported symptoms and signs; or
- there is an inexplicably poor response to prescribed medication and other treatment; or
- new symptoms are reported on resolution of previous ones; or
- reported symptoms and found signs are not seen to begin in the absence of the carer; or
- over time the child is repeatedly presented with a range of signs and symptoms; or

- the child's normal, daily life activities are being curtailed, for example school attendance, beyond that which might be expected for any medical disorder from which the child is known to suffer.

It is helpful if, prior to referring to the DSL that the member of staff concerned can present (if possible) a diary of events, including a record of absences and the reasons for absence given by the parent (where known). They should also listen carefully to what the child relates and should record (memorise) any discussions with the child, including quotes of what the child said. The time, date, place and names of any people who were also present at the time should also be recorded.

It is important that schools take a multi-agency approach to sharing concerns as a child who has a fabricated/induced illness is likely to require (from the parent/carer) co-ordinated help from a range of services, such as health, social care (adults or children's), education, voluntary sector and Local Authority/ council services to legitimise this illness.

Sharing actions, information, concerns and providing a multi-agency approach to the parent/carer can help analyse and confirm or eliminate this concern: work co-operatively with parents unless to do so would place the child at increased risk of harm.

#### **Supporting legislation and guidance:**

- Children Act 1989, section 16, 17 and 47.
- Children Act 2004, section 10, 11, 12 and 13.
- Education Act 2002, section 175.
- Local Authority Social Services Act 1970, section 7.
- Safeguarding children in whom illness is fabricated or induced.
- Supporting pupils at school with medical conditions.
- Working Together to Safeguard Children.

#### **Children of parents with alcohol and drug problems**

New guidance from Public Health England (2021) states that not all children of parents with alcohol and drug problems will experience significant harm, however they remain at a greater risk of adverse outcomes (ACES).

Research shows that problem alcohol and drug use can reduce parenting capacity and is a major factor in cases of child maltreatment. In 2019 to 2020, Department for Education (DfE) statistics on the characteristics of children in need found that parents using drugs was a factor in around 17% of child in need cases, and parental alcohol use was a factor in 16%.

The DfE analysed serious case reviews between 2011 and 2014 and found that parental alcohol or drug use was recorded in over a third (36%) of serious case reviews carried out when a child has died or been seriously harmed.

The harms children experience can cause problems in the short term and later in life. Evidence shows that this includes intergenerational patterns of:

- substance misuse
- unemployment
- offending behaviour
- domestic abuse
- child abuse and neglect

#### **14. Dealing with a Disclosure**

It is not a member of staff's role to seek disclosure. All staff should recognise that a disclosure may come directly from the student, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse. All staff must take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour. It is recognised that a student may disclose sensitive information at any time of the day,

and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school sessions. It is therefore important that all staff members are aware of the signs and behaviour which may indicate abuse (see section 9 and Appendix 1 – Indicators of Abuse and Neglect).

**In the event of a disclosure, the following procedures MUST be followed.**

If a student discloses that he or she has been abused in some way the member of staff should;

- Find time and a suitable place (a room with no other students, with a window) to listen to the student, when information about possible abuse comes to light;
- Listen to what is being said without displaying shock or disbelief;
- Do not make promises, which may not be able to be fulfilled and do not promise confidentiality;
- Allow the student to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Ask open questions such as “Tell me, and how did that happen”;
- Do not criticise the alleged perpetrator (a Safeguarding/Senior Management decision to remove the perpetrator will need to ascertain a risk assessment and determine whether the perpetrators place in school is at risk due to health and safety);
- Reassure the student that what has happened is not his or her fault;
- Stress that it was the right thing to tell someone;
- Explain what has to be done next and who has to be told;
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed;
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned. This is the responsibility of external statutory agencies;
- Speak with the Designated Safeguarding Lead (Kim Nicholas) or one of the safeguarding team and provide them with the signed, dated written record, using the agreed school proforma (see Appendix 2) , without delay. It is advisable to complete this document with the DSL or a member of the safeguarding team. Sign and date the record of disclosure.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult. Any discussion with the Designated Safeguarding Lead/Team must be promptly recorded in writing, as advised above.

2022 update regarding Disclosures:

- Children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL).

**Referrals**

The Safeguarding Team may decide to consult with or make a referral to the respective Children’s Service borough following a disclosure. **It is worth noting that we are the referrer, not an investigative agency for child protection**

**matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.**

When the Safeguarding Team has been informed, they will make the decision whether or not to refer the concern to Social Care. The respective Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

**MASH Consultation Line Tel- 0208 921 2267 or contact  
LADO/Greenwich Safeguarding Coordinator for Schools on  
0208 921 3930.**

Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time.**

Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**) Tel 0208 921 3172 (see contact details below)

**Multi Agency Safeguarding Hub  
Children's Services  
Safeguarding and Social Care, 1<sup>st</sup> Floor  
The Woolwich Centre,  
Wellington Street,  
Woolwich SE18 6HQ**

## 15. Confidentiality and Information Sharing

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in school. All staff / volunteers in school have a responsibility to share relevant information about the protection of children with other professionals e.g. health and social care colleagues or the police.

If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that they may need to pass information to other professionals to help keep the child or others safe.

Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts i.e. Safeguarding Lead / Team decide who the information should be shared with.

The following guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing: guidance for practitioners and managers* published in March 2015.

**Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, 2018) states:**

*“Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.”*

“Wherever possible, you should seek consent and be open and honest with the individual from the outset as to why, what, how and with whom, their information will be shared. You should seek consent where an individual may not expect their information to be passed on. When you gain consent to share information, it must be explicit, and freely given. There may be some circumstances where it is not appropriate to seek consent, either because the individual cannot give consent, it is not reasonable to obtain consent, or because to gain consent would put a child or young

person's safety or well-being at risk. Where a decision to share information without consent is made, a record of what has been shared should be kept."

**The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.** Many Serious Case reviews and national policy recommendations state that poor information sharing between multi-agency partnerships has been identified as a compounding factor that can lead to the serious harm, abuse or death of a child.

"All practitioners should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with Local Authority Children's Social Care and or the police... All practitioners should be particularly alert to the importance of sharing information when a child moves from one Local Authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost" (Working Together 2018)

For further advice and guidance for practitioners working with children, young people, parents and carers **sharing information between organisations** please refer to the Information sharing DfE, 2018 paper.

## 16. Communication with Parents and Carers

This policy is available on request and is stored on the school website. Parents and carers of new students will be introduced to this policy at induction meetings. Staff will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children. Parents and Carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision. Staff will have appropriate discussions with parents prior to involvement of another agency unless to do so would place the student at further risk of harm. Decisions will be made by the Safeguarding Lead in consultation with the representatives from the safeguarding team.

The recent amendment to Keeping Children Safe in Education (Revised Guidance 2018), Paragraph 57 states that "where reasonably possible schools and colleges should hold more than one emergency contact number for their pupils and parents. St Paul's Academy has necessitated the requirement of all parent/carers to provide St Paul's Academy with continued updated contact details with at least 2 telephone numbers. It has been expressed that Parents are responsible for providing school with new contact details when there are changes and if school are unable to obtain any form of reciprocal communication with parent/carers, this may lead to concerns following school Safeguarding procedures.

### **Nil Recourse to Public Funds (NRTPF)**

- It is deemed the responsibility of the parent/ carer to inform the school if they are Nil Recourse to Public Funds and under the jurisdiction of the relevant Local Authority.
- It is also the responsibility of the parent/carers to inform the school if they no longer have status under the NRTPF's Team in order for the school to assess any intervention to support them.
- If at any point the school have identified that the above information has not been shared, it will be deemed that the parent/carers has placed the student and school at risk.

## 17. Record Keeping

Safeguarding Files, completed forms and records will be kept for the duration of the student's school career and where a student changes school the forms/records will be forwarded to the Safeguarding Lead at the receiving school, following the secure Greenwich procedures. The school will retain a receipt for the records signed by the receiving school.



