

Catcote Academy

(Part of Hartlepool Aspire Trust)

Child Protection and Safeguarding Children Policy

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Originator: Gillian Durkin Date: November 2019

Reviewer: Sian Lamplough Date: November 2019

Approver: Finance & Audit Committee Date: 06 December 2019

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1 Introduction

Purpose and Aim

Catcote Academy's Child Protection Policy aims to provide clear direction to staff and others about expected codes of behavior in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Catcote Academy creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified, referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

2 Responsibilities

Trustees and staff are committed within Catcote Academy to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

3 Policy

3.1 Introduction

Catcote Academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Catcote Academy's Child Protection Policy:

- 1. Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honor Based Violence, Female Genital Mutilation and Forced Marriage.)
- 2. Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular

training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Gillian Durkin or Deputy Designated Safeguarding Leads or The Hartlepool and Stockton Children's Hub (01429 284284 or 01642 130080) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

3. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

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

(KCSIE 2019)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our academy supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2019 pages 89-91. Where the academy has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2019 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honor Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practices such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment
- Harassment between children in schools and colleges
- What is sexual violence and sexual harassment?
- Upskirting
- Additional advice and support

(KCSIE 2019)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Catcote Academy's whole workforce.

3.2 Framework and Legislation

No school or academy operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Hartlepool and Stockton on Tees Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the borough.

Catcote Academy is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Hartlepool and Stockton on Tees Safeguarding Children Partnership <https://www.hsscp.co.uk/> and partner agencies in all cases where there is a concern about significant harm

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioral) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Hartlepool and Stockton Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2019 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

3.3 Roles and Responsibilities for All Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Catcote Academy have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.

- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Hartlepool and Stockton Children's Hub if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Catcote Academy's Data Protection Policy
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child, adult, staff member in school directly to the Designated Safeguarding Lead/Head teacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Since July 2015, under the Counter Terrorism and Security Act, the academy has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Since October 2015 there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the school's Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Catcote Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

3.4 *The Designated Safeguarding Lead*

Catcote Academy has appointed from our Leadership team Gillian Durkin to be our Designated Safeguarding Lead. This person has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person will represent the academy and take part in strategy discussions and inter agency meetings. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2019).

3.4.1 Role of the Designated Safeguarding Lead

At Catcote Academy we have appointed the following Deputy Designated Leads, Lisa Greig and Sian Lamplough who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. The activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies but the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains the responsibility of the Head Teacher/Deputy Head Teacher

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Hartlepool and Stockton Children's Hub (01429 284284 or 01642 130080).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

3.4.2 Manage referrals

- Refer cases of suspected abuse to the Hartlepool and Stockton Children's Hub
- Refer to Early Help using HSCB Form
https://www.hartlepool.gov.uk/info/20078/children_and_families/123/early_help/1

- Support staff who make referrals to the Hartlepool and Stockton Children's Hub.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (VEMT lead) or Female Genital Mutilation and Forced Marriage).

3.4.3 Work with others

- Act as a point of contact with the three safeguarding partners (Hartlepool and Stockton on Tees Safeguarding Children Partnership);
- Liaise with the Head teacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Head teacher or where the Head teacher is the subject of the allegations, the Chair of trustees, and the Designated Officer, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, e safety lead and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- 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.

3.4.4 Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read

and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:

- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners (Hartlepool and Stockton on Tees Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

3.4.5 Raise Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure the school or colleges Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Hartlepool and Stockton on Tees Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

3.4.6 Child Protection File

- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.
- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

3.4.7 Availability

- During term time, the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

- Whilst generally speaking, the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2019: Annex B
In addition, PG: Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school residential and excursions and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public-Sector Equality Duty.
- Ensure an effective whole school policy against bullying/online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

3.5 Responsibilities of Catcote Academy's Directors Trust Board

Best practice would advise that a Safeguarding trustee at senior board level is appointed to support the Designated Safeguarding Lead in their role.

