



ASPIRATIONS

Child Protection and Safeguarding Policy

Magna Academy

**Approved by Regional
Board:**

Date: 20/10/2020

Last reviewed on: September 2020

Next review due by: September 2021

1. Introduction

Magna Academy is fully committed to safeguarding its students and has an ongoing culture of vigilance. The academy recognises the responsibility it has under section 175 (Section 157 for Independent Schools and Academies) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. Through their day-to-day contact with students and direct work with families, staff at the academy have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care. This policy sets out how the academy's regional board discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the academy. Our policy applies to all academy staff, teaching and support staff, paid and unpaid, including governors. Support staff as well as teachers can be the first point of disclosure for a student. Concerned parents/carers may also contact the academy and its governors. This policy is written in line with Pan-Dorset Safeguarding Children Partnership. Magna Academy follow the Statutory Guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (2020). Magna Academy ensures that all staff have read and understood Part 1 and Annex A of the 'Keeping Children Safe in Education' guidance as well as being trained on the Electronic Safeguarding Reporting Tool 'My Concern.'

Annex due to COVID 19 pandemic Sept 2020

We recognise that as a result of the pandemic and 'lockdown', there will be more students who are vulnerable and at risk of harm. Throughout the closure of Magna Academy to most students, we have ensured that our vulnerable students have been supported through attendance at school and access to online educational provision and resources.

From September 2020 all students have returned to the Academy, we know that it will be important to support all of our students to feel comfortable and confident to return to learning and academy life on site. Staff have been trained in trauma informed approaches to enable them to support students appropriately during lessons and throughout the academy day.

The DSL and safeguarding team will be available to provide more support to staff and students regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies as appropriate.

We will continue to work with all agencies, to ensure that all of our students are supported appropriately and effectively.

Our safeguarding approaches during the pandemic are informed by [coronavirus \(COVID-19\): safeguarding in academies, colleges and other providers guidance](#) and other DfE guidance, alongside KCSiE 2020.

2. Aims

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the Academy a safe place to learn

There are four main elements to our policy:

1. **PREVENTION** through the teaching of personal development and pastoral support offered to students and the creation and maintenance of a whole academy protective ethos
2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
3. **SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

3. Definitions

Safeguarding 'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

4. Roles

It is the responsibility of *every* member of staff, volunteer and regular visitor to our academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this academy. This includes the responsibility to provide a safe environment in which children can learn.

4.1 Regional Governing Board

The regional governing board at Magna Academy fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of students. It will:

- nominate a governor for safeguarding and child protection who will monitor the academy's compliance with statutory requirements and practice and champion safeguarding and child protection issues
- ensure an annual report is made to the regional governing board. This will include a self-assessment audit of safeguarding arrangements for the academy.

- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the academy website.

4.2 Principal

At Magna Academy the Principal is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL) and ensuring that they have appropriate time, funding, training and resources to carry out their role effectively.
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in her absence to ensure there is always cover for the role.
- Ensuring all staff receive a Safeguarding induction and are provided with a copy of this policy and the staff code of conduct
- Ensuring all staff undertake appropriate child protection training that is updated annually and included training in e-safety matters
- Ensuring that the academy approved policies and procedures particularly concerning referrals of cases of suspected abuse and neglect are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff, supply teacher or volunteer and notifying the trusts safeguarding lead and HR director of any such incidences

4.3 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) for Child Protection is **Mel Orchard** Assistant Principal Inclusion The DSL at Magna Academy is responsible for:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensure all staff understand the symptoms of child abuse and neglect
- Any concerns for a student's safety or welfare will be recorded electronically via My Concern which will be sent to the DSL
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Attend multi agency meetings as required such as child protection conferences and core group meetings
- Make referrals of suspected abuse to children's service, take part in strategy discussions and other interagency meetings and contribute to the assessment of students
- Monitor students who are the subject of child protection and child in need plans
- Maintain accurate and secure child protection records
- Ensure that students with a social worker are making good academic progress