The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Principal / Designated Safeguarding Lead who is advised to seek advice from the Greenwich Safeguarding Board before acting.

### **Record keeping at School**

- I. Member of staff sees/hears/ concern
- II. Concern sheet completed, signed and dated
- III. Concern sheet taken to Designated Safeguarding Lead
- IV. Concern sheet read and action decided: monitor, speak to parents or inform MASH (If it is a concern for MASH a phone call will be made that day)
- V. Safeguarding team and LZ representatives meet weekly to discuss children whom concerns have come in plus children on concerns list. Notes taken and concerns sent electronically to relevant staff. Concerns are fed back to Inclusion Panel
- VI. All areas of concern covered, eating, health, attendance and cuts and bruises etc.
- VII. Written feedback of action taken given to staff member who raised the concern
- VIII. Safeguarding records are stored electronically and securely and paper records are kept in locked cabinets.

## 18. Dealing with Allegations against School Staff

An allegation is any information which indicates that a member of staff /volunteer/supply teacher may have:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he may pose a risk of harm to children. Or an
- Incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, an incident of domestic abuse.

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

### **Supply Teachers**

Whilst schools and colleges are not the employer of supply teachers... the school will take the lead (in any investigation) because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts (or liaise with) the LADO.

To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document,

### ***'Guidance for Safer Working Practice for those working with children and young people in education settings' October 2015***

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know" basis only.

Actions to be taken include making an immediate accurate, written record of the allegation using the discloser's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed, dated and immediately passed to the Principal.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Principal will not investigate the allegation itself, but in partnership with the Chair of Governors, will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who are Ms Laura Lumbis and Ms Rachel Walker; contact details are:

**Email: [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk) (monitored daily and will respond within 24hrs)**  
**Tel: 0208 921 3930/ 0208 921 2206 (Laura Lumbis/Rachel Walker)**

The Principal should contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.

The Principal shall, as soon as possible, following briefing from the LADO inform the subject of the allegation.

If there is an allegation or concerns raised against the Principal, then the Chair of Governors will be contacted.

In the event of allegations or concerns against the Principal or the Chair of Governors, any member of the safeguarding team will contact the LADO, whose contact details are outlined above.

**NSPCC Whistleblowing helpline** 0800 028 0285 (line is available from 8am to 8pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk))

Staff with concerns about how Safeguarding issues are being managed at the Academy are encouraged to call the NSPCC Whistleblowing Advice Line. You should call the Whistleblowing Advice Line if:

- Your organisation doesn't have clear safeguarding procedures to follow
- You think your concern won't be dealt with properly or may be covered-up
- You've raised a concern but it hasn't been acted upon
- You're worried about being treated unfairly.

You can call about an incident that happened in the past, is happening now or you believe may happen in the future. This is different to Employment whistleblowing procedures, which relate to issues such as employee and employer conduct in reference to:

- Conduct which is an offence or a breach of the law (a criminal offence has been committed or failing to comply with any other legal obligation)
- Disclosures related to miscarriages of justice
- Racial, sexual, disability or other discrimination
- Health and safety of the public and/or other employees
- Damage to the environment
- Unauthorised use of public funds or other assets
- Possible fraud and corruption
- Neglect or abuse of clients, or
- Other unethical conduct.

These issues would be managed under ones employer code of practice/ union procedures, breach of employment contract/ Whistleblowing policy, which could result in an employment tribunal and or termination of employment. For further details please see the Department for Business Innovation and Skills Whistleblowing Guidance for Employers and Code of Practice (March 2015).

## 19. E-Safety – Keeping Students safe online

Students are taught about E-safety and about protecting themselves on-line as part of the curriculum.

The school uses LGFL (London Grid for Learning) as its service provider which has robust levels of filtering. For additional protection, the school have invested in specific E-Safe software which monitors the school network

including students' browsing history for anything which might cause concern. Daily reports are shared with appropriate personnel. Incidents are dealt with promptly by the safeguarding, pastoral and mentoring teams.

Parents are also advised about E-Safety as part of the Y7 induction programme and reminded at curriculum and parent consultation evenings. Parents are contacted when there are any concerns about vulnerability of their child online or about a child's lack of awareness in appropriate use of the internet or social media. If it is considered that a child is at risk of harm as a result of their on-line presence or use then this should be reported to the Designated Safeguarding Lead who will follow the procedures described in this policy. This includes any suspicion of use of sites by pupils which promote extremist views or other harmful practices. **See Appendix 5 – Keeping Your Child Safe Online. A guide for Parents**

## 20. Visitors / Volunteers: Staying safe

St. Paul's Academy takes all practicable steps to ensure that the school premises are as secure as circumstances permit. Visitors to the school are asked to sign into the Visitors' book. Badges are produced and visitors to the school must wear the badge at all times. Any visitor who does not have an enhanced DBS check (including contractors for premises work) is accompanied by a member of school staff at all times. Visitors have the opportunity to read through our safeguarding leaflet, which outlines the school Safeguarding Procedures.

Ex-students may not be permitted to access the school grounds whether this is in relation to a meeting that concerns their sibling or to meet with an ex-member of staff without the informed consent of the Safeguarding Team. Ex-students may not be permitted to attend meetings for their sibling due to potential conflict of interest and the sharing of confidential information which is only permissible with those who hold parental responsibility.

**Visitors** who have previously presented with aggressive behaviour may not be permitted to return or access the school grounds for the respective safety of school staff and or students and if they are it is within reasonable grounds for the school to request the presence of their schools police officer to safeguard and minimise further risk to others.

**Volunteers** will need to be DBS checked with the possibility of additional background checks. They may be denied due to the sensitive nature of the work being undertaking and the risk of sharing confidential information in their role as a Volunteer.

## 21. Safeguarding Staff in St Paul's Academy

Please see appendix 6 for advice and recommendations booklet on ways to keep a member of staff safe.

If a member of staff is identified as being at risk due to the thoughts (threats)/ (pre/Post) actions of a student, the staff member or school as a whole has the right to seek legal advice and maybe pursue, through civil court, an injunction to safeguard it's staff. Please also refer to the Critical Incident Plan in reference to reducing risk to staff.

## 22. Off-Site arrangements:

Staff should not be supervising more than 1 student off site at one given time as this places other students at risk.

The National Union of Teachers (NUT), which has merged into the National Education Union (NEU) "believes that school visits can be of substantial benefit to pupils in the development of their characters and social skills. For many they offer opportunities to broaden their horizons and enrich their experience; opportunities which would otherwise be unavailable in their lives. School journeys and visits are generally considered to be of educational value in developing the potential and qualities of children and young people. Tragic incidents, however, have shown that proper and full concern for health and safety must be an imperative at every stage.

The DfE has published its own guidance recommending the following staffing ratios as a general guide for visits:

- 1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio);
- 1 adult for every 10-15 pupils in school years 4 to 6;
- 1 adult for every 15-20 pupils in school year 7 onwards.

The NEU guidance recognises that higher ratios may be appropriate for higher risk activities or for trips abroad. Higher ratios are also recommended for swimming activities.

- These ratios should be regarded as the minimum appropriate staffing ratios for school journeys.
- These ratios should preferably be interpreted as referring to the number of staff needed to supervise the party.
- Voluntary helpers may be involved in assisting teachers with the organisation and supervision of visits but teachers will retain primary responsibility for supervising the party at all times.
- A minimum of two teachers should be involved in every school journey, regardless of how many other adults are helping. Given the possibility of members of the group needing to be taken home or back to school or to hospital, at least two teachers are needed in order that one teacher may remain in charge where another is called away.
- With a mixed party it is desirable that there should be teachers or other responsible adults of each sex accompanying the group.
- Supervision arrangements for swimming activities should include provision for supervision by qualified lifesavers.
- At least one member of staff should be a qualified first aider and aware of the special medical needs of any member of the party.
- Newly qualified teachers should not normally lead school parties in their first year of teaching.