At Catcote Academy the senior lead trustee for safeguarding is Gillian Fletcher.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the board of trustees receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding trustee is NOT the Chair of trustee's, it is important to indicate the role of the Chair in safeguarding, which is to:

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head teacher, the Principal of a College or Proprietor or Member of Governing Body of an Independent School.
- Ensure that in the event of allegations of abuse being made against the Head teacher, where the Head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Safeguarding Lead (DSL). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Trustees for safeguarding holds the Head teacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.

- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / Online safety policy.
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a Designated person is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Head teacher and discuss how pupil premium funding for looked after children will be used.

3.6 Information for Parents

At Catcote Academy, Trustees and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Hartlepool and Stockton on Tees Safeguarding Children Partnership arrangements and inform the Hartlepool and Stockton on Tees Children's Hub or police of their concern.

3.7 Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working Together 2018 defines the categories of harm as:

3.7.1 Physical Abuse

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

3.7.2 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.7.3 Sexual Abuse

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

3.7.4 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Hartlepool and Stockton on Tees Children's Hub, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Head teacher will be kept informed at all times.

3.7.5 Peer on Peer Abuse

Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. It can affect any child/young person, sometimes vulnerable children are targeted. For example: Those living with domestic abuse or intra-familial abuse in their histories.

3.7.6 Child Sexual Exploitation (CSE)

Sexual exploitation is an act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose.

3.7.7 Child Criminal Exploitation (CCE/Country Lines)

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

3.7.8 Trafficking and Modern Slavery

Human trafficking is the movement of people by means such as force, fraud, coercion or deception, with the aim of exploiting them. It is a form of modern slavery. Trafficking involves the transportation of people in the UK in order to exploit them by the use of force, violence, deception, intimidation or coercion.

3.7.9 Prevent/Radicalisation

Prevent is a Government strategy that was set up as part of a wider counter-terrorism strategy called Contest. Due to the current severe threat from terrorism and extremism in

the UK, the Prevent strategy aims to prevent people from supporting terrorism or becoming terrorists themselves.

3.7.10 Faith Based Abuse

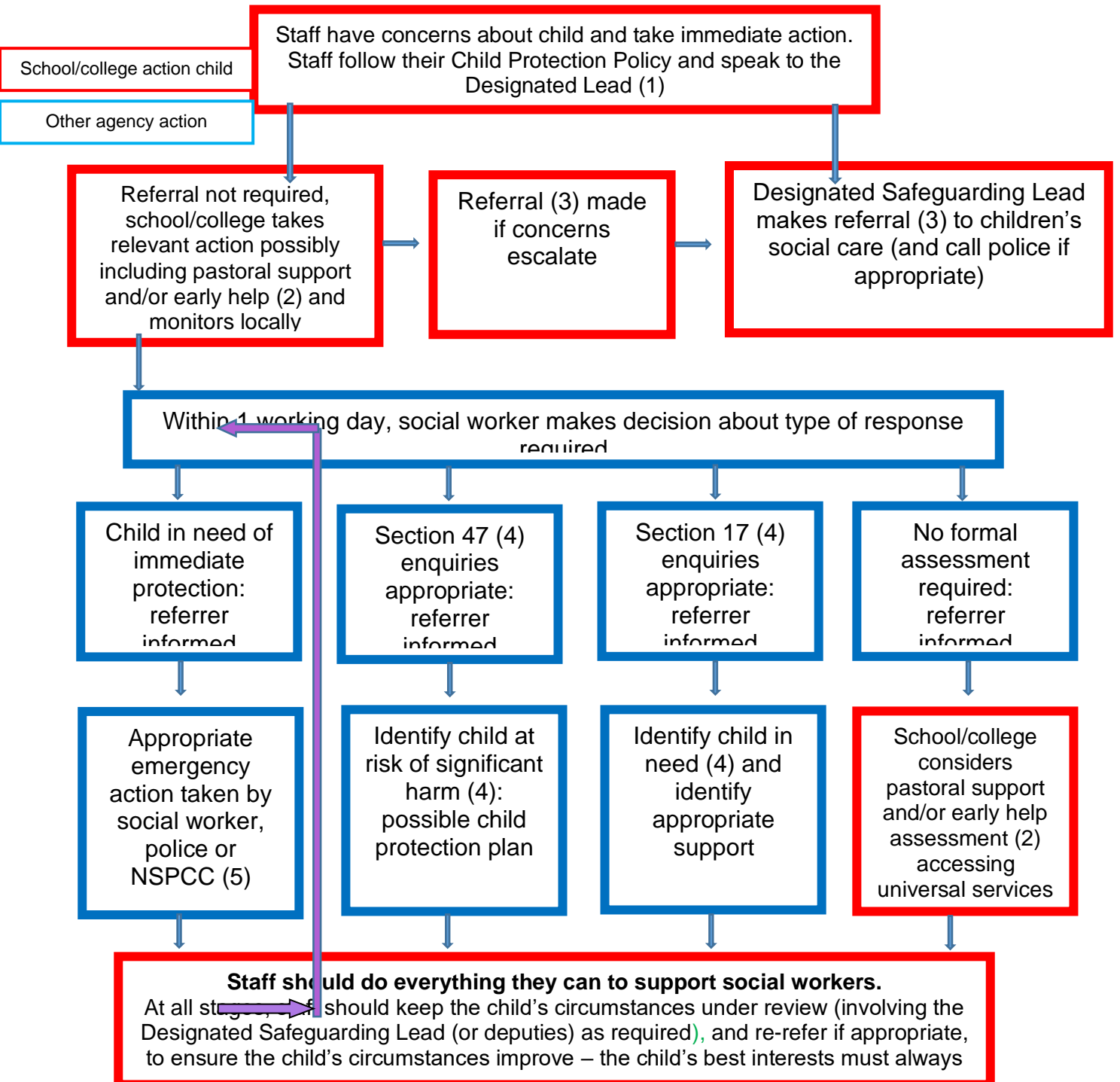
Religious abuse is abuse administered under the guise of religion, including harassment or humiliation, which may result in psychological trauma. Religious abuse may also include misuse of religion for selfish, secular, or ideological ends.

