



EMMANUEL  
SCHOOLS FOUNDATION

## The King's Academy



### Child Protection and Safeguarding Policy

If you have concerns about the safety or well-being of a student at the Academy, please contact Mrs L Manthy, Designated Safeguarding Lead or Miss H Smith, Strategic Designated Safeguarding Lead on 01642 577577.

The Governor with responsibility for safeguarding and child protection is Mr G Wiecek.



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## Introduction

**Safeguarding and promoting the welfare of children is everyone's responsibility.** Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. Staff are advised to maintain an attitude of 'it could happen here'. When concerned about the welfare of a child, staff should always act in the best interests of the child.

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

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL or a Safeguarding Officer.

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments. All staff 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.

## Aims of the Policy

The aims of this policy are to ensure that students feel secure, are encouraged to talk, are listened to, and that their views and opinions are valued. Staff will have skills and knowledge to identify and intervene when a student is in need. Safeguarding culture and practises will be embedded across the Academy wide.

We aim to create an atmosphere in which students feel safe and confident in approaching any member of staff if they are experiencing difficulties. This includes opportunities within the curriculum for students to learn about how to develop the skills they need to stay safe, as well as knowing who to turn to for support should they need it. All staff who deal with students will be fully trained to have an understanding of the Academy's statutory responsibility and procedures to ensure the welfare and safety of all students.

All staff (teaching and non-teaching) receive training about child protection issues in order to ensure their vigilance in recognising abuse and their following the appropriate procedures for dealing with it. If and when new guidance or guidelines are issued, including Keeping Children Safe in Education, then prompt action is taken to ensure all staff receive updated information.

The Academy will endeavour to support students through:

- the curriculum to develop their character;
- the Academy ethos which (i) promotes a positive, supportive and secure environment (ii) gives students a sense of being valued as individuals having intrinsic worth;
- the Academy's Discipline Policy which is aimed at supporting all students in the Academy;
- productive and supportive relationships with each other and staff;
- recognition that some students may live in a home environment where there may be domestic violence, drug or alcohol abuse or the risk of radicalisation and students are in need of support and protection;
- vigilantly monitoring students' welfare, keeping records and notifying the local Children's Services Social Care Team when relevant;
- the separate, secure transferral of all child protection information to the receiving school should a student leave The King's Academy.

- the Academy will never remove a student from its Admissions Roll until the receiving LA/School has notified us of having track of that child.

**Parents and carers should be aware that if there are concerns that a child has suffered, or is likely to suffer significant harm, a referral may be made to Children’s Services.**

## Designated members of staff with responsibility for Child Protection and Safeguarding issues

It is fundamental to Academy policy and propriety that any accusations or suspicions in relation to Child Protection or Safeguarding issues be referred **immediately** to Mrs L Manthy Assistant Vice Principal, Designated Safeguarding Lead. In her absence, staff should refer concerns to Miss H Smith, Assistant Principal, Strategic Designated Safeguarding Lead or in her absence one of the Child Protection Officers listed on page 2. Matters should be referred directly to the Principal if these staff members are absent. No other member of staff should seek to investigate such a matter in any way whatsoever, nor should they discuss the matter with any person other than the Designated Lead or Child Protection Officers.

**Report concerns to Mrs L Manthy R148 EXT 2657**

**Helen Smith R147 EXT 2596 (or a Child Protection Officer) in Laura’s absence**

**Where you suspect a child may be at significant risk or in immediate danger this must be reported in person as soon as possible.**

**All other concerns to be reported using CPOMS – Safeguarding Concern**

**Allegations against staff (including supply staff and volunteers) should be referred directly to the Principal or in his absence a Vice Principal. The Principal will also inform the Local Authority Designated Officer (LADO).**

The Academy ensures that the designated people are appropriately trained and encouraged to have positive working relationships with Social Care and Health Services to ensure an effective inter-agency approach. Governors can name the designated personnel. Designated people are enabled to participate fully in child protection conferences and understand procedures for reporting after conferences. The designated staff role is to ensure that locally established procedures are followed and to act as a channel of communicating to Social Care relevant concerns expressed by any member of the Academy staff, teaching and non-teaching, about individual students. However, **any member of Academy staff can make an independent referral to Children’s Social Care by phoning 01642 726004.**

If Early Help is appropriate, the Early Help Co-ordinator (Mrs K Sinclair) supported by the Safeguarding Team will 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 early help assessment, in some cases acting as the lead practitioner. Any such cases are 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.

Through delivery of assemblies, tutor reflections and throughout the curriculum students are taught about safeguarding to ensure they recognise when they are at risk and how to get help when they need it. This is further reinforced in the Academy ethos of character education and via staff as role models of appropriate and professional behaviour and conduct.

## Guidelines

All staff will be made aware of current policies and procedures through whole school training. They will have read and understood key documents such as Keeping Children Safe in Education Part One (September 2020) and the Prevent Duty (June 2015).