## 23. Monitoring & Evaluation

The responsibility for ensuring that the Safeguarding Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover or due to exceptional circumstances or Government updates.

**NB. This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.**

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### **Definitions of child abuse**

'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse. Child Abuse can also happen between children: child on child abuse features physical, emotional, sexual and financial abuse of young people by their peers

#### **1. Physical Abuse**

Physical abuse may take many forms e.g. hitting, kicking, shaking, biting, throwing, hair pulling, poisoning, burning or scalding, drowning or suffocating a child or otherwise causing physical harm. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness'). If a child has been placed in 'forced' stressed positions, including any of the above indicators school safeguarding procedures must be followed.

#### **2. Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger e.g. witnessing domestic violence\*
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

#### **\*Witnessing domestic violence/ Domestic Violence**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to; psychological, physical, sexual, financial and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

## Help and support for domestic abuse

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to Operation Encompass will have their own arrangements in place.

### National Domestic Abuse Helpline

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

### Domestic Abuse Act 2021

Data from Safe Lives tells us that there are 130,000 children in the UK living in homes with domestic abuse where there's a high risk of murder or serious harm. Thousands more live with less serious domestic abuse every day. Nearly 2 in 3 children (62%) exposed to domestic violence were also directly harmed themselves.

The Domestic Abuse Act 2021 has now been enacted and will come into force over the next twelve months or so as legislation once the necessary preparatory work has been completed.

Amongst the many aspects of the Act, there are key changes for the child and (secondary) schools' perspective:

- Recognise that a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator is also to be regarded as a victim of domestic abuse.
- Extend the law to young people over the age of 16
- Create a statutory definition of domestic abuse, emphasising that domestic abuse is not just physical violence, but can also be emotional, controlling or coercive, and economic abuse.
- Provide for a new Domestic Abuse Protection Notice and Domestic Abuse Protection Order.
- Place a duty on local authorities in England to provide accommodation based support to victims of domestic abuse and their children in refuges and other safe accommodation.
- Extend the controlling or coercive behaviour offence to cover post-separation abuse.
- Extend the offence of disclosing private sexual photographs and films with intent to cause distress (known as the "revenge porn" offence) to cover threats to disclose such material. (Preferred phrase now is 'Intimate image abuse'.)
- Create a new offence of non-fatal strangulation or suffocation of another person (the so-called 'rough sex' defence)
- Place the guidance supporting the Domestic Violence Disclosure Scheme ("Clare's law") on a statutory footing. (This gives anyone a right to ask the police if they believe that they or someone they know is in a relationship with an individual that could be abusive towards them.)
- Provide that all eligible homeless victims of domestic abuse (include the over-16s) automatically have 'priority need' for homelessness assistance.

### 2022 Update on Domestic Abuse

- **Children who witness domestic abuse are also victims**
- **Witnessing domestic abuse can have a lasting impact on children**
- **Children can be victims in their own relationships too**

## 3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse can also happen between children and is known as peer-on-peer abuse.

### **Sexual Violence and Sexual Harassment between Children (May 2018) (KCSIE Part 5)**

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are (a) taken seriously and offered appropriate support and (b) that victims are protected, and (c) every effort is made to ensure their education is not disrupted.

It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

#### **Schools and colleges should be aware of the importance of:**

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- Understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- Communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO or the named person with oversight for SEND in school.

Children who are Lesbian, Gay, Bi, or Trans (LGBTQI+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT: it is important to provide these children a safe space to speak out and share their concerns with a member of staff.

Whilst not the focus of this advice, we should be aware that staff can be victims of sexual violence and sexual harassment and this must be reported as such through school procedures.

#### **What is consent?**

Consent is about having the freedom and capacity to choose; Consent may be given to one sort of activity but not another; Consent can be withdrawn at any time and each time activity occurs. We must all be aware that a child under the age of 13 can never consent to any (sexual) activity and that the age of consent is 16.

## **Sexual Harassment:**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; 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. (UKCIS sexting advice provides detailed advice for schools and colleges); see page 32 on how to respond.
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats.

**Any incident or concern relating to sexual violence/harassment must be reported to the DSL, recorded via a referral on My Concern and involve the support of Senior Management and the police.**

In order to distinguish normal from abnormal sexual behaviours Chaffin, Letourneau and Silovsky (2002, p208) suggests a child's sexual behaviour should be considered abnormal if it:

- Occurs at a frequency greater than would be developmentally expected.
- Interferes with the child's development
- Occurs with coercion, intimidation, or force
- Is associated with emotional distress
- Occurs between children of divergent ages or developmental abilities
- Repeatedly recurs in secrecy after intervention by caregivers.

Hackett (2010) provides a continuum, which demonstrates the range of sexual behaviours presented by children and young people. This can be used as a guide to support the assessment of risk following an allegation of sexual violence or harassment in addition to identifying the initial response, support and any supplementary factors such as un/recognised learning difficulties, specific educational needs, psychological or mental health problems.





Please refer to the Sexual Violence and Sexual Harassment between Children (May 2018) guidance for further information.

#### Sharing of sexual images and videos: nudes and semi-nudes: how to respond to an incident (UKCIS, 2020)

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately/ follow the schools safeguarding reporting process.

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

#### 4. Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **DIFFERENT FORMS of ABUSE**

### **Female Genital Mutilation (FGM) Physical and Emotional**

Female genital mutilation (FGM) is the partial or total removal of a girl's external genitals. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are no health benefits to FGM. Complex cultural and social reasons are often given about why it is practiced. FGM has harmful effects on the health and wellbeing of a woman throughout her life and contravenes human, women's and child rights.

There is a mandatory duty upon teachers, along with social workers and health care professionals to report to the police where they discover (either through the victim or visual evidence) that FGM has been carried out on a girl under 18. It is the duty of all members of staff to report suspicions that FGM may have taken place to the Designated Safeguarding Lead, following school procedures and to the Police.

### **County lines exploitation is similar to other forms of abuse and exploitation, it:**

- 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.
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

### **Teenage relationship abuse:**

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject many people find very difficult to talk about. It is important not to criminalise behaviour that is a perfectly normal and a healthy part of growing up. However, the idea that children can sexually abuse others is still very hard for us to accept. It is important to understand that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

Further guidance is available from CEOP (The Child Exploitation and Online Protection Centre).

### **Sexting:**

What is 'sexting'? In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police. What to do if an incident involving 'sexting' comes to your attention.

If a 'sexting' incident comes to your attention, report it to your Designated Safeguarding Lead (DSL) immediately and manage in line with your school's safeguarding policy.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.

- Do not delete the imagery or ask the young person to delete it.

- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery.

This is the responsibility of the DSL.

- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

- Do not say or do anything to blame or shame any young people involved.

- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

For further information download the full guidance *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People* (UKCCIS, 2016) at [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis).

### **Upskirting:**

The Voyeurism Offences Act, which was commonly known as the Up-skirting Bill, was introduced on 21 June 2018. It came into force on 12 April 2019. Up-skirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge and consent, with the intention of viewing their genitals or buttocks (with or without underwear).

It can take place in a range of places, e.g. public transport, shops, parks, on the road; anyone, and any gender, can be a victim.

Upskirting is distressing and a humiliating violation of privacy for victims. Under the new law, perpetrators could face two years in prison and victims of Upskirting will be entitled to automatic protection, e.g. from being identified in the media.

As a school, those identified as victims of Upskirting will be offered an in-school referral of support, e.g. counselling, mentor, chaplain including ongoing pastoral support and if necessary support from the Inclusion and Safeguarding Teams.

Any report of Upskirting will be managed under current school safeguarding referral procedures.

### **Private fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) 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 stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If a member of staff suspects a pupil may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm with the Designated Safeguarding Lead who will inform the respective Local Authority.