3.7.11 Female Genital Mutilation (FMG)

Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual cutting or removal of some or all, of the external female genitalia.

From KCSIE 2019 page 16

3.7.13 Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of [KCSIE 2019](#)
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

3.8 Safe Schools/Safe Staff

Trustees have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

3.9 Whistle Blowing/Confidential Reporting

Catcote Academy's Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

3.10 Complaints/Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Head teacher immediately. Where there are concerns/allegations about the Head teacher, this should be referred to the Chair of Trustees as appropriate. In the event of allegations of abuse being made against the Head teacher, where the Head teacher is also the sole proprietor of an Independent School, allegations should be reported directly to the Designated Officer(s) at the local authority. (KCSIE 2019)

Consultation without delay with the Local Authority Designated Officer, Phil Curtis – Tel: 01429 284284 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head teacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure. <https://www.hsscp.co.uk/>

3.11 Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

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

It applies regardless of whether the alleged abuse took place in the academy. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

Catcote Academy will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

3.11.1 Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Academy.

3.11.2 Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

3.11.3 Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the head teacher (or chair of trustees where the head teacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Make contact with the Academy’s HR provider to discuss the allegation(s), advice from the designated officer and agree next steps
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against staff (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a member of staff will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the DSL will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

3.11.4 Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

3.11.5 Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's HR provider will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and HR provider will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

3.11.6 Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

3.11.7 Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

3.11.8 References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

3.11.9 Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

3.12 Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy and Staff Behaviour Policy Documents and the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated at Catcote Academy, our whole school/college training is held at the academy. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held at the main academy site or internal CPD as required, but

at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

3.13 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Catcote Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Local Safeguarding Partnership arrangements) <https://www.hsscp.co.uk/>

3.14 Record Keeping

Well-kept records are essential to good safeguarding practice. Catcote Academy is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Safeguarding recording within Catcote Academy is held electronically through a secure management system and all staff have received training in the recording expectations and retention. Following a child leaving our academy, we follow the appropriate transfer procedures and retention guidelines. At Catcote Academy we started electronic recording from 2015. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

3.15 Attendance at Safeguarding Conferences

In the event of Catcote Academy being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies), will represent the academy.