Policies and procedures are also in place to ensure the safety and welfare of staff in terms of vulnerability of practice e.g. procedures for changing students/touching and handling students. (Refer to the 'Intimate Care Policy'). The Principal and designated staff will be familiar with DFEE circular 10/95 'Protecting Students From Abuse – The Role of the Education Service' and with 'Working Together to Safeguard Students', a guide to inter-agency working to safeguard and promote the welfare of students. (Department of Health: Home Office: DFEE 1999). In addition, staff will follow practice in "Working Together to Safeguard Children" (July 2018) which is a guide to inter-agency working to safeguard and promote the wellbeing of children as well as the Tees-wide Procedures which can be found at: [www.teescpp.org.uk](http://www.teescpp.org.uk).

Ms E Atkins, Attendance and Welfare Manager, will monitor pupil attendance and follow 'Children Missing Education' and 'Pupil On and Off Rolling' Guidance for Schools, Academies, and Other Agencies', September 2016 found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf) in conjunction with Middlesbrough Council's 'Guidance on children missing from education or at risk of missing education', July 2019 found here: <https://www.middlesbrough.gov.uk/schools-and-education/find-education-service/exclusions-and-children-missing-education/children-missing-education>

Any child may benefit from **Early Help**, but staff should be particularly alert to the potential need for early help for a child who:

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

## Categories of Abuse

The following categories of abuse are recognised for the purposes of children subject to child protection plans:

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur during pregnancy as a result of maternal substance use. Once a child is born, it may involve a parent/carer failing to:

- provide adequate food, shelter and clothing (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure access to appropriate medical care or treatment;
- ensure adequate supervision (including adequate care-givers).

It may also involve neglect of, or unresponsiveness to, a child's basic emotional needs.

## Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (known as Fabricated or Induced Illness or FII).

## Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving students in looking at, or in the production of, sexual images or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of abuse, as can other children.

## Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children including interactions that are beyond the child's developmental capacity, as well as over-protection and limitation of exploration and learning, preventing the child participating in normal social interaction. It may involve children seeing or hearing the ill-treatment of another, severe bullying (including cyberbullying), causing them to feel frightened or in danger, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

The Designated Safeguarding Lead will ensure that all staff, through training and discussion, are familiar with the above categories including signs and symptoms for recognising possible abuse. The Designated Safeguarding Lead will also ensure that all staff understand and can carry out the detailed procedures outlined in the Staff Handbook for reporting concerns.

## Further specific safeguarding issues

### Forced Marriage

The King's Academy recognises that Forced Marriages are illegal and that under these circumstances an immediate referral will be made by Mrs L Manthy, to the Principal who will then contact Children's Social Care. Should such a situation arise **it cannot be discussed with either parents or any family member of the student concerned**. In all such cases, reference will be made to guidance published by the Forced Marriages Unit in Section 4 of Multi Agency Practice Guidelines: Handling Cases of Forced Marriage which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/70188/forced-marriage-guidelines\\_English.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70188/forced-marriage-guidelines_English.pdf)

### Child Criminal Exploitation (CCE)

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.

Some of the following can be indicators of CCE:

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

## Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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).

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

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

## So-called 'honour-based' abuse

- So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to Mrs L Manthy. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

## Female Genital Mutilation (FGM)

**Female Genital Mutilation is illegal.** Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the designated safeguarding lead who will then involve children's social care as appropriate. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Should such a situation arise **it cannot be discussed with either parents or any family member of the student concerned**. In all such cases, reference will be made to government guidance to be found in Chapter 9 of Multi Agency Practice Guidelines: Female Genital Mutilation at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216669/dh\\_124588.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf)

## Detecting and preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a Prevent referral.

- WRAP (Workshop to Raise Awareness of Prevent) training is delivered to all staff.

## Children Missing Education (CME)

There is general agreement that some children who have experienced certain life events are more at risk of going missing from education. These include:

- young people who have committed offences;
- children living in women's refuges;
- children of homeless families perhaps living in temporary accommodation, house of multiple occupancy or Bed and Breakfast;
- young runaways;
- children with long term medical or emotional problems;
- unaccompanied asylum seekers and refugees or children of asylum seeking families;
- looked after children;
- previously looked after children;
- children with a Gypsy/Traveller background;
- young carers;
- children from transient families;
- teenage mothers;
- children who are permanently excluded from school.

When a student stops attending and it is believed they may have left the area and details of a new school and a new address have not been provided, the Attendance and Welfare Office will make 'reasonable enquiries' to establish the whereabouts of the child prior to a referral to Middlesbrough Access to Education Service (David Lister, CME Officer).

## Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the Designated Safeguarding Lead (or Safeguarding Officer) should be considering the context within which such incidents and/or behaviours occur. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationship.

## Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of Academy staff and so must inform Mrs L Manthy to allow the local authority to check the arrangement is suitable and safe for the child. Further guidance: [Private fostering: local authorities](#)

## Peer on peer abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Abusive behaviour can happen to pupils in school and other settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (Keeping Children Safe in Education, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

There are many forms of abuse that may occur between peers and this list is not exhaustive:

- **Physical abuse** e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.
- **Sexually harmful behaviour/sexual abuse** e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse, sexual violence and sexual harassment.
- **Bullying** (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:
  - An imbalance of power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
  - Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

- **Cyber bullying** Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.
- **Sexting** Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.  
**For further information on online safety, please refer to the safeguarding section of the Academy's website.**
- **Upskirting** The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- **Initiation/Hazing** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
- **Prejudiced Behaviour** The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).
- **Teenage relationship abuse** Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is important to deal with a situation of peer abuse immediately and sensitively. Staff having suspicions or evidence of peer on peer abuse must report it immediately to the relevant Head of Year and/or the Designated Safeguarding Lead.

In the case of proven allegations of *peer on peer* harm, the Assistant Principal (KS3, KS4 or KS5) shall decide how to discipline the student in line with Academy policy and practice. Equally, should allegations be proven to have been malicious, the disciplining of the student making those allegations may be made in liaison with the Principal. Where appropriate Children's Services and the Police will be contacted.

Where it is alleged a student is a risk to another or others a Risk Assessment and Management Plan will be written and agreed with the alleged perpetrator and alleged victim in conjunction with parent(s) or carer(s). Input, advice and guidance may also be sought from other agencies such as CAMHS, Children's Services, Police etc. The Risk Assessment and Management Plan will be regularly reviewed to ensure all students involved are protected and supported.

## Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include;

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## County lines

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

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

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

Like other forms of abuse and exploitation, county lines exploitation:

- 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.

All staff should have an awareness of the following safeguarding issues:

- Bullying including cyberbullying, racist, disability, homophobic or transphobic bullying
- Child missing from home or care
- Domestic violence
- Drugs
- Fabricated or induced illness (FII)

- Faith abuse
- Gangs and youth violence
- Gender based violence/Violence against women and girls (VAWG)
- Harassment and discrimination
- Hate
- Mental health
- Missing children and adults
- Radicalisation and extremist behaviour
- Relationship abuse
- Substance misuse (drugs and alcohol)
- Sexting
- Trafficking

## Mental Health

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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, Mrs Manthy (or in her absence, a Safeguarding Officer) must be informed and, where necessary, immediate action should be taken.

Via tutors, notice boards, plasma screens and the school website we signpost all students and parents to support services and other resources to support good mental health.

## Due Process within the Academy regarding child protection and safeguarding concerns

Government statistics show that domestic violence reports have increased significantly whereas referrals to social care have decreased. It goes without saying that a reduction in referrals does not mean that there is a reduction in the number of cases needing to be referred. This serves as a stark reminder that students rely significantly upon staff in schools and childcare provisions to report their concerns and to protect them. The Home Secretary has highlighted that as well as rising concerns for victims of domestic abuse, there is an increased level of online activity from sexual predators taking advantage of that fact that more children right now are accessing the internet at home.

Staff may be alerted to concerns in a variety of ways including student allegation or disclosure, staff suspicion and alerts from a third party.

### Guidance for staff:

- A student who has had a bad experience or has a concern they want to report is likely to speak about it with a trusted adult
- Many students will have only spoken to close family members and being in school maybe their first opportunity to share their worries
- If this is the case be aware of students who may wait to be the last to leave the room so that they can speak to you once everyone has left
- Students may also ask if they can speak to you one-to-one but due to movement restrictions this is difficult in school so please suggest that you talk at the end of that session when others have left or maybe at the end of the day

- If a student asks if they can tell you something in confidence, always explain that **you can't promise confidentiality** and may need to inform someone so that they can get any help they may need
- When listening stay calm and be reassuring and don't show them that you are shocked
- Listen non-judgmentally
- Ask open questions to clarify but **do not attempt to investigate**
- If appropriate make notes of what the student is telling you, alternatively write down what was said as soon as the student leaves. Remembering to log only facts and the students report
- Explain what you will do next (inform Mrs Manthy)

### Reporting:

- If the child is not in immediate danger or risk please log the concern on **CPOMS** under **Safeguarding Concern**. For staff not on CPOMS please **email: [safeguarding@thekingsacademy.org.uk](mailto:safeguarding@thekingsacademy.org.uk) (KA Safeguarding)**
- If you are worried that the child could be in danger of harm and that intervention that day is needed please speak in person Mrs Manthy or in her absence a Safeguarding Officer

Once Mrs Manthy has been notified of an allegation or suspicion, she shall meet with the alleged victim immediately in the presence of another member of staff in order to clarify the seriousness of the allegation and to ascertain the facts in relation to the alleged incident(s). **They shall not investigate the matter in any way which might compromise any future enquiry carried out by the authorities**, and this rules out the use of leading questions. They shall clarify for the student that their foremost priority is his or her care, and that any allegation of serious harm will have to be passed to the authorities for their investigation who may see fit to inform parents. Children's services will be notified and school cooperate fully with their advice and actions. This is likely to involve an Early Help assessment, additional contact with other external agencies such as the police or appropriate health care professionals. In all cases, the the Principal will also be informed. A referral to the Local Authority for statutory services will be made when a child is deemed in need or suffering or likely to suffer harm.

