

# Catcote Academy

(Part of Hartlepool Aspire Trust)

## Child Protection and Safeguarding Children Policy

## Catcote Academy (Hartlepool Aspire Trust)

### **Child Protection and Safeguarding Children Policy**

Originator:	<u>Gillian Durkin</u>	Date: <u>November 2020</u>
Reviewer:	<u>Sian Lamplough</u>	Date: <u>November 2020</u>
Approver:	<u>Finance &amp; Audit Committee</u>	Date: _____

ISSUE	AMENDMENT	IMPACT LEVEL	DATE
1	First Issue	Moderate	Jul-2013
2	Complete review	Moderate	Nov-2018
2_4	Policy changed to Academy. Additions to Appendix 4	Moderate	Jul-2019
2_5	Complete rewrite	Moderate	Nov-2019
2_6	Review	moderate	Nov-2020

© Hartlepool Aspire Trust, 2014. Hartlepool Aspire Trust, C/O Catcote Academy, Catcote Road, Hartlepool, TS25 4EZ  
This document is licensed under a [Creative Commons Attribution-Share Alike 2.0 UK: England & Wales Licence](https://creativecommons.org/licenses/by-sa/2.0/).



## Table of Contents

1	Introduction .....	5
2	Responsibilities .....	5
3	Policy.....	5
3.1	Introduction.....	5
	This policy applies to Catcote Academy's whole workforce.....	7
3.2	Framework and Legislation.....	7
3.3	Roles and Responsibilities for All Staff.....	8
3.4	The Designated Safeguarding Lead.....	10
3.4.1	Role of the Designated Safeguarding Lead.....	10
3.4.2	Manage referrals .....	10
3.4.3	Work with others.....	11
3.4.4	Undertake Training .....	11
3.4.5	Raise Awareness.....	13
3.4.6	Child Protection File .....	13
3.4.7	Availability .....	13
3.5	Responsibilities of Catcote Academy's Directors Trust Board .....	14
3.6	Information for Parents .....	16
3.7	Procedures .....	16
3.7.1	Physical Abuse .....	16
3.7.2	Neglect.....	17
3.7.3	Sexual Abuse.....	17
3.7.4	Emotional Abuse .....	17
3.7.5	<b>Peer on Peer Abuse</b> .....	18
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.....	19
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.....	19
3.7.8	Trafficking and Modern Slavery .....	20
3.7.9	Prevent/Radicalisation.....	20
3.7.10	Faith Based Abuse .....	20
3.7.11	Female Genital Mutilation (FMG) .....	20
3.7.12	<b>Weapons</b> .....	20
3.7.14	Actions where there are concerns about a child .....	27
3.8	Safe Schools/Safe Staff .....	29
3.9	Whistle Blowing/Confidential Reporting .....	29
3.10	Complaints/Allegation Management Towards or with a Child or Adult .....	29
3.11	Allegations of abuse made against staff .....	29
3.11.1	Suspension .....	30
3.11.2	Definitions for outcomes of allegation investigations .....	30

---

3.11.3	Procedure for dealing with allegations.....	30
3.11.4	Timescales.....	32
3.11.5	Specific actions.....	32
3.11.6	Confidentiality .....	33
3.11.7	Record-keeping .....	33
3.11.8	References .....	34
3.11.9	Learning lessons .....	34
3.12	Training and Support .....	34
3.13	Professional Confidentiality .....	35
3.14	Record Keeping .....	35
3.15	Attendance at Safeguarding Conferences .....	35
3.16	Supporting Children .....	35
4	Review Period .....	40
5	Definitions / Abbreviations .....	41
6	Records .....	41
7	References .....	42
	Appendix A – Links to Guidance and Advice .....	43

## 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](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

Keeping Children Safe in Education 2020 states that 'Governing bodies and proprietors should ensure that their child protection policy includes procedures to minimise the risk of peer on peer/child on child abuse' and 'how allegations of peer on peer/child on child abuse will be recorded, investigated and dealt with'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.'