The Deputy Designated Leads can fulfil the role of the designated lead in their absence, the Deputies at Magna Academy are

- **Lesley Fraser** – Head of Safeguarding and Welfare
- **Rachael Caples** – Head of Behaviour Support – Online Safety and Prevent Lead
- **Rosa Sharma-Sly** – Academy Counsellor and Emotional Health Lead
- **Courtney Fawcett** – Manager of Behaviour Support and Anti Bullying Champion

Both the lead and deputies have undertaken as a minimum, the level 3 child protection training course run by representatives of the local authority or other approved provider and is updated every two years in accordance with guidance. The continued professional development of the designated and deputies is important through at least annual update training (including network meetings, forums and briefings).

During term time DSL and/or a deputy will always be available during Academy hours for staff to discuss any safeguarding concerns.

Magna is fully committed to safeguarding. The Principal, additional members of the senior leadership team, Heads of Year and Deputy SENCO have also completed Level 3 Safeguarding training.

The nominated governor for Safeguarding and Child Protection is Mandy Lancy mandylancy@aspirationsacademies.org

5. Prevention

Magna recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect students. The academy will therefore:

- Establish and maintain an environment where students feel safe in both the real and the virtual world.
- Students are encouraged to talk and are listened to
- Students know that there are adults in the academy whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- The curriculum includes activities and opportunities which equip students with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- The curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, County Lines, Extremism and Radicalisation and Youth Produced Sexual Imagery. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.
- Work proactively in Partnership with Bournemouth, Christchurch and Poole Council (BCP) Social Care, Early Help Services, Safer Academics Police Team, Health professionals, Youth Advisory Drug and Alcohol Services, Domestic Abuse Outreach, Sexual Health Outreach as well as other Targeted and Specialist Services to address need

6. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges. The academy will also support the

student through curricular opportunities via personal development to encourage self-esteem and self-motivation, including group work from the Academy Counsellor

Early help support must be kept under constant review and consideration given to a referral to Children's First Response Social Care if the child's situation does not appear to be improving (KCSIE 41).

In order to do this, the academy will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Specialised targeted outreach resourced via Early Help and Health Professionals to address need. Academy Nurse, Pastoral Worker, Academy Counsellor, SENCO, Family Outreach Worker (FOW), Adolescent support worker (ASW), Academy attendance worker (SAW)) breakfast club
- Liaison with agencies which support the student such as Children's Social Care, Early help, Child and Adolescent Mental Health Services (CAMHS) or other agencies as deemed appropriate.
- Outreach and group work provided by BCHA (Bournemouth Churches Housing Association) as they specialise in supporting young people who are living with or experiencing Domestic Abuse
- Preventative intervention and support for children of substance misusing parents provided by the Youth Advisory Drug and Alcohol Service (YADAS).

An ethos that actively promotes a positive, supportive and safe environment and values the whole community

The academy's Behaviour Policy will support vulnerable students in the academy. All staff will adopt on a consistent approach, which focuses on the behaviour of the student but does not damage the student's sense of self-worth. The academy will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

A commitment to develop productive and supportive relationships with parents/carers

Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers. Magna Academy have a designated member of staff that links with Young Carers – Ali Samways.

Monitoring and supporting student's welfare, keeping records and notifying Social Care in accordance with Child protection Procedures.

Ensuring when a child who is subject to a Child Protection or Child In Need plan leaves, information is transferred to the new academy immediately. The named Social Worker will also be informed.

When a child is missing from education, the academy will follow the procedure as set out in BCP Council Children Missing Education guidance. BCP Council and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns.