The Academy will notify the local children's social care team if:

- it should have to exclude a student who is subject to a Child Protection Plan (whether a fixed term or permanent exclusion)
- if there is an unexplained absence of a student who is subject to a Child Protection Plan of more than two days duration from the Academy (or one day following a weekend); (or as agreed as part of any child protection or core group plan)

Safeguarding staff will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. [NPCC- When to call the police](#) will help leads when they should consider calling the police and what to expect when they do.

In the case of proven allegations of *staff-to-student* harm, the matter will be dealt with by the Principal in line with the Academy Staff Employment Handbook. If the allegations are proved to have been malicious, the Principal shall decide whether or not to recommend to the Board of Governors that the guilty party be permanently excluded. The Principal will also inform the Local Authority Designated Officer (LADO) within one day of any allegation.

If the accusation is made against the Principal, the matter should be referred directly to Chair of Governors. No other member of staff should seek to investigate such a matter in any way, nor should they discuss the matter with any person other than the Designated Persons as defined above.

The Academy ensures that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents.

The Academy ensures that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and will be referred to the Police and LADO for investigation (Sexual Offences Act 2003).

The Academy promotes an online safety policy and when appropriate seeks guidance and support from other agencies. To help protect students from online harms, the use of mobile phones is prohibited during the school day and access to the internet via school devices protected by 'parent controls' and all online activity is monitored. Where a student's online activity is flagged by the system as a concern IT Support Staff will notify the Designated Safeguarding Lead for investigation. Students within the academy will follow an Online Safety curriculum in Computer Science lessons to educate them of risks and dangers, how to stay safe online and what to do if they have a concern or worry.

The Academy promotes responsible use of social networking sites by staff.

## Partnership with parents

We recognise that staff working in the Academy are informed of our safeguarding responsibilities and the existence of this policy. In situations where students sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the Academy, parents will be notified of this as soon as contact can be made with them. Where possible, there will be a minimum of two emergency contact numbers for each student.

## Handling Information

Safeguarding and Child Protection work necessarily involves the handling of confidential information and all staff will receive training in dealing with such information.

How to deal with disclosure and subsequent confidentiality will be included in staff training. Staff who receive information about students and their families in the course of their work will share that information only within professional contexts.

## Confidentiality and information sharing

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the Designated Safeguarding Lead, Senior Vice Principal or the Principal. We follow information sharing protocols and the seven golden rules for information sharing promoted nationally. (See *Appendix 2*)

The Principal or Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need to know basis only.

Staff should **not** assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

**All staff must be aware that they cannot promise a student or an adult to keep secret any confidences or disclosures shared.**

How to deal with disclosure and subsequent confidentiality will be included in staff training.

Staff who receive information about students and their families in the course of their work will share that information only within professional contexts.

## Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures.

## Whistleblowing

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

- Allegations against staff (including supply staff and volunteers) should be referred directly to the Principal or in his absence a Vice Principal. The Principal will also inform the Local Authority Designated Officer (LADO).
- If the accusation is made against the Principal, the matter should be referred directly to the Chair of Governors.

No other member of staff should seek to investigate such a matter in any way whatsoever, nor should they discuss the matter with any person other than the Designated Persons as defined above.

If staff are worried that malpractice at work is affecting children, they can contact the NSPCC National Whistleblowing Advice Line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

## Prevention (to include the detecting and preventing of radicalisation)

We recognise that the Academy plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. The Academy community will therefore:

- establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to;
- establish a pastoral system which will encourage students to seek help when they are worried or have concerns;
- ensure, to the best of our ability, that all computer equipment and Internet access within the Academy will be subject to appropriate 'parental controls' and Internet safety rules.

The Academy acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for their responsibilities of adult life and citizenship. It is expected that all subject leaders will consider the areas that exist in their area of responsibility for addressing personal safety issues. As part of developing a healthy, safer lifestyle, students will be taught for example:

- to recognise and manage risk in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help; to use assertiveness techniques to resist unhelpful pressure.

## Records and Reports for Child Protection

The Designated Safeguarding Lead will maintain records relating to Child Protection issues in Academy. This will include working notes of discussions and concerns raised both by staff and students as well as records of child protection conferences and other meetings.

All records are held confidentially in a secure location and shared only on a need to know basis. The Designated Safeguarding Lead will determine what information is required by relevant staff. (Detailed guidance G44/98 'Child Protection Records and Other Material Held in Schools'.)

## Protecting Personal/Sensitive Data

**Personal data** is any information relating to an identifiable living person, e.g. name, contact details, ID numbers, attendance and assessment information, financial information.

**Sensitive personal data** includes information that reveals someone's ethnic origin, political opinions, religion, sexuality or health. In our school, it also means safeguarding information, and whether a child is looked-after, has SEN, or is eligible for free school meals.