### **Extremist ideology, radicalisation and terrorism**

Children and young people can suffer harm when exposed to an extremist ideology which may be social, political or religious in presentation. This harm can range from a child adopting or complying with extreme views which limits their social interaction and full engagement with their education, to children being groomed for involvement in violent actions.

Children can be exposed to harmful, extremist ideology through the impact of extreme beliefs held by relatives/family friends who live with the child, or relatives/family friends who live outside the family home but have influence over the child's life. Older children or young people might self-radicalise over the internet or through the influence of their peer network - in this instance their parents might not know about this or feel powerless to stop their child's radicalisation.

### **Children with family members in prison:**

"Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children." (Keeping Children Safe in Education 2018)

### **So-called 'honour-based' violence:**

"So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV." (Keeping Children Safe in Education 2021)

### **Forced marriage:**

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk). (Keeping Children Safe in Education 2021)

## **INDICATORS of ABUSE & NEGLECT**

### **Indicators of Neglect**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem

- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

#### **Indicators of Sexual Abuse including child on child abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD \* Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

#### **Indicators of Emotional Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

#### **Indicators of Physical Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries

- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

### **Indicators of Female Genital Mutilation (FGM)**

- Holiday requests made to school for significant lengths of time to practising country (Pre warning)
- Long periods of time away from the classroom during the day with bladder or menstrual problems
- Difficulty walking, sitting or standing
- Prolonged absences from school
- Child talks about 'becoming a woman' or is going to have a 'special celebration'
- Noticeable behaviour changes
- Withdrawal
- Depression
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain
- Avoidance of PE

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

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older friends, boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime (or as part of a gang)
- Injuries from physical assault, physical restraint, sexual assault

### **Indicators of Radicalisation**

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals to understand and identify factors that may suggest a young person may be vulnerable to or be involved with extremism.

### **Indicators of Vulnerability to Radicalisation**

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

## **Critical risk indicators**

### **Students may**

- Use extremist narratives and global ideology to explain personal disadvantage.
- Access violent extremist websites, especially those with a social network element.
- Experience a high level of social isolation resulting in issues of identity crisis and/or personal crisis.
- Justify use of violence to solve societal issues
- Have some SEN – poor social interaction, lack of empathy or understanding of consequences
- Possess or access violent or extremist literature
- Present with significant changes in appearance or behaviour
- Join or seek to join an extremist organisation

### **PLEASE GIVE CAREFUL CONSIDERATION TO THE FOLLOWING -**

#### **REASONS WHY SOME YOUNG PEOPLE MAY NOT REPORT ABUSE**

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

#### **WHY CHILDREN CAN'T TELL ABOUT ABUSE**

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power (threats to harm the child/young persons loved ones)
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilty about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

## **WHY REFER?**

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

## **MAKING A DECISION about a Child – Decisions MUST be made with the Safeguarding Lead**

- What are the risks to the child?
- Has there been a check on these risks with others working with the child?
- Are the risks worth taking now?
- What will be the gain to the child of doing nothing?
- What will be the loss to the child of doing nothing?
- Has there been careful consideration regarding how the losses and gains might alter the time it takes for the interventions to work?
- Will other children be affected?


## **Personal Context**

- Do the safeguarding team have the necessary information?
- Might something be missing in the current hypothesis of the case?
- Do any observations/assessments not fit into the hypotheses?
- What is the agreed feeling for or against the parent or carer or the child?
- Is there someone who is suitably qualified to advise on making the final decision to refer?

## **The Action**

- What action should be taken?
- Who will take the action?
- Are there any other resources to be used?
- How will the actions and risks be reviewed?
- How will success or failure be recognised?
- Are relevant professionals aware of and in agreement with the actions?
- Is the parent or carer aware of and in agreement with the action?






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 Harassment  
 Hate  
 Home Issues  
 Medical Conditions  
 Mental Health  
 Neglect  
 Parental Concern  
 Peer On Peer Incident  
 Personal Hygiene  
 Physical Health  
 Racism  
 Radicalisation  
 Self Harm  
 Sexting  
 Sexual Abuse  
 Sexualised Behaviour  
 Stalking



### Easy to Use

MyConcern is intuitive and easy to navigate. Staff can easily record and manage safeguarding concerns as they arise, on any web-enabled device.



### Identify Emerging Risks

MyConcern allows safeguarding leads to gain a much more comprehensive understanding of the concerns affecting young people in their care.



### Safe and Secure

One Team Logic is ISO 27001 Information Security Management certified and Cyber Essentials Plus accredited.



### GDPR Compliant

GDPR ready, DfE Cloud Services compliant and registered with UK Information Commissioner.

# Why MyConcern?

## Simple and easy to use

Staff can easily record and manage their safeguarding concerns on any web-enabled device. It saves significant admin time and provides peace of mind that the safeguarding lead has been notified. MyConcern is intuitive, easy to navigate and fully integrates with any Management Information System e.g. SIMS, ScholarPack etc.

## Effective collaboration

MyConcern enables "working together" with colleagues and external agencies such as social care and police. It also creates a platform to effectively and securely transfer safeguarding records to other schools – even those who do not have MyConcern installed.

## Manage and prioritise concerns

The safeguarding lead has higher levels of access to the system. They can manage and prioritise ongoing cases and concerns and delegate tasks. MyConcern builds an automatic chronology for all concerns, providing a high-level view, and allows the safeguarding lead to assign colour coded 'Levels of Need' for individual students.

## Powerful reports

MyConcern provides the ability to customise your reports. These can be created on any combination of categories of concern or student information over a fixed or dynamic time period.

## Ensures compliance

Our fully encrypted, cloud-based software means that we not only protect pupils effectively but you also protect staff in terms of providing a robust record of case management to present in court should it be needed. MyConcern also offers clear and auditable evidence to present during inspections.

## Identifying emerging risks and trends

MyConcern allows safeguarding leads to gain a more comprehensive understanding of the young people in their care. This means that they can proactively identify risks and trends before they escalate into serious issues, empowering them to act quickly and prevent harm to



## Benefits at a glance

- ✓ Save Time
- ✓ Save Money
- ✓ Ultra Secure
- ✓ Easy to Use
- ✓ Identify Patterns
- ✓ Build Reports
- ✓ Positive Impact
- ✓ Multi Award Winning



## Whole school reporting

Multiple dashboards can be created to fit your organisation's structure.

- Create reports about the whole school, year groups, registration groups, or even individuals
- Save and re-use reports in your catalogue
- Select multiple concern types or an individual category

- Save the most useful reports on your data dashboard
- Set fixed or dynamic dates
- Download de-personalised reports for your Governing Body
- Automatically share data with trusted external partners or across your MAT



## Safeguarding lead dashboard

Your safeguarding lead is immediately notified of all new concerns as they arise. To reduce admin time and keep the child at the centre of any decisions, these concerns can be flagged based on the severity of the case. Concerns are triaged and categorised, and tasks can be delegated to other staff members. A full chronology and audit trail provides confidence in data recorded.



## Multi Establishment Dashboard

Unique to MyConcern, the Multi-Establishment Data-Dashboard (MEDD) can provide your MAT or Local Authority with a complete overview of aggregated data from across a group of schools/colleges or organisations. It can be used to identify risks or trends from small cohorts to regions and can assist with decision making for resources, training or intervention, ultimately making your organisation safer and more efficient.