7. Procedures

Magna Academy will follow the procedures set out in Pan-Dorset Safeguarding Partnership Child Protection Procedures to ensure every member of staff and every governor knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a student
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
- that they have a responsibility to provide a safe environment in which students can learn
- where to find the local Child Protection Procedures
- ensure that every member of staff has read and understood Part 1 and Annex A of the DfE 'Keeping Children Safe in education' statutory guidance and the academy Code of Conduct

Child Protection training for all staff from the point of their induction which is updated regularly throughout the year, with annual updates and full refresher training every three years as a minimum. This schedule will ensure all staff are confident about:

- the academy's legislative responsibility
- their personal responsibility
- the academy's policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including child sexual exploitation, female genital mutilation, extremism and radicalisation, grooming, county lines and youth produced sexual imagery
- the need to record concerns
- how to support and respond to a child who discloses abuse

Ongoing continuous professional development around safeguarding and child protection matters with regular opportunity for update briefings and discussion (at least annually)

All staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to students and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy

Parents are informed of the responsibility placed on the academy and staff in relation to child protection by setting out these duties in the academy prospectus and on the website

This policy is available publicly on the academy website.

8. Children Missing Education

Knowing where students are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when students are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should be reminded to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the academy has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards)
 - permanently excluded

We will ensure that students who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a student leaves the school, we will record the name of the student's new school and their expected start date.

9. Responding to disclosures

Staff are aware if they have any concerns about a student's welfare, they should act on them immediately. Any concern about a student can be reported on My Concern and any verbal discussions about concerns must be put into writing and recorded appropriately on My Concern.

If a child wishes to confide in staff the following guidelines should be adhered to:

Be honest.

- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening.

Create a safe environment.

- Stay calm.
- Reassure the student and stress that he/she is not to blame.
- Tell the student that you know how difficult it must have been to confide in you.
- Listen to the student and tell them that you believe them and are taking what is being said seriously.

Record by the appropriate means exactly what the student has said to you and include;

- Student's name, address, date of birth
- Date and time of any incident
- What the student said and what you said
- Your observations e.g. student's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for Social Care and your records.

Be clear about what the student says and what you say.

- Do not interview the student and keep questions to a minimum.
- Encourage the student to use his/her own words and do not try to lead them into giving particular answers.

Maintain confidentiality

- Only tell those people that it is necessary to inform.

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead or a Deputy DSL so that any appropriate action can be taken to protect the student if necessary.
- The Designated Safeguarding Lead should refer these concerns to Social Care before the student goes home if still in academy. A decision will be made by Childrens First Response whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
- Although referrals to Childrens First Response would normally be made by the DSL or in their absence a deputy DSL or other member of the SLT but in exceptional circumstances any other individual with concerns can take advice from the local children's Social Care (Childrens First Response) and any action taken should be shared with the DSL (or Deputy) as soon as is practically possible (KCSIE 39)

Childrens First Response/Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Social Care referrals:

**BCP Childrens First Response Team 01202 735046 or 01202 458101
email:childrensfirstresponse@bcpcouncil.gov.uk**

Dorset MASH 01202 228866 email:MASH@dorsetcc.gscx.gov.uk

10. Domestic Abuse

Magna Academy receives information from the police to alert the Designated Safeguarding Lead in the academy when there has been an incident of domestic abuse in a household where a student lives. This is the procedure where Police forces are part of Operation Encompass. We are not informed of the detail of the incident only that one has occurred. This allows us to monitor and support the student. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the student's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the academy may be asked for information and appropriate academy related information may be shared with the academy after the meeting.

Where there is Domestic Abuse in a family, the student will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

We recognise that abuse or witnessing violence may have an adverse impact on those students which may last into adulthood without appropriate intervention and support. At Magna Academy outreach and group work is provided by BCHA (Bournemouth Churches Housing Association) as they specialise in supporting young people who are living with or experiencing Domestic Abuse.

The Academy may be the only stable, secure and predictable element in the lives of students at risk. Nevertheless, when at the academy their behaviour may be challenging and defiant or they may become withdrawn. We recognise that some vulnerable students may develop abusive behaviours and that these students may need to be referred on for appropriate support and intervention after being assessed and supported by pastoral staff in the Phoenix Centre at Magna Academy.