### DO:

- ✓ **Remember that data protection laws DO NOT stop you from reporting safeguarding concerns**
  - You must still report to the relevant people where you are concerned about a child. You do not need anyone's consent to do this.
- ✓ **Only collect the information you actually need**
  - When you are requesting information (for example, via consent forms, admissions forms or surveys) ask yourself "Do I really need this? What will I actually use it for?"
  - If you don't need it, or only want it "just in case", do not collect it.
  - If you've already collected personal information that you don't need, delete it.
  - Regularly review the date that you hold, if you no longer need it then don't keep it.
  - Familiarise yourself with ESF's Records Management Retention Policy and Schedule as this has key dates on when and how data must be deleted.
- ✓ **Keep personal data anonymous, if possible**
  - For example, if you're emailing a colleague about accommodating a student's religion, or about managing a student's medical condition, don't name the child if you don't need to.
  - This is particularly important with photographs for external use – if you have an image of a child, don't attach their name to it unless you have explicit consent to do so.
  - When writing reports does personal or sensitive personal data need to be shown? If not do not include it.
- ✓ **Think before you put information up on the wall**
  - If your display is an essential part of teaching and learning, or helps to keep students safe, it's fine. This might include medical information, or a list of parents' evening appointments. Still only display the information you really need to.
  - If your display is non-essential, promotional, or there might be a safeguarding risk, either ask the student or parents for consent first or just don't display it.
- ✓ **Take care when you're taking personal information home with you**
  - Think before you take – Do I really need to take this home?
  - Keep physical documents in a secure, closed folder along with your contact details in case the folder is lost.
  - Store the documents in a safe place at home. DO NOT leave them in your car.
- ✓ **Practise good I.T security**
  - Passwords should be at least eight characters, with upper and lower-case letters and special characters.
  - Password-protect documents and email attachments that include personal data. Alternatively use a shared drive rather than emailing documents containing lots of personal data.
  - Always double-check that you are emailing personal data to the correct person, who is authorised to see it.
  - Use 'bcc' when you're emailing a group of people who don't have email addresses for everyone else in the group, e.g. parents.
  - When replying to an email that has been sent to a group of people remember to delete the emails shown in the body of the reply. Don't just click reply and send.

### DO NOT

- X **Leave personal data out on your desk**
  - written on post-it notes, on top of the printer, or on a computer screen.
- X **Take any sensitive personal information home with you**
  - If the information is confidential or sensitive in the first instance it should not leave the school site or computer system. Only in exceptional circumstances take personal information home.

## **X Use memory sticks**

- If you really need to use one, make sure it is encrypted and seek guidance from I.T.

**IF YOU ARE IN ANY DOUBT – talk to Jonathan McAllister (Data Champion) or Christine Taylor (ESF Data Protection Officer).**

**REPORT IMMEDIATELY – if you believe personal data has been wrong disclosed, lost or stolen.**

## **Training, Support and Guidance for Staff**

The King's Academy has a child protection training register which ensures annual training for all staff occurs. The following members of staff have been trained to Level 3:

July 2020

Miss H Smith, Assistant Principal (Attendance and Safeguarding), Strategic Designated Safeguarding Lead

May 2019

Mrs L Manthy, Assistant Vice Principal, Designated Safeguarding Lead

October 2017

Mr S Coe, Director of Ethos

Mr M Gilbert, Senior Head of Year

Mrs L Cochrane, Head of Year

Mrs L Grime, Assistant Vice Principal

Ms S Watson, Assistant Principal, SENCO

Mrs J McDonald, DHI Co-ordinator

Mrs T Scard, LSA

Mrs A Thorpe, Academic Administration

September 2016

Mr P Johnson, Assistant Principal (KS3), Child Protection Officer

Child protection training occurs as part of the new staff induction programme. This ensures:

- every member of staff (including temporary, supply, catering, cleaning, administration and volunteers,) and every Governor knows:
  - the name of the Designated Safeguarding Lead and their role;
  - that they have an individual responsibility for referring Child Protection concerns using the proper channels;
  - where the Academy's child protection procedures are located. (At The King's Academy, the policy is on the website as well as the staff network.)

The Academy recognises that involvement in such situations may be particularly difficult and stressful for staff, and will take steps to ensure that appropriate support and guidance is made available to all staff including the designated teacher. The Principal, being responsible for matters related to Child Protection, will be available as mentor to any member of staff involved in difficult situations.

In the case of the Principal, or any member of staff who requires further support, a referral will be made to Human Resources.

# A Code of Conduct for staff whose work brings them into contact with young people

## Introduction

This code of conduct is intended to help staff minimise the risk of being accused of improper conduct towards the young people with whom they come into contact during their work. It is important to recognise that child abuse may be physical, sexual or psychological and that it has been increasingly detected and brought to the attention of the general public in recent years.

Whilst many child abusers are known to the victim either as relatives or friends of the family, some meet students in other contexts and a small minority of these may gain access to students in the Academy as teachers or support staff or through their voluntary involvement in Academy activities.

Students should not feel inhibited from reporting any abuse against them by staff, and this should be supported within the Academy's Curriculum. Reporting of abuse will include not only serious abuse but also any incident where a student has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. Designated staff generally will continue to do all they can to ensure that the environment within the Academy encourages truthful reports of any inappropriate behaviour.

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff relate to students and where opportunities for their conduct to be misconstrued might occur.