## APPENDIX 3: Keeping Children Safe in Education (Summary Document)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/354151/Keeping\\_children\\_safe\\_in\\_education\\_Information\\_for\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf)

## APPENDIX 4: Greenwich Referral Form

<https://ex2007.lgflmail.org/owa/attachment.aspx?attach=1&id=RgAAAAC5a7FkUJcEQ633cA9DCWuCBwB5gkjjg6CA57BO%2fzT2ieZ1ARIUJX2iAAA7A7bIVY4bToRI%2f5Zid90xANhM%2fMCFAAAj&attid0=EABtHS0kvk62RKQsiqePYuMq&attcnt=1>

## Associated Policies

### **Medical**

**E-safety – to be updated**

**Exclusion Policy**

**Behaviour Management**

**Whistleblowing**

**Staff Code of Conduct - see Safer Working Practice Document**

**Inclusion/ SEND Policy**

**Intimate Care Policy**

**Moving & Handling Policy**

**Health & Safety Policy**

## Appendix 5: Advice for Parents and Carers on Keeping Children Safe whilst online

Using the internet, mobile phones, games consoles and other smart devices are now an everyday part of our children's lives. Whilst the internet can be of great benefit to you and your family, you do need to be aware of the risks and follow guidance on keeping your child safe online.

### **Understanding the Internet**

You may feel that your child knows more about the internet than you do. To keep your child safe, it is important to understand the internet, how your child uses it and the terminology used on the internet. Your child may be able to show you how things work. You can access help at your local library or attend classes at your local college or community centre.

### **What are the Risks?**

Accessing the internet and/or using mobile phones/smart devices can put your child at risk of

- Seeing disturbing information or images
- Being the victim of online bullying (cyber bullying)
- Being contacted and manipulated by an adult for sexual purposes (grooming)
- Sharing personal and identifying information with strangers
- Sending or receiving sexually explicit films, images or messages of themselves or others (sexting)
- Financial loss to parents

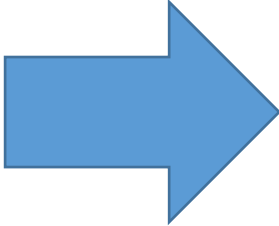
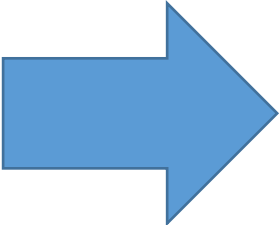
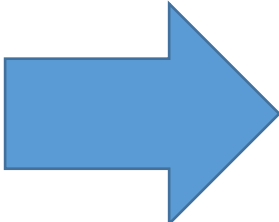
### **Keeping your Child Safe**

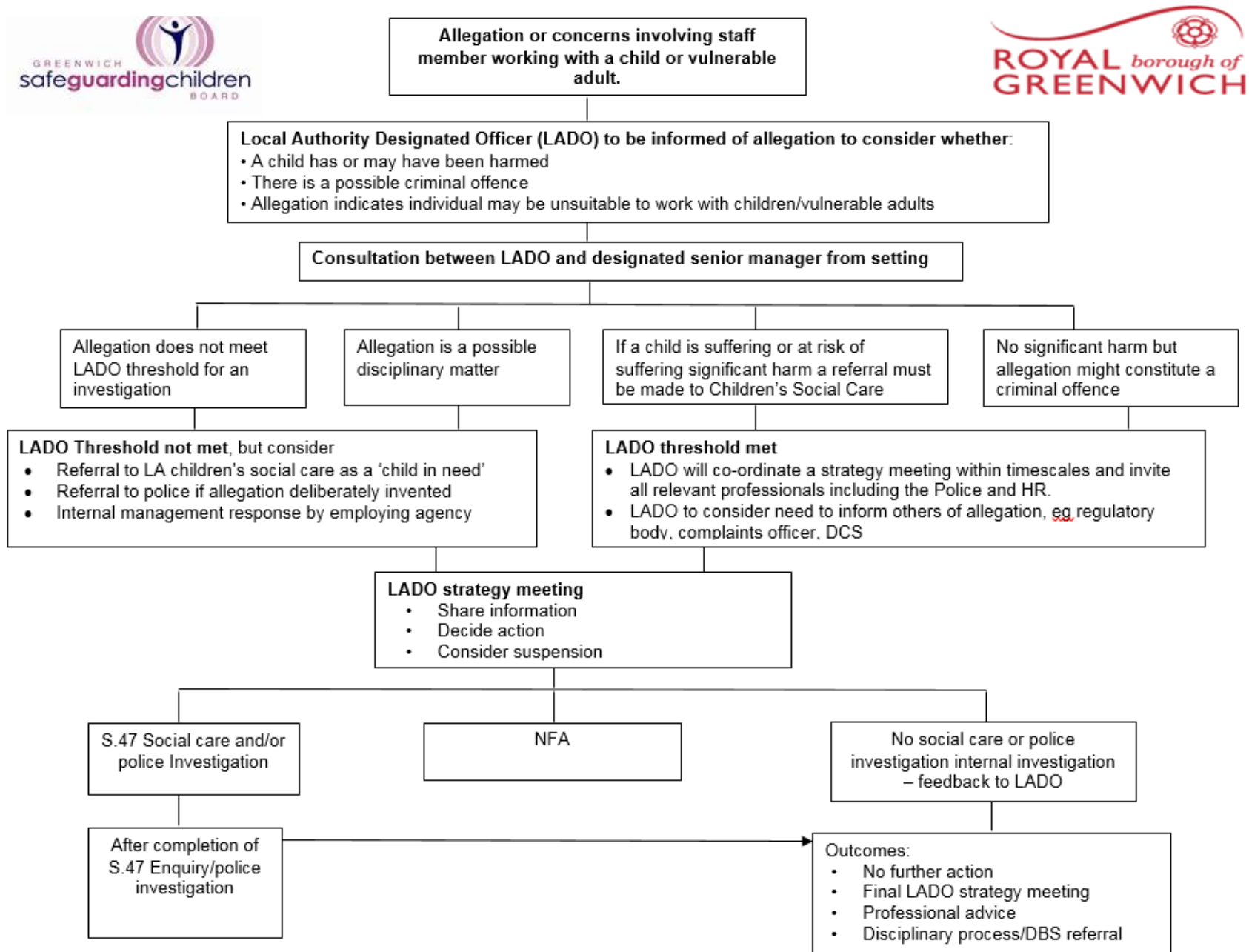
To help keep your child safe online

- ✓ Talk to your child about the dangers of using the internet
- ✓ Tell them what they should do if they become worried or concerned.
- ✓ Explain that anything shared online or by mobile phone could end up being seen by anyone.
- ✓ Understand how your child uses the internet and know which websites they visit.
- ✓ Ensure that your child uses a computer or device where the whole family can see, not out of sight in a bedroom.
- ✓ Use filtering software on PCs and mobile devices to block inappropriate sites.
- ✓ Encourage your child to use websites such as - Childline, CEOP and ThinkUKnow for advice and guidance on safe use of the internet.
- ✓ Ensure that you are aware of and talk to your child about the terms and conditions of using Social Media websites such as Facebook and Twitter e.g. the minimum ages to use these sites is 13.

APPENDIX 6: Safeguarding Staff advice and recommendations: Please see Staff booklet

## **CONCERNED ABOUT A STUDENT?**

<b>LOOK</b>		<b>Be aware of signs that a student may be at risk</b> <b>Observe the student for change in behaviour</b>
<b>LISTEN</b>		<b>Do not seek a disclosure from the student</b>  <b>Allow the student to talk if they identify you as a confidante</b>  <b>Ask open questions/ reassure/ do not give advice</b>
<b>LINK</b>		<b>Link the student with Inclusion team/ Mentors</b>







**Home – School Agreement (Physical Chastisement)**

NAME of Student \_\_\_\_\_

Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.

**The law**

UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is illegal to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care when they are not in school. I am aware and fully understand that the use of physical force in disciplining them may be illegal in certain circumstances including, but not limited to:

- where an implement (e.g. belt, stick, slipper) has been used or
- where the use of that force has resulted in visible injury;
- the use of prolonged physical stress positions (This is where children are placed in a position of discomfort for a long period of time).