11. Liaison with other agencies

Magna Academy will continue to work to develop effective links with relevant services to promote the safety and welfare of all students. We will co-operate as required, in line with the DfE Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2020), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

Magna Academy will notify Children's Social Care immediately if:

- it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently)
- there is an unexplained absence of a student who is subject to a Child Protection Plan
- there is any change in circumstances to a student who is subject to a Child Protection Plan

12. Record keeping

The academy will: keep clear, detailed, accurate, written records of concerns about students (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

All electronic records are kept securely, separate from the main student file, and password protected, with full authorised accessed by designated leads.

All relevant child protection records are sent to the receiving academy or establishment when a student moves academies and are password protected. If sent by post documents will be in a separate sealed envelope from the file and marked 'Private and Confidential' for the attention of the Designated Child Protection Lead.

13. Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 2018 principles. The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a student.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parents to see child protection requests, they will refer the request to the Designated Person or Principal. The Data Protection Act 2018 incorporates the General Data Protection Regulations 2018 requirements into English law.

The academy will: ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's Social Care as required.*

Information sharing: Guidance for practitioners and managers is available from Department of Education. www.education.gov.uk

The Principal or Designated Person will only disclose any information about a student to other members of staff on a 'need to know' basis, including Domestic Abuse notifications

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff are clear with children that they cannot promise to keep secrets.

14. Communication with Parents/carers

Magna Academy will ensure that parents/carers are informed of the responsibility placed on the academy and staff in relation to child protection by setting out its duties in the academy prospectus/ website.

Appropriate discussion will take place with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the academy believes that notifying parents could increase the risk to the student or exacerbate the situation, advice will be sought from Children's Social Care.

15. Supporting vulnerable students

Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise student's diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

We give special consideration to students who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

15.1 Special Education Needs and Disabilities

At Magna Academy we recognise that, statistically, students with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. In managing students with complex and multiple disabilities and/or emotional and behavioural problems we are particularly sensitive to indicators of abuse. We recognise that behaviour, mood and injury may relate to possible abuse and not just a student's SEN or Disability. We also recognise that there is a greater risk of peer group isolation and disproportionate impact of bullying among students with SEND, in particular for those with reduced communication. As an academy we strive to ensure any such issues are dealt with at the earliest opportunity and that these matters are dealt with proactively through the Personal Development curriculum. As part of the Personal Development curriculum staff will teach children personal safety skills in accordance with their ability and needs. Students will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home. Where necessary in order to support children with communication difficulties, the academy will provide additional training to staff on different communication strategies. We promote high standards of practice, including ensuring that disabled students know how to raise concerns, and have access to a range of adults with whom they can communicate.

15.2 Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a student may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a student that is also a safeguarding concern, take immediate action by following the steps in section 5.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

15.3 Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a student's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable students.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

15.4 Looked after or previously looked after children

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

- Appropriate staff have relevant information about student's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of student's social workers and relevant virtual academy heads

We have appointed a designated teacher, Mr Courtney Fawcett, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. See also the policy for the Designated Teacher.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual academy heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how student premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

15.5 Private fostering

Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else. The person looking after their child or children is known as the private foster carer.

A private fostering arrangement occurs when:

- a child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more
- the person who will care for them is not a parent, grandparent, brother, sister, aunt, uncle, step-parent or an approved foster carer

Academy staff are aware to be vigilant for any potential private fostering arrangements. If a staff member becomes aware of a private fostering arrangement, they will refer this to the Designated Lead who will ensure children's social care are aware.

15.6 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a student's welfare. The DSL and deputy DSLs, will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a student has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

15.7 Peer on peer abuse

At Magna Academy we believe that all students have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other students in the academy.

We recognise that students are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- Is 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm

If a student makes an allegation of abuse against another student:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all students involved
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the student is being abused themselves, and that this would fall under the scope of this policy

15.8 Youth Produced Sexual Imagery (YPSI/Sexting)

In cases of 'sexting' we follow the guidance given to academies and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ['Sexting in academies and colleges, responding to incidents, and safeguarding young people'](#).

'YPSI' is an increasingly common activity among students, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written message. 'YPSI' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. 'YPSI' is often seen as 'flirting' by students who feel that it's a part of normal life.

