



Safeguarding POLICY

Document History	
CREATED:	September 2013
By:	Senior Leadership Team and Governing Body
REVIEW FREQUENCY:	Annually
APPROVED BY GOVERNING BODY:	Autumn Term 2017
REVIEW DATE:	Autumn Term 2018 Sept 2016 - Updated in light of KCSIE 2016 (statutory 5 th September 2016).

Introduction

This academy Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school and is an overarching document which demonstrates how everyone working in or for our school service, shares an objective to help keep children safe from harm and abuse.

Other policies that need to be taken into account are:

Radicalisation
Anti-Bullying
PSHE
Whistleblowing
Behaviour
Attendance
SRE
SEND
Health & Safety
DBS / LADO (incorporating Allegations against staff)
Online Safety (incorporating Acceptable Use)
Code of Conduct for Staff
Administration of Medicines
Medical Conditions
External Speakers
Arrivals and Departures
Recruitment
Lock Down
Peer on Peer Abuse

The academy pays full regard to current DFE **guidance “Working Together to Safeguard Children”** (2015), **“Keeping Children Safe in Education”** September 2016 and **“The PREVENT Duty”** (2015). The Children Act 1989 sets out the Legal Framework.

We aim:

- To ensure that children within our school feel safe at all times.
- To ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences attached to their actions.
- To ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Appendices 1 and 2).

- To ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.

School Commitment

Easterside Academy is committed to safeguarding and promoting the welfare of all its pupils. We recognise that some children may be especially vulnerable to abuse and/or radicalisation and those children who are abused, neglected or vulnerable may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance.

The governing body will ensure:

- That the academy has a safeguarding and child protection policy, staff code of conduct policy and effective procedures in place.
- That Easterside Academy creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016).
- A senior leader has Lead Designated Person (DP) responsibility and is appropriately trained.
- All staff have Safeguarding training, updated as appropriate.
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher.
- That enhanced DBS checks are in place for Governors.
- The academy has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- That at least one member of an appointing panel will have attended safer recruitment training.
- The academy keeps an up to date single central record.
- That it monitors adequacy of resources committed to child protection, and the staff and governor training profile.
- That it recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).
- The Governing Body considers how children may be taught about safeguarding. At Easterside Academy this is part of a broad and balanced curriculum covering relevant issues through personal social health and

economic education (PSHE) and through sex and relationship education (SRE).

- That the child protection policy is available publicly on the academy website.

The Head Teacher will ensure:

- As Head Teacher, the Lead DP, Delyth Linacre, is a member of the Senior Leadership Team. The Deputy Designated Persons are Chris Thomas (DHT), Tracy Sharp (Pupil Well-Being Leader), Lorraine Carter (PSA), Rosanna Roffe (PSA), Joanne Steel-Brewster (PSA). These staff have undertaken the relevant training.
- At least one member of the governing body will have completed safer recruitment training. Currently at Easterside Academy we have trained, as well as the Head Teacher: C. Thomas / S. Hunton (Staff Governors), D. Foster / J. Raey (Community Governors).
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack and the academy safeguarding statement so that they know who to discuss a concern with.
 - All members of staff are trained in and receive regular updates in online safety and reporting concerns.
 - All other staff and governors have child protection awareness training, updated by an appropriate consultant or LA adviser, to maintain their understanding of the signs and indicators of abuse 5.
 - All staff, including supply teachers, visiting professionals working with pupils in the academy and volunteers are informed of the names of the designated leads and the academy's procedures for safeguarding children.
 - All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
 - All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the academy's Safeguarding Policy.
 - That child protection type concerns or allegations against adults working in the academy are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
 - That procedures are regularly reviewed and up-dated.
 - All new members of staff are given a copy of our safeguarding and child protection policy, with the DPs' names clearly displayed, as part of their induction into the academy.