I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Should you want further advice and information on statutory guidance, legislation and parenting support please see:

- the school's child protection policy on the school's website
- Greenwich Safeguarding Children Board website provides advice for parents and carers, including information on positive and effective disciplining methods  
[www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)

Please print name of parent/carer: \_\_\_\_\_

Please sign: \_\_\_\_\_ Date: \_\_\_\_\_



## Home Visiting Policy

### PURPOSE

In all circumstances where home visits occur, St Paul's Academy endeavours to safeguard those who undertake such visits with regards to the welfare and safety of its students. In circumstances of emergency/ school closure/Local or National lockdown, please see Appendix 11.

The purpose of this policy is to establish protocols and procedures that provide those undertaking home visits with a level of safety and the means to avoid or manage potentially difficult situations.

This policy applies to all staff and project workers/ volunteers employed by St Paul's Academy who intend to make a home visit.

### POLICY

All those employed and undertaking home visits on behalf of St Paul's Academy must complete a Home Visit Request Form, detailing reasons for the proposed home visits and obtain approval of the relevant supervisor and Safeguarding Officer.

Following approval, details of the home visit must be recorded on Behaviour Watch under Support and a risk assessment completed by the person undertaking the home visit.

St Paul's Academy will maintain and regularly review policy and procedures for the conducting of home visits.

No home visit will be undertaken unless the details of each visit have been notified in the above prescribed manner prior to leaving St Paul's Academy.

St Paul's Academy will establish confidential organisation code words for use when notifying threats or dangers that arise when making home visits.

To avoid unwarranted allegations of misconduct a member of Safeguarding and the Executive Head, Head of School or School vice Principal, of the person requesting the home visit may recommend that they are (a) accompanied by another member of staff or (b) invalidate the home visit request and have this logged.

All members of staff, including internal and externally commissioned tutors, project workers and volunteers will be required to familiarise themselves with the procedures detailed with this policy, this will include the school's Police Officer.

This policy will be included in induction procedures for new members of staff, tutors, project workers and volunteers etc.

### Pre-visit Risk Assessment

- Consult the students file and familiarise yourself with the most up to date information on any risk assessment/ consult with a member of safeguarding.
- Comply with any risk assessment recommendations or procedures on the person's file.
- Take into account all other known information about the person and their circumstances, including mental health, drug or alcohol use, relationship circumstances, and family and associates who may be present at the time of a visit.

- If the risk is considered high, or is difficult to determine with any certainty, do not undertake the home visit. Contact the person by telephone to clarify the situation and/or arrange to meet in a safe public place such as the school or The Woolwich Centre.

If there is some risk, but at an acceptable level, consider undertaking the home visit accompanied by another member of staff. Always discuss a home visit at this level of risk with Safeguarding and the Executive Head, Head of School or School vice Principal for authorisation.

- If the level of risk is considered minimal, proceed with the home visit and also undertake an on-site risk assessment (for future visits) before entering the home (see below).
- Do not visit any home where the risk of aggression or violence is high.
- Do not visit any home where violence has occurred in the recent past and the perpetrator is at the home or is likely to return.
- Do not visit any home where there is risk of injury occurring or you feel you may be at risk during the visit. If you are in doubt, consult Safeguarding and the Executive Head, Head of School or School vice Principal.

### **The Home Visit**

- Park the car so that it cannot be blocked in, and in a position that facilitates quick exit e.g. park in the street. Always lock the car.
- Do not leave handbags or wallets visible in the car.
- Keep car keys and mobile phone on your person (i.e. not loose or in a bag or hand bag that might be grabbed)
- Prior to entering the home, establish your credentials as a representative of St Paul's Academy and the reason for being there.
- Establish the identity of the person to whom you are speaking.
- Check if the person you are visiting is at home.
- Check if other people are also present: if there is no adult present do not enter the property alone.
- Take note of the layout of the home and exit routes.
- Before entering a home, under take a quick on-site risk assessment for any potential threat to personal safety.

Consider whether people are:

- Arguing
- Using or under the influence of drugs or alcohol.
- Coherent
- Showing physical or verbal signs of agitation, aggression or other unusual and atypical behaviour
- Armed or with weapons in view
- If you do not feel safe to enter the home, politely make your excuses and leave promptly
- If the home visit proceeds, maintain alertness to any change in atmosphere that signals a possible risk to personal safety. Be prepared to leave quickly if the need arises.
- If your Home Visit is delayed, contact your manager, supervisor and advise them of the revised agreement/arrangements.
- If a medical emergency occurs on a home visit, call the appropriate emergency service and there after contact your manager, supervisor: do not use the family home phone and wait for help to arrive if deemed safe.

### **Dealing With Threatening or Dangerous Situations**

If you become suspicious of danger or are threatened before leaving your vehicle:

- Ensure windows are closed and doors locked, and keep the engine idling
- If available and safe to do so, use the mobile phone to report the situation
- If you are unable to drive away, sound the car horn to attract attention
- If you can drive away proceed to the nearest police station or to St Paul's Academy
- Do not leave the car until it is safe to do so

If a threatening or dangerous situation arises during your visit:

- Attempt to defuse the situation, speaking calmly and in a conciliatory manner
- Discontinue the visit, and as soon as practicable, make polite excuses and leave
- If you are unable to leave, suggest that you call St Paul's Academy to say you will be late. If at all possible, use the agreed organisational code words ("I just need to double check something, can you tell me what it says in Section 13 of our policy") to alert the member of staff (Safeguarding and the Executive Head, Head of School or School vice

Principal) that there is potential risk to self or others, or a threatening or dangerous situation is occurring – who will then contact the police to your location.

- Once you can leave, drive a safe distance then contact St Paul's Academy and speak with your manager, supervisor to report the incident and ascertain the appropriate assistance.
- Seek medical treatment immediately if you need it.
- If St Paul's Academy is called, the staff member receiving the call should check the address of the home visit, the nature of the situation, if any assistance is required and if necessary instigate action to render assistance.
- St Paul's Academy staff must use initiative if it is apparent that the person on the home visit is unable to speak frankly or answer questions due to the nature of the situation.
- If the member of staff/person visiting a home does not return at the appointed time or notify a later return to their manager, supervisor, the manager/supervisor must first ring their mobile, then the home they were last meant to be at, then drive by the location to assess. If unresolved, ring the police.

### **Pets**

As part of the pre-assessment check list, please be aware of any family pets that you may not be accustomed to, i.e. dogs, cats, snakes, spiders.

Take a common sense approach when entering a home and record details about the pet(s) on the students risk assessment for as an alert for future home visits.

### **Home Visit Itinerary Form**

- Record your expected time of arrival at your destination prior to leaving St Paul's Academy.
- On arrival at your destination, contact your manager, supervisor to advise that you have arrived
- Prior to returning to St Paul's Academy, contact your manager, supervisor to advise that you are leaving and provide an estimated time of return

### **On Returning to St Paul's Academy**

- Record the time of your return (signing in and out form) and record home visit accordingly into Behaviour Watch and report to manager, supervisor.

## **PROCEDURES**

### **Before Leaving St Paul's Academy**

- Undertake a pre-visit risk assessment and checklist (see attached) if this is your first home visit or the last home visit undertaken has been over 3 months apart or there has been a change in family/home circumstance.
- All home visits to be approved and logged on Behaviour Watch via the requested.
- Do not take confidential files out of St Paul's Academy without appropriate authorisation.
- Record your time "out and in, including purpose" at reception before leaving St Paul's Academy.
- Should (emergency) circumstances require a home visit that is not covered by the safeguarding policy discuss the details of the visit with Safeguarding and the Executive Head, Head of School or School vice Principal before leaving and complete the home visit risk assessment.
- Have a mobile phone with good reception prior to any home visits; have it turned on, and on person at all times. Program the appropriate emergency numbers into the phone where they are most readily accessible
- Do not take large sums of money or other valuables with you
- Confirm and memorise any organisational code words for notifying St Paul's Academy of any threat or dangers that arise during a home visit.