'YPSI' can leave students vulnerable to blackmail, bullying, unwanted attention and emotional distress. 'YPSI' is illegal. By sending an explicit image, a student is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

Magna Academy will ensure that the risks associated with this issue are discussed with students on a regular basis as part of the curriculum around e-safety. Where the academy becomes aware of 'YPSI' that has occurred and involves a student from the academy, parents will be notified and Social Care contacted where appropriate. The Safer Academies Community Police Team deliver group work, assemblies' and one to one work with regards online safety.

When the Police are notified about YPSI, they must record this as a crime. The incident is listed as a crime and the student is the suspect. This is however, not the same as a criminal record.

Outcome code 21 allows the Police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute. Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible as the disclosure is a risk based decision. Police have the discretion they need not to adversely impact students in the future.

15.9 Sexual violence and sexual harassment between students

Magna Academy is aware of sexual violence and the fact students can, and sometimes do, abuse their peers in this way.

The academy has due regard for the DfE document: Sexual violence and sexual harassment between children in academies and colleges (May 2018). 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 student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

A programme is delivered through the personal development curriculum to address this issue.

Where the academy becomes aware of any instances of sexual violence and sexual harassment this will be dealt with in line with child protection procedures.

15.10 Substance misuse and child protection

The discovery that a student is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection

proceedings but the academy will consider such action in the following situations when there is evidence or reasonable cause:

- to believe the student's substance misuse may cause him or her to be vulnerable to other abuse such as sexual harm or exploitation
- to believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

As a preventative measure, Magna Academy will address drug and alcohol use in the curriculum as well as work proactively with the Youth Advisory Drug and Alcohol Service (YADAS) to provide Education and support for our students.

15.11 Children of substance misusing parents/carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence and mental health. When the academy receives information about drug and alcohol abuse by a student's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Magna Academy use Youth Advisory Drug and Alcohol Service (YADAS) to provide outreach support to students of substance misusing parents.

15.12 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a form of abuse that does occur in the UK. FGM is carried out on children between the ages of 0–15. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The academy takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

At Magna Academy we have a mandatory duty to report concerns we have about students thought to be at risk of FGM to the police. We will also notify social care

The Designated Person will make appropriate and timely referrals to the Police and Social Care if FGM is suspected or disclosed. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the student's wishes.

15.13 Child Sexual Exploitation (CSE)

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming. It is important to recognise that some students who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Students who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to students who go missing, particularly on repeat occasions.

The Academy will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a student may be at risk of sexual exploitation. Academy may also consult with the Social Care Complex Safeguarding Team if required.

15.14 Extremism and Radicalisation

In the government guidance for England Keeping Children Safe in Education, radicalisation is defined as *'the process by which a person comes to support terrorism and forms of extremism'* (DfE, 2019).

There is no place for extremist views of any kind in our academy, whether from internal sources – students, staff or governors, or external sources - academy community, external agencies or individuals. We strive to ensure our students see the academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As an Academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances children and of young people. Education is a powerful weapon against this; equipping students with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that students can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities academy staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of academy, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner academies, local authority services, and police reports of issues affecting students in other academies or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

15.15 The Prevent Agenda

Magna Academy fully understands its duties under the Counter Terrorism and Border Security Act (2019) and the 'Prevent Duty'. We will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a student becoming radicalised, consideration will be given to using the Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Prevent Lead is Deputy Safeguarding Lead, Rachael Caples.

15.16 Honour based violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion

- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don't want to go
- assault
- forced Marriage

Staff know to pass on any concerns to the Designated Safeguarding Lead.

15.17 Forced marriage

A forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse.

A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights

Forced marriage is against the law in the UK and any concern that a student may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

15.18 Contextual safeguarding

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between students outside the academy. All staff, in particular the Designated Safeguarding Lead, are asked to consider the context within which such incidents and/or behaviours occur.

This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Such an approach enables any assessment to consider all the available evidence and the full context of any concerns.