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer/child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (known as youth produced sexual imagery) and
- Initiation/hazing type violence and rituals.

Keeping Children Safe in Education 2020 states that 'Governing bodies and proprietors should ensure that their child protection policy includes procedures to minimise the risk of peer on peer/child on child abuse' and 'how allegations of peer on peer/child on child abuse will be recorded, investigated and dealt with'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

Ultimately, all systems and processes should operate with the best interests of the child at their heart.'

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer/child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (known as youth produced sexual imagery) and
- Initiation/hazing type violence and rituals.

**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 (FGM)**

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.

### **3.7.12 Weapons**

The purpose of this policy/practice guidance is to state clearly that the **deliberate** and **intentional** bringing in and use of weapons on our school site will not be tolerated. The use of such weapons on site would create unacceptable risks of bullying, injury and death and is extremely intimidating and frightening for pupils and adults alike.

If a pupil deliberately and intentionally brings a weapon onto the school site, the pupil will be placed on a fixed term exclusion and a disciplinary hearing will be carried out.

#### **Purpose and aim**

At Catcote Academy the purpose of this policy/practice guidance is to set out clearly the preventative actions in place to prevent the use of any weapons on our site. This policy/practice guidance will also show the direct actions a school will take around the use of weapons on site taking into account the full context around each and every incident.

At Catcote Academy we are committed to the safety and well-being of all of our pupils, staff and parents and will always take immediate action to reduce the risk of harm to any individual on our school site.

### **What is a weapon**

For the purpose of this Policy a “weapon” is:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns;
- knives, including all variations of bladed objects i.e., pocket knives, craft knives, scissors etc;
- explosives, including fireworks, aerosol sprays, lighters, matches;
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- Num chukkas, death stars and other martial arts objects.
- Screwdrivers, hammers, chisels, bradles and any tool that could be offensively used.
- Razor, razor blades or chains.

### **Preventative Strategies**

#### **Recognition**

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of weapon misuse or any contextual issues around the misuse of weapons such as children having them to ‘feel safe’ from peers or gangs.

Firstly, and most importantly for schools and settings is recognition that incidents where children bring weapons onto site may happen intentionally as well as unintentionally even with the most stringent of policies. In these cases the immediate actions taken by staff must be prompt and consistent and therefore ALL staff must know and understand this policy and the expectations of keeping children safe.

In any circumstance where this occurs it is important that senior leaders take forward any learning from such incidents to improve policy, revise training and improve practice.

#### **Creating a safeguarding culture**

In order for pupils and staff to feel safe it is necessary that everyone agrees to and works within the school’s ethos and culture of vigilance and positively contributes to the sharing of information where there may be risk. By creating a strong culture of safeguarding within school all individuals accessing the site should feel safe to raise concerns, seek support and for a seamless and consistent response to incidents to be followed. In order to create this environment the whole workforce and pupils should receive appropriate learning and training around the expectations upon them in the event that a weapon may be brought onto site. This includes, how to raise the alarm, procedures for lockdown, use of social media and critical incident response. Staff and pupils should feel able to contribute to this learning/training to understand what to do in a number of potentially different circumstances.

### **Effective use of the curriculum**

Having an effective curriculum in place via SMSC or PSHE should support pupils in understanding the risks around the use of weapons, the legal implications of carrying weapons and the school's response to such incidents. A curriculum that allows strong discussion around the use of weapons may act preventatively to allow pupils to think twice about the consequences of carrying a weapon and equally may create opportunities for pupils to share useful intelligence around peer on peer abuse, gang related behaviours and contextual issues in the local area that may impact on the increased use of weapons. Any such intelligence shared would need to be passed on to the appropriate front door services, police and social care.

### **Working with parents**

Parents need to be aware of the school's stringent policy around weapons and support the decision made by senior leaders in the event of an incident. Parents should always be vigilant of the behaviours of their own children and seek support and intervention when necessary. If parents believe that their child may be carrying a weapon they should inform the **school immediately** and the **police** in order to protect not only their child but other children and adults. By sharing the information immediate intervention can be offered and a plan of support and services could be put in place without an incident occurring. By continuing good communication between home and school a positive safety plan could be created to manage the safety and the well-being of any child who may need it.