In all circumstances professional judgement will be exercised. For the vast majority of staff this code of conduct will serve only to confirm what has always been their practice. If staff have any doubts about the advice contained in this document, they should consult the Principal.

From time to time, however, it is advisable for all staff to reappraise their relationships with students and their manner and approach to individuals and groups, to ensure that they give no grounds for any doubts in the minds of colleagues, students or parents.

## Guidelines for Staff

### Private meetings with students

- Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people. Meetings with students away from Academy premises should not occur unless the specific approval of the Principal has been obtained. If there is any pastoral contact outside Academy the matter must be discussed with the Principal.
- When such conditions cannot apply staff are advised to ensure that another adult knows that the interview is taking place. The use of 'engaged' signs or lights is not advisable.
- Where possible, another student or another adult should be present or nearby during the interview.
- A brief note should be made of any such private interviews in an appropriate pastoral file or record book. The date, time, purpose and content of the discussion should be noted for future reference in the event of a complaint being made.
- If a chance meeting should occur in a private situation (such as entering a classroom, store or preparation room which was thought to be unoccupied) staff are advised not to enter the room until the student has finished the task in hand and has left the room. Alternatively, if the circumstances permit, the student should be asked to finish the task immediately and leave the room before the member of staff enters.

## Caring for students with particular problems e.g. Children with Special Educational Needs or Disabilities

It is well known that students with additional needs are more vulnerable to abuse. Children with special educational needs and disabilities can face additional safeguarding challenges and it is important to remember that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

However, staff who work closely with and know these students well are able to be sensitive to any signs of abuse.

- Staff who have to administer first aid should ensure wherever possible that other students or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.
- Wherever possible staff who have to help students with toileting difficulties should be accompanied by another adult, and students should wherever possible be encouraged to change their own clothes. It is accepted that there will be some situations where students will present particular problems for staff and the emphasis will be on what is reasonable in all circumstances.
- There may be occasions where it is necessary and important for staff to restrain a student physically to prevent him or her from inflicting injury to others or self-injury. The guidelines on the use of physical restraint which appear later in this document should be studied and followed by all staff. Wherever possible, if restraint is felt to be required, the member of staff should seek the assistance of another member of staff. In all cases only the minimum force necessary may be used and any action taken must be to restrain the student. Where staff have taken action to restrain a student they should report the matter to the Assistant Principal (KS3, KS4 or KS5) for record. This record should be signed by the member(s) of staff and the Principal.
- All incidents of threatened or actual abuse (of any description) against staff should be reported to the Principal immediately and an incident form should also be completed.

## Physical contact with students

- Physical contact may be misconstrued by a student, parent or observer. Such contact can include well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual student could lead to serious questions being raised. Therefore, as a general principle, staff must not make gratuitous physical contact with their students and it is unwise to attribute touching to their teacher style or as a way of relating to students.
- Any form of physical punishment of students is unlawful, as is any form of physical response to misbehaviour unless it can be shown to be by way of reasonable restraint/force. It is particularly important that staff understand this both to protect their own position and the overall reputation of the Academy.
- Physical restraint is the positive application of force with the intention of overpowering the child. That is, in order to protect a child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraint. **Only Staff qualified to use the Team Teach techniques should restrain a student.**
- Physical restraint should avert danger by preventing or deflecting a child's action, or perhaps by removing a physical object which could be used to harm him/herself or others. Physical restraint skilfully applied may be eased by degrees as the child calms down in response to the physical contact.
- Staff should go as far as possible to avoid the use of physical force or even physical contact. Reasonable force can be used to prevent a student from harming themselves or others and in rare cases to prevent damage to property or to prevent a student from causing disorder. It is not lawful for physical force to be used as a punishment. The force used must be proportional to the consequence it is intended to prevent. If the matter can be dealt with at a later date e.g. it is not urgent then use First Call.
- Do not grab clothing or bags to prevent a student walking away from you or ignoring your instructions.
- The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may

involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Staff should ensure they are familiar with the DfE guidance [Use of Reasonable Force in Schools](#).

- In the event that an allegation is made against an adult working with children, the Principal must be informed (or VP in the absence of the Principal) and the Designated Safeguarding Lead will contact the Local Authority Designated Officer (LADO) within 1 working day as per the Statutory guidance.

#### Where conversations of a sensitive nature may be appropriate

- Many staff have a pastoral responsibility for students and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must in these circumstances use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.
- Other staff in the Academy may from time to time be approached by students for advice. Students may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer support and advice or whether to refer the student to another member of staff who has appropriate counselling skills or who has acknowledged pastoral responsibility for the particular student.

#### Inappropriate comments and discussions with students

- As with physical contact, comments by staff to students either individually or in groups can be misconstrued. As a general principle, therefore, staff must not make unnecessary comments to or about students which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst students in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a student is often best addressed briefly rather than ignored and this should be followed up by a more detailed discussion in a more appropriate setting.
- In responding when issues of a sexual nature are raised, staff should be aware of the Academy's policy and the law in relation to sex education.
- Systematic use of insensitive, disparaging or sarcastic comments is also unacceptable.