15.19 Gang activity

Students involved with, or on the edges of gangs, might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations

For many students, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

Magna Academy works with Safer Academics Police Team, the Local Authority and other specialist services to ensure our students are supported with a multi-agency response.

15.20 County Lines and Child Criminal Exploitation (CCE)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Social Care have a CE team that will conduct return home interviews as part of their assessment.

When students present with risk indicators that could be associated to criminal exploitation, Magna Academy will complete a Criminal Exploitation Risk Assessment Tool and refer to Children's Social Care.

15.21 Fabricated and Induced illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated and Induced Illness Magna Academy will work closely with other agencies to ensure information is shared appropriately and in a timely manner.

Where a student has suffered, or is likely to suffer, significant harm, Magna Academy will make a referral to Children's Social Care.

14 Safer working recruitment

The academy will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2020) and the Local Authority's Safer Recruitment Toolkit.

We will also ensure that at least one person on any interview/appointment panel for a post at the academy will have completed appropriate safer recruitment training. At all times the Principal and Regional Board will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2020).

See Appendix 3 for procedures.

15 Safer working practice

All adults who come into contact with our students have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our students are competent, confident and safe to do so.

If staff, visitors, volunteers or parent helpers are working with students alone they will, wherever possible, be visible to other members of staff and wear a badge or lanyard identifying them. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors will have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in *'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'* (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Mobile phones and cameras

Staff are allowed to bring their personal phones to work for their own use, but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the academy.

Please refer to the Aspirations Acceptable Use of Mobile Phones Policy and the Staff Code of Conduct.

16 Allegations against staff (including supply staff and volunteers)

The academy will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or where there are concerns about the practice of a staff member. The academy will adhere to the relevant procedures set out in *Keeping Children Safe in Education*. Should an allegation be made about the Principal, this must be reported to the Chair of the Regional Board. If the allegation is about the Chair of the Regional Board, then the allegation must be reported to the Trust's Safeguarding Lead or the Deputy Managing Director.

The Principal or Chair of Governors will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Principal or Chair of Governors will not seek to interview the student or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The academy will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the academy and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected.

Consideration will be given to the needs of the student and a recognition that a student may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The academy will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Academics Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all students, especially those with a disability or who are vulnerable.

The academy will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The academy will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the academy, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The Principal will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the academy, while the academy carries out the investigation
- We will involve the agency fully, but the academy will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example,

as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

17 Checking the identify and the suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to read our 'Visitor safeguarding Information' sign the visitors' book and wear a visitor's badge.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

18 Off site visits

If the regional governing board provides extended academy facilities or before or after academy activities 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, either on or off academy site, the regional governing board will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the academy on these matters where appropriate.

19 Use of Mobile phones

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the academy has developed a policy to outline the required protocol for all staff, students' volunteers and parents/carers.

20 Other related Policies

To underpin the values and ethos of our academy and our intent to ensure that students at our academy are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Designated Teacher Policy
- Behaviour
- Anti-Bullying
- Recruitment & Selection

- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of students with medical conditions
- First aid
- Educational visits including overnight stays

We expect all staff to have read:

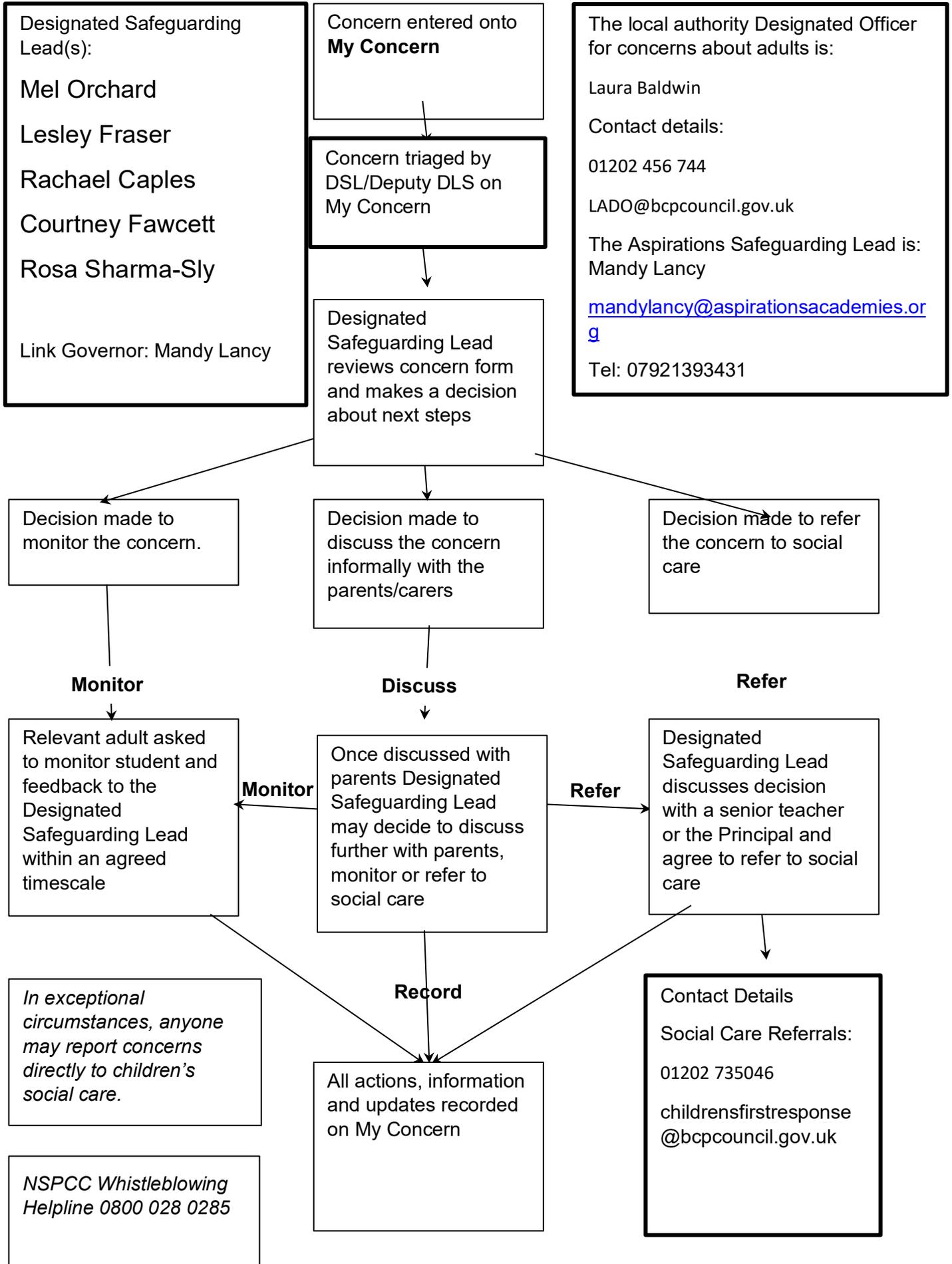
- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Working together to safeguard children (2018)
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Academy's Behaviour Policy
- Children Missing from Education (2016)
- Whistleblowing (2017)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (May 2019).

21 Links to relevant law and guidance

- Working Together to Safeguarding Children 2018
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2020
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Academics Standards (England) Regulations 2003 for Independent academies (including academies and city technology colleges)
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings 2019
<https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers>
- Guidance for Safer Working Practice for Adults who work with children and young people
<https://www.safeguardinginacademics.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- Bournemouth and Poole Local Safeguarding Children's board (LSCB)
www.bournemouth-poole-lscb.org.uk

APPENDIX 1

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 2 RECOGNISING SIGNS OF CHILD ABUSE

Neglect

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect. Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem. Some of these signs include:

- children who appear hungry - they may not have lunch money or even try to steal food
- children who appear dirty or smelly
- children whose clothes are inadequate for the weather conditions
- children who are left alone or unsupervised for long periods or at a young age
- children who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment.