### **Working with partnership agencies/signposting services**

Multi agency working can consolidate in house procedures in schools/settings. By accessing advice, support and guidance when required, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. Seeking advice and guidance can act as a preventative measure so that the right course of action is taken at the earliest opportunity. If schools continue to promote positive working relationships with front door services such as the police and social care, effective responses and partnership working can achieve positive outcomes for children.

It is important that signposting is also available to pupils in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

## **Searching, Confiscation and Screening**

### **Searching**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Confiscating**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Screening**

What the law allows:

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### **Searching with consent**

School staff can search pupils with their consent for any item.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent**

**What can be searched for?** (for the purposes of this policy)

Knives or weapons,

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Who can search?**

A headteacher, or a member of school staff authorised by the headteacher.

### Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### When can you search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The law also says what must be done with prohibited items which are seized following a search.

The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

### Authorising members of staff

Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.

Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

The Interim CEO/SLT can require a member of the school's security staff to undertake a search.

If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

### Training for school staff

When designating a member of staff to undertake searches under these powers, the Interim CEO/SLT should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

### Establishing grounds for a search

School staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.

In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

**Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.**

***Taken from Searching, screening and confiscation: advice for headteachers, school staff and governing bodies, January 2018***

### **Taking action in the event of a weapon on site**

If it has been identified that a weapon is on site and the appropriate searching and confiscating has occurred, then the school must begin a full and thorough investigation into what has occurred. If it can be proven that a weapon was brought on site with intent to harm then immediate action should occur including contacting the police and parents immediately. The pupil should be isolated immediately.

If the weapon has been identified because it has been used to harm e.g. another pupil or member of staff, the school should instigate its critical incident management protocols immediately inclusive of lock down procedures, secure and isolate the student and weapon if possible and again contact the police immediately.

If the context of the situation is not so easily identified then a full and thorough investigation is required to establish the school's next course of action.

### **Gathering the facts**

In all circumstances, staff need to speak to all the pupils involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the pupils to tell you what happened. Only interrupt the pupil from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) A full and clear record of exactly what the pupil has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) and stored following each school/setting's own recording protocols (paper or electronic systems).

### **Consider intent**

From the information gathered the next step would be to consider intent. Did the pupil intend to bring a weapon onto the school site in order to harm someone in a deliberate act or did the young person bring the weapon on site as a form of defence or for their own safety? Both situations are of equal concern, however one shows a deliberate attempt of harm and both circumstances may have different outcomes.

### **Deciding on the next course of action**

From the outcome of the investigation the school must decide on the level of risk the pupil poses in school. If the risk is clear and the intent is obvious then a fixed term exclusion and a disciplinary hearing may follow or the decision to permanently exclude may be made following the necessary protocols. However depending on the intent, the age of the child and also the circumstances surrounding the incident or the contextual issues it may be a fixed term exclusion is given followed by a risk assessment/safety plan put in place following the pupil's return to school.