#### Choice and use of teaching materials

When using teaching materials of a particularly sensitive nature staff should be aware of the danger that their selection could be misinterpreted and may be criticised after the event.

#### General relationships and attitudes

- Staff must not form intimate relationships with individual students.
- Staff must not share with students details such as personal mobile phone numbers or email addresses.
- Staff must not communicate with students via social networking sites.
- Staff should avoid placing themselves in one-to-one situations with students and particularly with adolescent students where intentions may be misconstrued.
- Staff should ensure that their relationships with students are appropriate to the age and gender of the students, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff of either sex are dealing with adolescent boys and girls.

#### Safeguarding within the Academy

- No internal doors to classrooms will be locked while students are present in these areas.
- Entry to the Academy premises will be controlled by doors that are secured physically, or by staff supervision, or by video surveillance. Authorised visitors to the Academy will be logged into and out of the premises and will be asked to wear their identity badge at all times. All visitors must be accompanied by a member of the Academy staff at all times while they are in the building. Unidentified visitors will be challenged.
- Regular visitors to the Academy e.g. counsellors, social workers, therapists etc. must have their DBS checked and the details recorded centrally.
- The presence of intruders or suspicious strangers seen loitering near the Academy, or approaching students, will be reported to the Police with a view to alerting other local schools as appropriate.

- Parents may only take still or video photographic images of students in the Academy, or on Academy organised activities, with the prior consent of the Academy and then only in designated areas. If parents do not wish their son or daughter to be photographed or filmed, and express this view in writing, their view will be respected.

### Supervision of volunteers in the Academy

The supervisor will be someone who has been subject to a DBS check and oversees the work of the volunteer when they are in the Academy. This supervision must be at the same level each time the volunteer is in school and should not reduce in quality or quantity.

The Academy recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other students), who may wish to harm students on the Academy site, or students travelling to and from the Academy. In such cases, the Academy will take all reasonable steps to lessen such risks.

### Educational visits and extra-curricular activities

- Steps must be taken to ensure an appropriate gender balance among the staff group when planning educational visits and extra-curricular activities.
- A risk assessment of the visit will be carried out before the visit to ensure its suitability.
- Staff should be particularly careful when supervising students in a residential setting such as a ski trip, extra-curricular activities, outdoor education camp or extended visit away from home. The standard of behaviour expected of staff will be no different from the behaviour expected within Academy.

### Use of Personal equipment

Staff must not use personal equipment, such as an iPad, mobile phone or camera, to record or take images of students, on or off the Academy site, unless such use has been sanctioned by the Principal for a specific purpose.

### Use of staff cars

Staff must not transport individual students in their cars; there must always be two members of staff present if a student needs to travel in a member of staff's car. A member of staff transporting students either in their own cars or the school mini bus must ensure they ensure they are covered for Business Insurance.

### Detecting and preventing radicalisation

Vulnerability to radicalisation is seen as a safeguarding issue and providing opportunities within the curriculum for students to engage in open debate and conversation is considered good practice in detecting and preventing radicalisation.

- Physical restraint is the positive application of force with the intention of overpowering the child. That is, in order to protect a child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraint. The onus is on the care worker to determine the degree of restraint appropriate and when it should be used. In particular, staff must be careful that they do not overreact.
- Physical restraint should avert danger by preventing or deflecting a child's action, or perhaps by removing a physical object which could be used to harm him/herself or others. Physical restraint skilfully applied may be eased by degrees as the child calms down in response to the physical contact.

### The principles relating to the use of physical restraint may be summarised as follows:

- Staff should have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself or others, or causing serious damage to property.
- Staff should take steps in advance to avoid the need for physical restraint, e.g.: through dialogue and diversion; and the child should be warned orally that physical restraint will be used unless he/she desists.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses.

- As soon as it is safe, restraint should be relaxed gradually to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

## Board of Governors Child Protection responsibilities

- The Board of Governors fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of students.
- There is a designated governor in place for child protection who will oversee the Academy's Child Protection and Safeguarding policy and practice.
- Reports are given to the governing body on child protection matters to include changes affecting child protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum.
- The Child Protection and Safeguarding policy is annually updated and reviewed.

For activities before or after the normal Academy day directly under the supervision or management of Academy staff, the Academy's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, the Board of Governors will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding students and child protection, and there are arrangements to liaise with the Academy on these matters where appropriate.

Online Safety Co-ordinator is: Mrs L Manthy with support from Mr P Fox.

## Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face to face safer recruitment training. At The King's Academy this is the DSL and SLT.

### **Mrs L Manthy, Director of Safeguarding**

The following policies should also be referred to in conjunction with this policy:

- Online Safety Policy
- Sexual harassment and sexual violence policy
- Anti-Bullying Policy
- Student Behaviour and Discipline Policy
- Medical Care and Treatment Policy
- Health and Safety Policy
- Visits Policy
- Staff Code of Conduct

These are set in separate documents and reflect the consideration we give to the protection of our students both within the Academy environment and when away from the Academy on trips and visits.