Emotional Abuse

Emotional abuse involves:

- Humiliating, putting down or regularly criticising a child
- Shouting at or threatening a child or calling them names
- Mocking a child or making them perform degrading acts
- Constantly blaming or scapegoating a child for things which are not their fault
- Trying to control a child's life and not recognising their individuality
- Not allowing a child to have friends or develop socially
- Pushing a child too hard or not recognising their limitations
- Manipulating a child
- Exposing a child to distressing events or interactions
- Persistently ignoring a child
- Being cold and emotionally unavailable during interactions with a child
- Not being positive or encouraging to a child or praising their achievements and successes.

There aren't usually any obvious physical signs of emotional abuse but you may spot changes in a child's actions or emotions. Some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a

normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development. Older children may:

- Use language, act in a way or know about things that you wouldn't expect for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents
- Lack social skills or have few, if any, friends
- Fear making mistakes
- Fear their parent being approached regarding their behaviour
- Self-harm.

Physical Abuse

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern. Injuries that are more likely to indicate physical abuse include:

- Bruises on babies who are not yet crawling or walking
- Bruises on the cheeks, ears, palms, arms and feet
- Bruises on the back, buttocks, tummy, hips and backs of legs
- Multiple bruises in clusters, usually on the upper arms or outer thighs
- Bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
- Large oval-shaped bite marks
- Any burns which have a clear shape of an object, for example cigarette burns
- Burns to the backs of hands, feet, legs, genitals or buttocks

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times. If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

Sexual Abuse

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child. It includes:

- Sexual touching of any part of the body whether the child is wearing clothes or not
- Rape or penetration by object or body part

- Forcing or encouraging a child to take part in sexual activity
- Making a child take their clothes off or touch someone else's genitals.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- Encouraging or forcing a child to watch or hear sexual acts
- Making a child sexually touch themselves while others watch
- Not taking proper measures to prevent a child being exposed to sexual activities by others
- Showing pornography to a child
- Making, viewing or distributing child abuse images
- Allowing someone else to make, view or distribute child abuse images.
- Meeting a child following online sexual grooming with the intent of abusing them.

Online sexual abuse includes:

- Persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- Persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- Having sexual conversations with a child by text or online.
- Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

There may be physical signs that a child has suffered sexual abuse. These include:

- Soreness or itching
- Bruising or bleeding near the genital area
- Discomfort when walking or sitting down
- Sexually transmitted infections (STI)
- Pregnancy

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age. For example:

- They could use sexual language or know things about sex that you wouldn't expect them to
- They might become sexually active or pregnant at a young age

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties

and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Sexual exploitation can be very difficult to identify. Young people who are being sexually exploited may:

- Go missing from home, care or education
- Be involved in abusive relationships
- Hang out with groups of older people
- Be involved in gangs or anti-social groups
- Have older boyfriends or girlfriends
- Spend time at places of concern, such as hotels or known places
- Be involved in petty crime such as shoplifting
- Have access to drugs and alcohol
- Have new things such as clothes and mobile phones, which they aren't able to easily explain

Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines - see below), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing academy or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

County Lines

At Magna Academy, we recognise that some of our vulnerable students may be at risk of being exploited by criminals.

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs

Gangs deliberately target vulnerable children through grooming, threatening or tricking them into trafficking drugs.

They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

Signs of criminal exploitation and county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from academy, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

You must inform the DSL if you have any reason to suspect a child is involved with drug trafficking.

Female Genital Mutilation

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-academy to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from academy or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

Extremism

As part of the Counter Terrorism and Security Act 2015, academies have a duty to 'prevent people being drawn into terrorism'. This has become known as the '**Prevent Duty**'.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside academy
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views

Appendix 3: Safer Recruitment and DBS Checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Carry out overseas checks for anyone who has spent six months or more, overseas, in the last 10 years (<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>)
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state (checks can be made on the [TRA website](#))
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek at least two references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

All schools continue with:

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the academy.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governors

- All trustees and governors will have an enhanced DBS check without barred list information and section 128 check <https://teacherservices.education.gov.uk/>

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees and governors will also have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.