## ST PAUL'S ACADEMY

### Home Visit Risk Assessment Checklist

Staff member completing Risk Assessment Checklist:

Date:

**Before undertaking a home visit, I have:**

- Reviewed and understood St Paul's Academy's Home Visit Policy.
- Reviewed the file/s of the person/s being visited.
- Adequate information about the behavioural, health and other personal circumstances of the person/s to be visited.
- Spoken to SLT/Safeguarding.
- Adequate information about the family and associates of the person/s being visited whom I may encounter.
- Adequate information about previously reported risks.
- Adequate information about the physical features of the home/s and property/s I am visiting, e.g. family pets, ex-offenders, history of violence, known gang members.

**And on that basis, I have:**

Satisfied myself, my manager, supervisor, authorised safeguarding representative that the risk of undertaking the planned home visit/s is sufficient for the visit/s to go ahead.

**OR**

Satisfied myself, my manager, supervisor, authorised safeguarding representative that the risk of undertaking the planned home visit/s is sufficiently high that the visit/s should not go ahead at this time.

**If I am satisfied that the planned home visit/s can go ahead, I have/will:**

- The full address and other contact details of, and directions to the home/s I am visiting.
- A clear and legible form of personal identification with me.
- My mobile phone is fully charged and on my person.
- My mobile phone is pre-programmed with readily accessible emergency contact numbers.
- Familiarised and memorised the organisational code word/s for notifying my manager, supervisor of any threat or dangers that arise during a home visit. E.g. "Can you tell me what Section 62 says about..."
- Completed the St Paul's Academy Home visit Request form prior to my departure to undertake home visits.
- Recorded my time "out and in" at reception before leaving St Paul's Academy.
- Reviewed and familiarised myself with what to do in the event of a threatening or dangerous situation.



**ST PAUL'S ACADEMY**  
**Home Visit Request Form**

Student-Person/s to visit:  Reason(s) for visit/ Comments:
Address of student/person home:
Student/Person Home Phone:

**Home Visit Details**

Name/s of staff undertaking visit:	Mobile number/s:
Estimated arrival to home visit:	Estimated departure from home visit and return to St Paul's Academy:
Date of Visit:	
<b>Your Vehicle details</b>	
Registration: Vehicle make: Vehicle Colour:	
<b>Authorised by (please tick)</b>	
Ms Ward	Ms Nicholas
Ms Hepburn	Mr Assi
The person who has authorised this home visit will inform one other in the above list	

# Appendix 11: Covid-19 School closure arrangements for Safeguarding and Child Protection

In line with UK government guidelines regarding Covid-19, as recommended from March 2020; St Paul's Academy, Safeguarding Policy and Protocols requires the following advice and recommendations for all children and staff to be supported. **The following advice and guidance will remain after lockdown procedures are relaxed until further amendments are made.**

Context:

1. Vulnerable children
2. Attendance monitoring
3. Designated Safeguarding Lead and reporting a concern
4. Safeguarding Training and induction
5. Safer recruitment/volunteers and movement of staff
6. Children and online safety
7. Supporting children in and outside of school
8. Child on child Abuse

*"Parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home."* (Andrew Hall, March 2020)

## **(1) Vulnerable Children:**

- Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.
- Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority.
- A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services.
- adopted children or children on a special guardianship order
- those living in temporary accommodation
- young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- Others at the provider and local authority's discretion including students who need to attend to receive support or manage risks to their mental health.

St Paul's Academy Safeguarding Team will identify who our most vulnerable children are and take into consideration those on the edge of receiving children's social care support, and those with nil recourse to public funds. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability, and many children and young people with EHC plans will be able to remain safely at home with welfare checks going out.

St Paul's Academy Safeguarding & Inclusion Team will continue to work with and support children's social workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children to help protect vulnerable children. **The lead person for this will be: Kim Nicholas (DSL) (with allocated support from Safeguarding Team Members)**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk.

In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent; this information must be logged directly into My Concern under Covid-19 Welfare Check.

Where parents are concerned about the risk of the child contracting COVID19, St Paul's Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England: to discuss ways of limiting the spread of the Coronavirus: for further information please see <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

St Paul's Academy will continue to encourage our vulnerable children and young people to attend school, including the option to be educated remotely at home if needed.

## **(2) Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance, however it would be best practice to identify those children in need, vulnerable, at risk, on the edge of social care (Family and Adolescent Support Service (FaASS)) and those whose parent/carer have made arrangements for their child(ren) who subsequently do not attend, to follow up with communication; confirming emergency contact numbers and in circumstances where those identified have not taken up their place at school or discontinue, St Paul's Academy Designated Safeguarding Lead will notify their social worker.

During National Lockdown, all secondary –age pupils who are not expected to be in school should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

If shielding advice is issued by the government, all children deemed clinically extremely vulnerable are advised not to attend school.

## **(3) Designated Safeguarding Lead and reporting a concern**

The safeguarding team will continue to meet weekly, remotely if necessary, every Tuesday @11am. A member of the safeguarding team must be on site at all times. A rota will be agreed and shared with all staff. Other safeguarding team members should be available to be contacted via phone or online video - for example when working from home.

If the DSL or a member of the Safeguarding team is not on site and not available off site, a senior leader(s) will assume responsibility for co-ordinating safeguarding. This might include updating and managing access to child protection cases via My Concern and liaising with external professionals, e.g. social workers where they require access to children in need and/or to carry out statutory assessments on site.

It is important that all St Paul's Academy staff and volunteers are made aware of who to speak to and have access to the DSL (or deputy or senior leader) whether this is online or on site and at best, each day staff on site are made aware of who that person is and how to speak to them. All staff have been given personal contact details of the DSL and Assistant Principal for Inclusion.

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



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

In the unlikely event that a member of staff cannot access My Concern from home, they should email the Designated Safeguarding Lead and Principal of the School directly. This will ensure that the concern is received. If this is not possible and if the concern is raised out of hours, the staff member should report/discuss the concern with Greenwich MASH on 0208 921 3172.

Where staff are concerned about an adult working with children in the school, or concerns around the Principal of the school they should again follow the process outlined in the school Safeguarding Policy.

#### **(4) Safeguarding Training and induction**

Whilst there remains a threat of the COVID19 virus and measures are in place to reduce the spread all safeguarding staff members will continue to be classed as a trained DSL, deputy, safeguarding staff member, even if they miss their refresher training.

All existing school staff must have had their mandatory safeguarding training and have read part 1 of Keeping Children Safe in Education (2019).

If there are any new local arrangements, the DSL will communicate with all staff, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter St Paul's Academy, they will continue to be provided with a safeguarding induction (and new staff pack, which contains the schools Safeguarding and Child Protection Policy) and My Concern log in, with the expectation that they will adhere to St Paul's Academy safeguarding policy and practices.

If staff are deployed from another education or children's workforce setting to St Paul's Academy, it will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept transferability as long as the current employer confirms in writing that:-

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual
- They meet the standards and criteria set out via St Paul's Academy de/employment process

#### **(5) Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Pauls Academy will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

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

In the unlikely event that we will need to use volunteers during the crisis, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity with children.

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

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

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

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that St Pauls Academy is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. All staff are asked to attend on a rota basis and are asked to sign in and out at reception. If they are not on the rota and wish to attend, they have been asked to inform the principal and their line manager in advance.

If St Pauls Academy choose to use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members in school - other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in St Pauls Academy, will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

### **(6) Online safety in school**

St Paul's Academy will continue to provide a safe environment, including its online filtering system E-Safe. Where students are using computers in school, appropriate staff supervision will be in place.

### **Children and online safety away from school**

When students are being asked to learn at home, all staff will follow Safer Working Practice DfE advice and support – Safeguarding and Remote Education.

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

St Paul's Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when communicating with children/parents/carers online:

- Language must be professional and appropriate and try to avoid jargon,
- Be mindful that other family members may appear in the background
- Staff must only use platforms as provided/recommended by senior leaders/IT network manager to communicate with students,
- Carbon copy (Cc) parent/carers into your emails with children,
- Make your emails easy to read, e.g. break up text into short paragraphs,

- Try to check and reply to emails at 'batch' times rather than throughout the day,
- Sending unexpected positive notes to children and their parents/carers,
- Be mindful that digital communication can be hard to 'read', what could be considered as polite might be misconstrued; this can also be the case for professionals.
- Where possible make sure when providing online material that it is safe from potentially harmful and inappropriate data; as such making sure appropriate filters and monitoring systems are in place, e.g. making sure an allocated laptop have E-Safe systems activated including parental controls.

### Remote learning

Just because schools can use video meeting software like Zoom, it doesn't necessarily mean they should.

Phone calls can be just as effective. We always have to start thinking about what we want to achieve, and then look at practically how that might be done.

Many homes just do not have the infrastructure or devices to facilitate online learning which use sophisticated tools.

If schools are using video-calling, it is important that they explain to parents what tools are being used, including why they might be making recordings of the video call. Some schools have had negative feedback from parents about the recording the call, as they think it is about their child's misbehaviour. The key reason is guarding against staff grooming or other inappropriate or unprofessional behaviour. One way to mitigate this without recording could be to always have two staff members on the video call.

### Below are some things to consider when remote learning with live lessons:

- No 1:1s, groups only; 1:1s maybe possible, subject to a risk assessment and SLT permission.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred/where possible be against a neutral background.
- Any live class could be recorded and backed up elsewhere (**as confirmed by SLT**), so that if any issues were to arise, the video can be reviewed; **access and retention of these recorded classes will need to be reviewed by SLT.**
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- All live classes will always have two staff members on the video call/live stream lesson to safeguard the staff and students.
- Staff should record, the length, time, date and attendance of any sessions held,
- **Consent is needed for the live-streaming or recording of children and adults in the images.**

For further considerations, please see LGfL DigiSafe for Twenty Safeguarding considerations for Lesson Livestreaming: <https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>

### Potential Safeguarding Risks

The risks to consider are mainly about inappropriate actions by the adult leading the learning session. This is where two members of staff negates these risks. Whilst a difficult thought, there are numerous examples. Students can also behave inappropriately themselves.

Key risks include:

- Not maintaining professional standards
- Grooming behaviours
- Attempts to move the child onto another platform, account or to access them by phone or text
- Setting up a separate, unmonitored lesson time or account
- Inappropriate use of chat messaging on the platform, and deleting those messages
- Inviting unauthorised adults into the platform
- Contacting teachers out-of-lesson time
- Stalking-type behaviours

- Inappropriate conduct during lesson time
- Inviting other students in to the 1:1 lesson who then behave inappropriately
- Unauthorised making and/or sharing recordings
- Cyberbullying

### **Guidance for Safer Working Practices/ Use of technology for online / virtual teaching: Key Points**

Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting's filtering and monitoring software is enabled.

Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.

The following points should be considered:

- think about the background; photos, artwork, identifying features, mirrors - ideally the backing should be blurred
- staff and pupils should be in living / communal areas - no bedrooms
- staff and pupils should be fully dressed
- filters at a child's home may be set at a threshold which is different to the school
- resources / videos must be age appropriate - the child may not have support immediately to hand at home if they feel distressed or anxious about content

Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental/pupil consent is needed and retention/storage.

#### **Senior leaders should:**

- review and amend their online safety and acceptable use policies to reflect the current situation
- ensure that all relevant staff have been briefed and understand the policies and
- the standards of conduct expected of them have clearly defined operating times for virtual learning
- consider the impact that virtual teaching may have on children and their parents/ carers /siblings
- determine whether there are alternatives to virtual teaching in 'real time'- e.g., using audio only, pre-recorded lessons, existing online resources
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons
- take into account any advice published by the local authority or their online safety / monitoring software provider

#### **Staff should:**

- adhere to their establishment's conduct/safeguarding policy
- be fully dressed
- ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose
- avoid one to one situations – depending on the circumstances request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the meeting / have two members of staff present during a live session
- only record a lesson or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so (please see online virtual teaching consent letter)
- be able to justify images of pupils in their possession. St Pauls Academy policy has clear guidance on this – ideally, no images should be in their possession and any capturing of visual communication should be discussed with the DSL and or member of SLT beforehand; see below.

#### **Adults should not:**

- contact pupils outside the operating times defined by senior leaders
- take or record images of pupils for their personal use
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)

- engage online while children are in a state of undress or semi-undress

Further guidance can be found here:

<https://www.safeguardingchildren.co.uk/wpcontent/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April2020.pdf>

### **Retention of video recordings**

St Pauls Academy is aware that recordings constitute personal data, they contain personal images of identifiable people. This means that under GDPR, keeping these recordings will be considered by our Data Protection Officer as part of the Data Protection Impact Assessment (DPIA). This means the assessment of what data is being captured, why it is held, who can access it, for what reason, and how long it will be kept. Data will only be retained for as long as necessary to meet the needs of the reason for recording it.

There are four 'tiers' of retention:

1. Short Term: date of first recording plus 1 month
2. Medium Term – 1 Year
3. Long Term – 5 Years
4. Very Long Term – until pupil is 25 years of age or older

It is highly unlikely St Pauls Academy will require the need to retain recorded sessions beyond tiers 1-3.

### **(7) Supporting children not in school**

St Paul's Academy is committed to ensuring the safety and wellbeing of all its students. Staff are aware that this difficult time potentially puts all children at greater risk. Staff will continue to be alert to any signs of abuse, or effects on students' mental health that may also be safeguarding concerns.

For students working at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from student or their families
- Not responding to check in calls

Students are more likely to be spending time online during this time. Support and advice will be sent to families.

Where the DSL and safeguarding team have identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, a RAB (Red, Amber and Blue) register should ensure that a robust communication plan is in place for that child or young person. Students considered at risk will be contacted at least weekly by the Designated Safeguarding Lead or a nominated person. This will be in addition to contact made by the pastoral team which will be logged on Behaviour Watch. It will also identify those children to be at High, Medium or Low risk and would allow the DSL/ SLT & others to determine the level of support and communication for each child. This will include the flexibility to offer a place to those on the edge of receiving children's social care support.

RED - most risk of harm or neglect and fewest protective factors (would include those with a child protection plan)

AMBER - a moderate risk of harm, but with some protective factors

BLUE - some concerns escalating or unmet needs; or have been red or amber and need monitoring

In addition to this communication plan, SEND, Medical and Mentor plans will be reviewed and if necessary updated weekly by the DSL who will provide weekly update(s) to Children's Services.

Details of this plan must be recorded on My Concern and professionals involved must be added to the child profile under Team, while all contact should be recorded as usual when it is made under Chronology or New Concern.

The communications plan/RAB document can include details on remote contact, phone contact and door-step visits, while all other individualised contact methods should be considered and recorded as normal.

St Paul's Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed at the weekly safeguarding meeting, and where concerns arise, the DSL & team will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages as it deems necessary.

St Paul's Academy recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at St Paul's Academy need to be aware of this in setting expectations of students' work where they are at home or during their time on site if they are in attendance.

Where possible we will continue to offer support for the mental health of students. Staff who make regular contact with students have been encouraged to log any concerns with the safeguarding team via MyConcern. We will also signpost families and students to other resources to support good mental health during this time.

St Paul's Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and if necessary recorded on My Concern.

### **Supporting children in school**

St Paul's Academy is committed to ensuring the safety and wellbeing of all its students.

St Paul's Academy will continue to be a safe space for all children to attend and flourish.

The Principal of the School will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

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

Where St Paul's Academy has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders – this will be discussed immediately with the Senior Leaders.

### **(8) Child on child Abuse**

St Paul's Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of child on child abuse, they will follow the principles as set out in part 5 of KCSIE and in conjunction with the schools Behaviour and Safeguarding Policies.

St Pauls Academy will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

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

**Last updated: January 2023**