All staff, teaching and non-teaching, volunteers and others working in academy need to:

- Be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.
- Undertake regular safeguarding training as part of the academy's ongoing profession development cycle.
- Be aware they can make their own referral to children's social care.
- Be alert to signs and symptoms of harm and abuse.
- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act.
- Know what and how to record concerns.
- Undergo child protection training which is updated regularly (every 2 years).
- Maintain an attitude of 'it could happen here'.

Providing a Safe and Supportive Environment

Safer Recruitment and Selection

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identify and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking ISA Children's List checks (formally List 99 and POCA), criminal record checks (DBS checks), Disqualification by Association checks, barred list checks and prohibition checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS will be obtained for all new appointments to our academy workplace (including volunteers, where appropriate).
- All employees and volunteers will be expected to complete the "Disqualification by Association" declaration form. Employment will only be as a result of clear checks.
- This academy is committed to keep an up to date single central record detailing a range of checks carried out on our staff, volunteers and governors.
- All new appointments to our school workforce from overseas or who have lived outside the UK will be subject to additional checks as appropriate.
- Our academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy.

- Identity checks will be carried out on all appointments to our academy workforce before the appointment is made.

The following staff and Governors have undertaken and completed the Children's Workforce Development Council 'Safer Recruitment' training:

Head Teacher: Mrs D Linacre

Senior Leaders: C. Thomas / S. Hunton / P. Pennock

School Governors: Mr D Foster / Dr J Reay

Trust Board Member: Mrs R Parker

The academy keeps an up-to-date single central record.

Safer Working Practice

Our academy will comply with the Government Offices "Guidance for Safer Working Practice for Adults Who Work with Children and Young People" and the Local Authority Child Protection procedures at all times.

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incident or decisions made.
- Apply the same professional standards regardless of gender, race, disability or sexuality.
- Be aware of confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safeguarding Information for Pupils

All pupils in our academy are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of the behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for

child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHE materials we use to help pupils learn how to keep safe are:

Lucinda and Godfrey

S.E.A.L. materials and curriculum planning

A range of other materials

Partnerships with Parents

The academy shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Easterside Academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with Easterside Academy. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that they can view these policies on our website and upon request.

School Training and Staff Induction

The academy's Senior Designated Person with responsibility for child protection and any named deputies undertake specific child protection training which includes how to undertake their role. Refresher training is undertaken annually.

All other academy staff, including non-teaching staff, volunteers and governors undertake appropriate in house training and online training to equip them to carry out their responsibilities for child protection effectively, including PREVENT training. This is kept up to date by refresher training at bi-annual intervals as a minimum requirement.

Health and Safety Policy

The academy has a health and safety policy which is monitored each year by the relevant committee of the Academy's Governing Body.

The Head Teacher has overall responsibility for Health and Safety, supported by the School Business Manager, site manager, first aider and a governor with responsibility for Health and Safety. They oversee the policy, risk assessments and the accident book. Any concerns from staff, volunteers, governors or pupils are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The academy conducts an annual fire risk assessment.

There is a critical incidents plan that details what staff and parents should do in the case of emergencies.

First Aid

In school the following members of staff are trained to oversee first aid:

**Mrs S Callaghan
Mrs J Bazanek
Mrs K Horne
Miss K Hinman
Miss T Sharp
Mrs L Brown
Miss Westwood
Miss McCabe
Miss Swalwell
Mrs Raynes**

First aid kits are situated in the following locations:

- First Aid Station (reprographics Room) – including travelling first aid kits for school outings.
- Nursery

When a child is unwell or has suffered an accident in school or in the school grounds, the following steps are followed|:

- Step 1: A trained first aider is immediately called to provide assistance and advice.
- Step 2: The incident/accident is logged in the incident/accident register.
- Step 3: The parent is notified of the incident/accident as soon as necessary.

- Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

Site Security

Easterside Academy aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the academy ensures that:

- **Gates are locked except at the start and end of each day and with the exception of midday nursery times to allow parents to pick up and drop off children in the nursery setting. Parents / visitors can enter the premises through the locked KS2 gate via given access from the main office – buzzer system. This is to allow access to the main entrance without walking through the main car park. All gates are managed by staff to ensure they are kept locked when not in use by parents and visitors. The KS2 gate is locked when children are on the KS2 yard.**
- **Doors are kept closed to prevent intrusion.**
- **Wherever possible visitors and volunteers only enter through the main entrance and must sign in electronically at the office.**
- **All visitors in school must be wearing a visitors badge around their neck. Staff are asked to challenge anyone seen without one.**
- **Children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance.**
- **Permission is sought from parents for any KS2 child to walk home.**
- **Empty classrooms have closed windows.**
- **Children are not allowed to leave school alone during school working hours and if collected by an adult, signed out.**
- **Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the Office. Parents and Police will then be immediately informed of the circumstances.**

Welcoming other Professionals

Visitors with a professional role, such as the school nurse or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Head Teacher/School Business Manager will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS and cleared to work with children. All professionals

working within school will be required to complete and sign a 'Visitor's Safeguarding' form / declaration.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations when the Police are called, perhaps to deal with an unruly pupil/adult, it may not be possible to confirm their identity before access to the school site is allowed. The Head Teacher/School Business Manager will use their professional judgement to effectively manage these situations.

Child Protection Policy

The Senior Designated Person for child protection in our school is:

Mrs D Linacre (Head Teacher)

The Deputy Senior Designated Persons for child protection in our school are:

Mrs C Thomas (Deputy Head Teacher)

Mrs L Carter (Care Team)

Mrs R Roffe (Care Team)

Miss T Sharp (Care Team)

Mrs J Steel-Brewster (Care Team)

There is a detailed Child Protection Policy operating within the academy which is available from the academy's office and is on the website. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately.

All Staff have a responsibility to recognise child abuse or peer abuse in its many forms including but not exclusive:

- Child Exploitation
- Bullying
- Domestic Violence
- Drugs
- Fabricated Illness
- Faith Abuse
- FGM
- Self-Harm
- Forced Marriage
- Gender Based Violence
- Radicalisation and Extremism
- Sexting

Eating disorders Peer on Peer Abuse

If staff members have concerns about a child they should raise these with the academy's designated safeguarding lead Mrs D Linacre or one of the other designated safeguarding persons. This also includes situations of abuse which may involve staff members. (These should be taken to the Lead Designated person). The safeguarding lead will decide whether to make a referral to children's social care. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments identify what help the child and family require to prevent needs escalating to a point where intervention would be needed.

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Anybody can make a referral.

Middlesbrough First Contact Team telephone number: 01642 726 004

Operation Encompass

Easterside Academy is working in partnership with Cleveland Police as part of 'Operation Encompass'. The project aims to support children who are affected by Domestic Abuse. This new project, has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of normal school hours and that might have had an impact on a child attending our school the following day.

Nominated members of school staff, known as a key adult, have been trained to liaise with the police. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to make provision for possible difficulties experienced by children, or their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

Designated Persons:

These staff are responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school/academy or college 6.
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records.
- Liaising with other agencies and professionals.

- Ensuring that either they or the staff member attend case conferences, core groups, or other multiagency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 2 years, for all academy staff.

In addition, the Lead Designated Person will ensure that these staff:

- Are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Undergo updated Designated Person training annually.
- Liaise in accordance with the LSCB procedures when referring a pupil where there are concerns about possible abuse or harm (LSCB Tees wide Child Protection procedures www.teescpp.org.uk).
- Where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO).
- Support others who attend strategy meetings and/or case conferences.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the academy leadership group or others as appropriate.
- Ensure that written records of concerns are kept, even if there is no immediate need for referral; all child protection records are marked as such and kept securely locked.
- Ensure that records are monitored for patterns and appropriate action is taken.
- Ensure that where there are existing concerns about a pupil, and they transfer to another school/academy, a copy of information held is hand delivered (where possible) and separate from the pupil's main file to the designated lead for child protection in the receiving school/academy.

All allegations of abuse by or complaints about a teacher, other member of staff or volunteer, will be managed in accordance with Middlesbrough Borough Council's Child Protection Procedures. A copy of these procedures can be found at www.mgrid.org.uk/childprotection The Chair of Governors should be contacted directly where there are allegations/complaints against the Head Teacher.

The Local Authority Designated Officer (LADO) for child protection oversees all allegations made against those who work with children and can be contacted at any time for advice on Middlesbrough 307144. Similarly, advice and guidance can be obtained from **LA Safeguarding Adviser, 01642 201822** and the **Police on 326326** (ask to be put through to the Child Abuse Investigation Unit).

If there is an incident where it is believed that a person is being drawn into radicalisation and/or terrorism, then a referral will be made to the Cleveland **Police Prevent Team** who are available for advice and guidance. **01642 303397**

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Personal, Social and Health Education relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and online safety issues. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Head Teacher, who is the School Education Visits Coordinator.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

Internet/Online Safety

Children are encouraged to use the internet as much as possible but at all times in a safe way. Parents are asked to give permission for their children to use the internet on entry to school. Parents, pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse either by a teacher, staff member, volunteer or child, the issue must be reported to the Head Teacher without delay.

The Head Teacher has overall responsibility for internet safety and will have access to all email addresses and passwords involved. The academy follows guidelines for Internet use/Online safety laid down by the Northern Grid for Learning, the Local Authority and the South Tees Local Safeguarding Children Board.

The school will ensure that:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Senior Designated Person for child protection should be informed immediately).

- Every effort is made to encourage pupils not to give out personal details, phone numbers, school, home addresses, computer passwords etc.
- Pupils adhere to the school policy on mobile phones.
- Training is provided to pupils, staff and volunteers on online safety matters where necessary.
- The use of the computers is currently monitored by 'Policy Central'. They provide weekly reports which are sent to the Head Teacher and logged in a file. Incidents are also reported in the same way.

Inclusion Opportunities

At Easterside Academy we welcome all children. We do have an inclusion policy. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain entitlement when they enter the school.

Behaviour Policy

Good behaviour is essential in any community and at Easterside Academy we have high expectations in this area. The school has a Behaviour Policy and a Code of Behaviour that must be adhered to by all children and a copy is available from the school office. This is shared with parents.

Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children including:

- Stickers
- Showing staff good work
- House Points
- Certificates
- Cups
- Head Teacher Award
- Super Student Award

Sanctions range from:

- Having to discuss their behaviour.
- Timeout.
- Being removed from the class.
- Isolations.
- Loss of playtime
- Exclusion – including internal.

Staff are discouraged from handling children but where they deem it is the safest thing to do, guidance and training has been given on safe methods of restraining a child so that they do not harm themselves or others. (Team teach).

Anti-Bullying Policy

The academy's response to this is unequivocal. Adults must be informed immediately and action will take place. The school acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-bullying Policy available on the academy's website and from the school office.

Equalities and Racial Tolerance

The school has an "Equal Opportunities Policy" and a "Racial Equality Policy".

Discrimination of any kind is tackled in both the RE and in the PSHCE curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that knowledge, tolerance and understanding is at the forefront of everything we do.

Our policy on racist and prejudice incidents is set out separately, and acknowledges that repeated prejudice incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of prejudice incidents.

Photographing and Videoing of Children in School

At Easterside Academy we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy around 'Taking Photographs and Video Images of Children' and a copy of the document is available from the school office.

Taking pictures and videos images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the academy's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

No member of staff should use their personal cameras / mobile phones to take photographs of children in school.

Children are not allowed to bring mobile phones into school. If a child does then it is removed and locked in the safe in the main office until the end of the school day when a parent must come and collect it.

Parents and visitors should not have mobile phones in school when visiting unless it is for an event in which the Head Teacher has allowed and agreed that photographs of their own child can be taken.

Whistleblowing

If members of staff, volunteers or governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

The academy follows the Local Authority's policy on whistleblowing and a copy is displayed on the staffroom wall and available from the school office.

If there is a concern regarding the Head Teacher, the contact details and procedure can be found in the staffroom – contacting the Chair of Governors.

Prevention

We recognise that the academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The academy community will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- include regular consultation with children e.g. through questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficulty.
- include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety, pedestrian and cycle training. There will be focused work in Year 6 to prepare for transition to Secondary education and more personal safety/independent travel.
- ensure all staff receive regular and appropriate safeguarding training and have access to guidance to support their understanding of different forms of abuse, harm and coercion.

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to have '***due regard to the need to prevent people from being drawn into terrorism***'. Please refer to Appendix 3 of this policy for further information on how Easterside Academy ensures 'due regard'.

Policy Review

This policy document will be reviewed by the Academy's Governing Body on an annual basis to ensure it is up to date with current legislation and best practice.

Appendix 1 RECOGNISING SIGNS OF ABUSE

CATEGORIES OF ABUSE:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

SIGNS OF ABUSE IN CHILDREN

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

RECOGNISING SIGNS OF PHYSICAL ABUS

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether

behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

- Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
-
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

RECOGNISING SIGNS OF NEGLECT

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from academy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity

Appendix 2 FORCED MARRIAGE and FEMALE GENITAL MUTILATION (FGM)

FORCED MARRIAGE

This is an entirely separate issue from arranged marriage and is illegal in the UK. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as an academy or through a third party.

FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well

as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from academy and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /academies/colleges take action **without delay**.

Appendix 3 PREVENTING EXTREMISM and RADICALISATION

1. School Ethos and Practice

The statutory guidance on the Prevent Duty summarises the requirements on schools and childcare providers in terms of four general themes:

Risk Assessment

- At Easterside Academy, staff will be able to assess the risk of children being drawn into terrorism and extremism ideology and have specific understanding of the individual risk particularly in relation to the local context. Staff have a clear understanding of the school's safeguarding procedures and principals and how these are applied to prevent those at risk of radicalisation.

Working in Partnership

- Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Tees Valley Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Staff training

- Staff will receive awareness raising and/or refresher training regarding Prevent on an annual basis as part of whole staff safeguarding update training. All staff including volunteers will complete the online training. The Head Teacher and other Designated Child Protection Officers will undertake further training as appropriate including awareness of CHANNEL.

IT Policies

- Easterside Academy will ensure that pupils are safe from terrorist and extremist material when accessing the internet in school by use of suitable security filtering through IT systems. School has an embedded school online safety education implemented within our computing curriculum and which is also taught within the school's PSHE and SRE educational lessons.

We aim to build pupils' resilience by providing a safe environment for debating controversial issues and helping them understand how they can influence and participate in decision making. We provide a rich curriculum which supports pupils' spiritual, moral, cultural and social development. Within this, we promote fundamental British values including tolerance between cultural traditions, support and respect for democracy, understanding how a citizen can influence decision making through democratic process and understanding right and wrong in respect to civil and criminal law.

We will help support pupils who may be vulnerable to negative influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered support from appropriate agencies. Additionally in such

instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils 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

2. Procedures For Referrals

It is important to be constantly vigilant and remain fully informed about issues which affect the local area, town and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and / or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Head Teacher, Deputy Head Teacher and Care Team members are trained as Designated Leaders for Child Protection and Safeguarding. This team will deal swiftly with any referrals made by staff or with concerns reported by staff and pupils.

The Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

As with any child protection referral, staff are made aware that they can make a referral themselves and will be given the contact details to do this at the start of every year and also via the staffroom board.

The local police can be contacted or dial 101 (the non – emergency number). They can discuss concerns in confidence and concerns and provide access to support and advice.

The local authority or police force might suggest a referral to the ‘Channel’ programme. ‘Channel’ is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. ‘Channel’ can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention.

If there is concern that a child’s life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800789321.