### **Returning to school/safety planning**

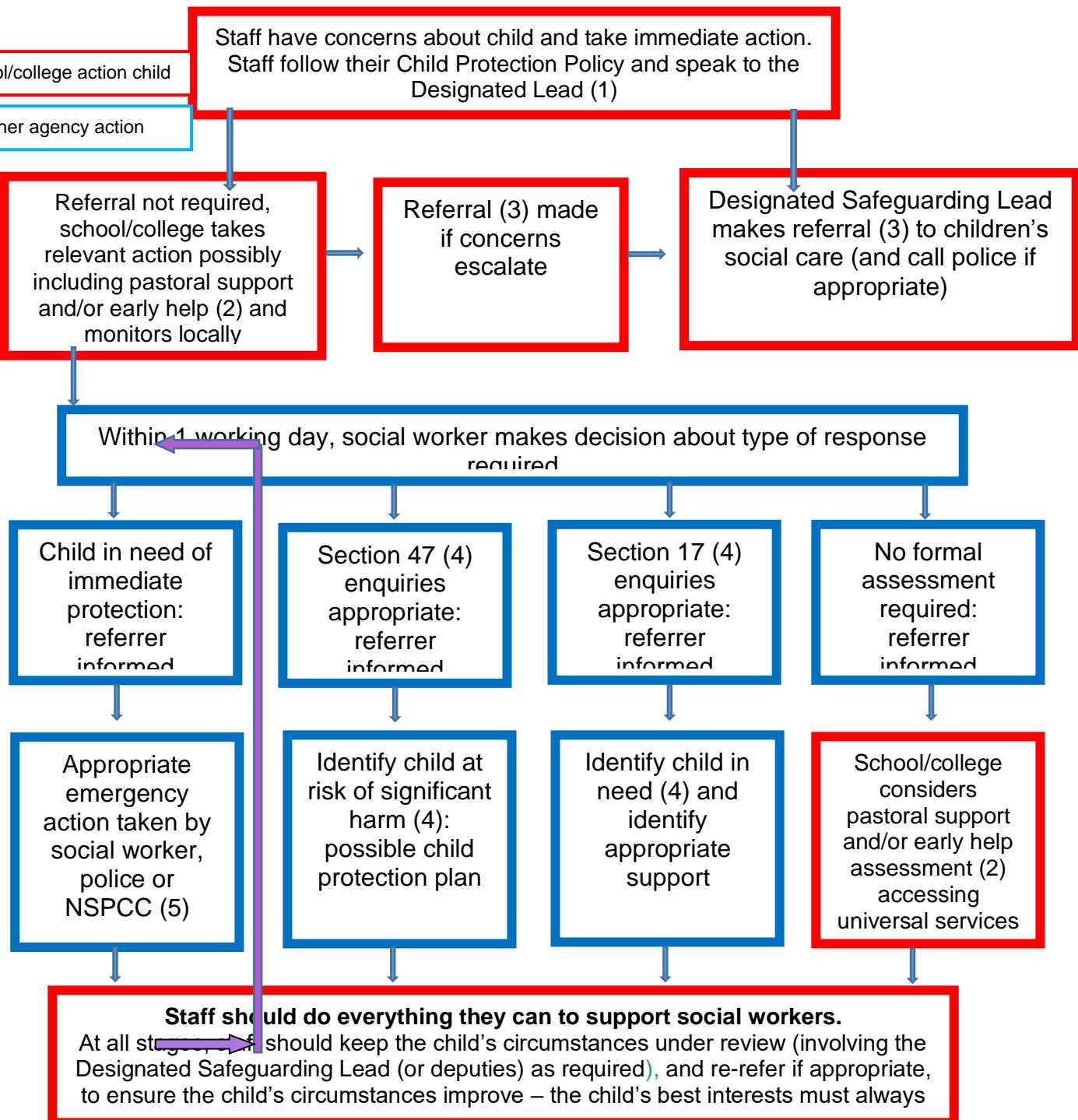
Safety planning is a positive way of supporting a child who may benefit from a planned approach to support or intervention following an incident where a weapon has been brought to school. Safety plans support the child by considering the behaviour behind the use of a weapon and plan ways to manage any identified risks/triggers and seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school/setting, helping young people identify behaviours that may leave them feeling anxious or at risk and have strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child that a joined up approach is being followed by all in school. Safety Plans are available via PG:SF.

### **Review of Circumstances**

Following any incident of harm, it is necessary for the school/setting to consider if anything could have been done differently. Use of PG:SF proforma for internal lessons learnt, can support in identifying under the business model of PG:SF what identified changes within the school/setting need to occur. This demonstrates how proactive the school is in continually reviewing its policies and systems in effectively keeping children safe.

From KCSIE 2019 page 16

### 3.7.14 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

### **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 Polices 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), 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](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](http://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](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](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/uksi/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](http://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](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

**The following Policies should be read in conjunction with this Child Protection Policy.**

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

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