# Appendix

## Appendix 1 Seven golden rules of information sharing

- 1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers** to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 2. Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so
- 3. Seek advice** from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Where possible, **share information with consent**, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- 5. Consider safety and well-being:** base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, adequate, accurate, timely and secure:** ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Appendix 2 Academy child protection files – a guide to good practice

The Child Protection file should include:

- Safeguarding and wellbeing concerns reported by staff or students
- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference/child protection plan review
- Minutes of child protection conference/child protection plan reviews
- Log of phone calls/contact with parent and professionals

All safeguarding concerns raised with the Designated Safeguarding Lead should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the Designated Safeguarding Lead (e.g. talking to students individually, contacting parents, taking advice from other professionals etc.). These records should be kept, as with a child protection file, securely, separate from the child's main student record.

At the point of transfer to another school, child protection records should be transferred directly from Designated Safeguarding Lead to Designated Safeguarding Lead, separate from the child's main school file.

## Appendix 3 Frequently Asked Questions

### **What do I do if I hear or see something that worries me?**

Tell the designated member of staff or Principal (or in his absence a Vice Principal).

### **What are my responsibilities for child protection?**

**To know** the name of your designated member of staff for child protection and who to contact if they are not available.

**To recognise** the signs of abuse and neglect.

**To respond** appropriately to a student.

**To report** any concerns to the Designated Person.

**To record** your concerns - don't do nothing.

**To read** the following documents:

- the Academy's Child Protection and Safeguarding Policy
- the Anti-Bullying Policy
- the Discipline Policy
- the Role of the Designated Safeguarding Lead
- the Staff Code of Conduct
- Part One of Keeping Children Safe in education (September 2019)

### **Can I go to find someone else to listen?**

No. You should never stop a student who is freely recalling significant events.

### **Can I promise to keep a secret?**

No. The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards the student.

### **Can I ask the student questions?**

No. Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

You **can** ask a student to repeat a statement or clarify what they mean. **DO NOT** put words in their mouth.

### **Do I need to write down what was said?**

Yes, as soon as possible, exactly what was said, using the child's words as far as possible. It is good practice to read the account back to the student to check that you have recorded their words and feelings accurately and for you and the student to sign and date the statement. You should also note the time at which the statement was taken.

## Appendix 4 Safeguarding Overview Contact List

| Role   | Name                                     | Contact   |
|--|--|---|
| Principal:   | Mr D Dawes                               | 01642 577577 ext 2502   |
| Acting Principal:  | Mr N Bulley                              | 01642 577577 ext 2501   |
| Designated Safeguarding Lead                                 | Mrs L Manthy                             | 01642 577577 ext 2657<br>( <a href="mailto:safeguarding@thekingsacademy.org.uk">safeguarding@thekingsacademy.org.uk</a><br>KA Safeguarding) |
| Assistant Principal (Strategic Designated Safeguarding Lead) | Miss H Smith                             | 01642 577577 ext 2596<br>( <a href="mailto:safeguarding@thekingsacademy.org.uk">safeguarding@thekingsacademy.org.uk</a><br>KA Safeguarding) |
| Child Protection Officer                                     | Mrs L Grime                              | 01642 577577 ext 2656<br><a href="mailto:lgrime@thekingsacademy.org.uk">lgrime@thekingsacademy.org.uk</a>                                   |
| Child Protection Officer                                     | Ms S Watson                              | 01642 577577 ext 2717<br><a href="mailto:swatson@thekingsacademy.org.uk">swatson@thekingsacademy.org.uk</a>                                 |
| Child Protection Officer                                     | Mr P Johnson                             | 01642 577577 ext 2697<br><a href="mailto:pjohnson@thekingsacademy.org.uk">pjohnson@thekingsacademy.org.uk</a>                               |
| Early Help Co-ordinator                                      | Mrs K Sinclair                           | 01642 577577 ext 2653<br><a href="mailto:ksinclair@thekingsacademy.org.uk">ksinclair@thekingsacademy.org.uk</a>                             |
| Safeguarding Governor  | Mr G Wiecek                              | <a href="mailto:gwiecek@esf-schools.org.uk">gwiecek@esf-schools.org.uk</a>  |
| Designated Looked After Child Lead                           | Mrs L Grime                              | 01642 577577 ext 2656   |
| Children's Services  | Middlesbrough<br>Redcar and<br>Cleveland | 01642 276004<br>01642 130700  |
| Local Authority Designated Officer (LADO)                    | Middlesbrough                            | 01642 726004<br><a href="mailto:MiddlesbroughLADO@middlesbrough.gov.uk">MiddlesbroughLADO@middlesbrough.gov.uk</a>                          |
| Child social care emergencies                                | Emergency Duty<br>Team (EDT)             | 01642 524552  |
| Middlesbrough<br>Social Workers central contact              | Admin Clerk                              | 01642 513600  |
| Redcar and Cleveland<br>Social Workers central contact       | Admin Clerk                              | 01642 771500  |
| CME Contact Officer  | David Lister                             | 01642 729286<br><a href="mailto:david_lister@middlesbrough.gov.uk">david_lister@middlesbrough.gov.uk</a>                                    |