3.16 Supporting Children

Catcote Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Catcote Academy may be the only stable, secure and predictable element in the lives of some of the children in its care. The academy therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

Catcote Academy also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer Abuse Policy for detailed information.

Therefore, Catcote Academy will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The academy ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of Behaviour Policy & Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Catcote Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Academy staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Academy staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible

outcome for the child is always achieved and their voice through any form of communication is always heard.

Catcote Academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include:

- **A robust Safer Recruitment Policy** - inclusive of safer recruitment guidance and regulation, for example a **Single Central Record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2019 and Working Together 2018. At Catcote Academy we share this commitment.
- **Staff Behaviour Policy** (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Drugs and Misuse Policy**

- **Preventing and Tackling Bullying Policy**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **The Schools Educational Visits Procedure** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer Abuse Policy.**
- **Supporting students with medical conditions and medication Policy** and procedures with trained staff who manage this.
- **Attendance Policy** school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Missing Children Procedures (within attendance policy)** (inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Prevent Policy**
- **Allegation Management Policy (within the child protection policy)**
- **Whistle Blowing Policy.**
- **Data Protection Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your school and work closely with the Designated Safeguarding Lead and the Virtual Head teacher within the LA who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- **Equality and Diversity Policy**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

It has been informed by the following legislation and national & local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Child Protection SAFER referral form

<https://www.hsscp.co.uk/>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Hartlepool Safeguarding Children Board Procedures

<http://www.teescpp.org.uk>

Keeping Children Safe in Education 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/ukxi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Hartlepool and Stockton on Tees Safeguarding Children Partnership

www.hsscp.co.uk

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

4 Review Period

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our academy at any time that local solutions such as front door services in social care or the DSL details change. This policy may also be amended following the annual review with staff where our academy procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Head teacher and Chair of trustees.

Children and Young People Catcote Academy

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Trustee
2019	Gillian Durkin	Lisa Greig Sian Lamplough Emma Straker Lynn Younger	Gillian Fletcher

5 Definitions / Abbreviations

Term	Meaning
CPD	Continuing Professional Development
CSE	Child Sexual Exploitation
DBS	Disclosure Barring Service
DSL	Designated Safeguarding Lead
EEA	European economic area
FGM	Female Genital Mutilation
HBV	Honour Based Violence
HR	Human Resources
IICSA	Independent Inquiry into Child Sexual Abuse
PSHE	Personal, Social, Health and Economic Education
SEN	Special Educational Needs
SENCOs	Special Education Needs Co-ordinators

SEND	Special Educational Needs and Disabilities
SPOC	Single point of contact
VEMT Lead	Vulnerable, exploited, missing, trafficked

6 Records

The following records are produced as a result of implementation of this Policy:

Description	Form	Retention Period	Storage Location
Record of safeguarding incident	Safeguarding slip on behavior watch	Records will be kept until the child reaches 35 years of age	Locked files in safeguarding office

7 References

- [1] Peer on Peer Abuse Policy; CA/POL/HS/19
- [2] Behaviour Policy; HAT/POL/EDU/04
- [3] Safer Recruitment Policy; HAT/POLO/HR/07
- [4] Code of Conduct Policy; HAT/POL/HR/29
- [5] Preventing and Tackling Bullying; HAT/POL/HS/05
- [6] Online Safety; HAT/POL/HS/08
- [7] School Educational Visits; HAT/PROC/HS/01
- [8] Medical Conditions and Medical Procedures; HAT/POL/HS/09
- [9] Attendance Policy; CA/POL/EDU/11
- [10] Whistle Blowing; HAT/POL/GOV/07
- [11] Data Protection; HAT/POL/HS/04
- [12] Looked After Children; HAT/POL/HS/12
- [13] Intimate Care; HAT/PROC/HS/05
- [14] Equality and Diversity (Equal Opportunities) Policy; HAT/POL/HR/05
- [15] Spiritual, Moral, Social and Cultural Policy; HAT/POL/EDU/06

Appendix A – Links to Guidance and Advice

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Grooming	https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-grooming/	
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources

	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	Private fostering: local authorities	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy