



AM Sports Academy

Child Protection and Safeguarding Policy

Reviewed: July 2022

A handwritten signature in black ink, appearing to be 'A.M.S.', is positioned to the right of the 'Reviewed' text.

Next Review Date: September 2023

Appendixes

1. AMSA Safe Working Practice Agreement
2. Staff Disqualification Declaration Form

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means the providing support as soon as additional needs and support emerge at any point in a child's life.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 and applies to pupils/ students of our school; however the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers, adoptive parents and those adults caring for children with a Special Guardianship Order.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MASH refers to the Multi Agency Safeguarding Hub

AM Sports Academy - Key Personnel

Designated Safeguarding Lead (DSL) is: Adam Moriarty
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Deputy DSL is: Amelia Collins
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The Local Authority Designated Officer (LADO) is: Mr John Shelley
 Contact details: LADO@merton.gov.uk

Safeguarding Statement – September 2020

At AM Sports Academy, we are committed to safeguarding and the welfare of all children and young people. We believe all our children deserve a safe, happy and healthy life and we expect all staff to share this commitment.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2018, ‘What to do if You are Worried a Child is Being Abused’ 2015.

The policy also reflects, both statutory guidance ‘Keeping Children Safe in Education’ 2020 (KCSIE), and Merton Children’s Safeguarding Partnership (MCSP) Procedures.

AM Sports Academy takes seriously our responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our provisions to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff.

Guidance and documents referred to in this policy

- [Working Together to Safeguard Children \(2018\)](#)
- [Keeping Children Safe in Education 2020 \(KCSIE\)](#)
- [Disqualification under the Childcare Act 2006 \(updated 2018\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2016](#)
- [‘What to do if you are worried a child is being abused’ 2015](#)
- [Teacher Standards 2011](#)
- [Information Sharing Advice for Practitioners’ guidance 2018](#)
- [The Equality Act 2010](#)
- [Advice from NSPCC – When to call the police](#)
- [Government advice on Coronavirus \(Covid-19\)](#)
- [Revised Prevent Duty Guidance for England and Wales 10 April 2019](#)

Policy Principles & Values

The welfare of the child is paramount.

Children have a right to feel safe and secure.

All children have a right to be protected from harm and abuse.

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm,

either in our provisions or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of our provisions and/or can occur between children outside of school. All staff, but especially the DSLs will consider whether children are at risk of abuse or exploitation in situations outside of their families, recognising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation and serious youth violence.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

We reserve the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

Policy Aims

To demonstrate AM Sports Academy's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

To raise the awareness of all staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable us to effectively contribute to Early Help, assessments of need and support for those children.

To provide systems and procedures that are followed by all staff members in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff working within our organisation have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance)

We comply with the Disqualification under the Childcare Act 2006 guidance issued in February 2015.

Supporting Children

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will promote a caring, safe and positive environment across all provisions.

We will offer details of helplines, counselling or other avenues of external support.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns ensuring that information is shared under confidential cover to the child's new setting and ensure the school medical records are forwarded as a matter of priority and within statutory timescales.

Prevention / Protection

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

AM Sports Academy will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Ensure that all children know there is and they can access an adult in whom they can approach if they are worried or in difficulty.

Ensure all staff are aware of our guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Safe Organisation, Safe Staff

AM Sports Academy operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children. All staff have a responsibility to inform us where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. A DBS check is carried out for all new employees, staff have a responsibility to inform the Managing Director if their circumstances change whilst employed with us. This statement is in the Staff Code of Conduct, which all staff signed and agree to adhere to annually.

Roles and Responsibilities

All staff at AM Sports Academy have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn and play.
- Establish and maintain an environment where children feel secure.
- Ensure children know that there are adults who they can approach if they are worried or have concerns.
- Plan opportunities within our provisions for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

- Know how to respond to a pupil who discloses harm or abuse following training of ‘Working together to Safeguard Children’, and ‘What to do if you are worried a child is being Abused’ (2015).
- At AM Sports Academy, safeguarding concerns should be reported immediately to the DSL or deputy DSL. No member of staff should go home without having made contact with one of the safeguarding team and recording their concerns.
- Be prepared to refer directly to the MASH and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Inform the Managing Director if the disclosure is an allegation against a member of staff.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit.
- Liaise with other agencies that support children and provide early help.
- Have an awareness of the role of the DSL, the organisations Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) and Safer Working Practices agreements.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. See below for guidance: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and Children’s Social Care.
- All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.
- All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (Child In Need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The Designated Safeguarding Leads

In addition to the role and responsibilities of all staff the DSL's will:

- Hold the lead responsibility for safeguarding and child protection and this responsibility is not able to be delegated.
- Liaise with the Local Authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process. If the matter is urgent, the Police must be contacted.
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264)
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the “case manager” and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and KCSIE guidance on ‘Peer on Peer Abuse’ when a concern is raised that there is an allegation of a child abusing another. child within our provisions.
- Act as a source of support and expertise in carrying out safeguarding duties.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training must be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of Merton Children’s Safeguarding Partnership procedures and understand the assessment process for providing Early Help and statutory intervention, including the local authority Family Wellbeing Model and referral arrangements.
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where intervention is appropriate.
- Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.
- Ensure that all staff, within 3 months of employment and updated once a year thereafter, sign to say they have read, understood and agree to work within the organisations Safeguarding and Child Protection Policy, Staff Behaviour Policy (Code of Conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the London Borough of Merton

Safeguarding in Schools Officer, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.

- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2020.

Confidentiality and Sharing Information

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the [‘Information Sharing Advice for Practitioners’ \(DfE 2018\) guidance](#).

Information will be shared with staff within the organisation who ‘need to know’.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

Safeguarding Procedures

The following procedures apply to all staff to understand their role and responsibility.

The aim of the procedures is to provide a framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately or a DDSL if the DSL is not available.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

Dates and times of their observations
 Dates and times of any discussions in which they were involved.
 Any injuries identified on a body map
 Explanations given by the child / adult
 Rationale for decision making and action taken
 Any actual words or phrases used by the children

5. Any paper records must be signed and dated by the author. The record needs to be completed by the adult who received the information.
6. In the absence of the DSL or the deputies, staff must be prepared to refer directly to the MASH, and the police if appropriate, if there is the potential for immediate significant harm.

Report of Concerns

Following a report of concerns the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MASH and the police if it is appropriate.
2. Try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the MASH. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. Contact the MASH if there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify MASH of the occurrence and what action has been taken
4. Contact the MASH if the DSL feels unsure about whether a referral is necessary to discuss concerns.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider Early Help.
6. Arrange to take the child to the Accident and Emergency Unit of the local hospital when a pupil is in need of urgent medical attention, and if there is suspicion of abuse the DSL or their Deputy must inform the MASH. The DSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

Dealing with Disclosures

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff must know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the MASH or Police directly and must do this if,

for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- Listen and reassure
- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- tell the child that you must pass this information on
- explain what will happen next
- make a careful record of what was said in the child's words
- sign, date and record the time on records

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

What happens next?

It is important that concerns are followed up and it is **everyone's responsibility** to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. Ensure the incident is recorded.

If they have concerns that the disclosure has not been acted upon appropriately, they may contact the MASH directly.

Receiving a disclosure can be upsetting for the member of staff and the organisation should have a procedure for supporting them after the disclosure. This might include

reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Allegations against adults who work with children

This procedure must be used in all cases in which it is alleged a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In dealing with allegations or concerns against an adult, staff must report any concerns about the conduct of any member of staff, supply staff or volunteer to the Managing Director immediately.

If an allegation is made against the Managing Director, then the LADO should be contacted directly.

There may be situations when the Managing Director will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Managing Director they will contact the LADO immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the organisation will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care via the MASH and/or the police.

If the matter is investigated internally, the LADO will advise the organisation to seek guidance from Local Authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2020) and the Merton Children's Safeguarding Partnership procedures.

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, subjected to Honour Based Abuse, Forced Marriage or Female Genital Mutilation.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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. Any mark or noticeable bruise on the body of a child must be noted on a Body Map.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of our provisions, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport

- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

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, although it may occur in isolation.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

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 (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure

- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Indicators of abuse

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff must be discussed with the DSL.

Responding to reports of sexual violence and sexual harassment

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or a Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the MASH.

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

Racist Incidents

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Radicalisation and Extremism

[The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. ([Revised Prevent Duty Guidance for England and Wales 10 April 2019](#)).

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline. Both schools are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

They should then follow the safeguarding procedures and refer cases by e-mail to the MASH. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or contact the Anti-terrorism hotline on 0800 789 321.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators of vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships, including impacting upon their own personal, intimate relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, call the MASH or talk to your local outreach service.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation and Child Criminal Exploitation are forms of child abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child in sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources. In some cases the abuse will be in exchange for something the victim needs or wants and will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be one off occurrences or a series of incidents over time. It can range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears to be consensual and exploitation as well as being physical can be facilitated and/or take place online.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to their relevant DSL.

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

Signs include:

- underage sexual activity

- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new items (clothes, mobile) expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation & Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence.

This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity with children being exploited to move and store drugs and money. "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". Children might be involved in violence, be pressured into doing things like stealing, carrying drugs or weapons or be abused, exploited and put into dangerous situations. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. Both schools are aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Children at Risk or Involved in Serious Violent Crime

'Serious Violent Youth Crime' is defined by the Home Office Assessment of Policing and Community Safety (APACS) as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19'

Indicators:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Youth Produced Sexual Imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the

form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- Voyeurism Act 2019 – Upskirting is now a criminal act in the UK. The response to this in schools need to be the same as peer on peer sexual abuse and may include contacting the police. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. “

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the safeguarding procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate. Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.

- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to child involved and may decide to respond to the incident without referral to the MASH or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.
- Voyeurism occurred.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the MASH or the Police.

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

Honour-Based Abuse

Honour Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. They are a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour-Based Abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s](#), which are identified in the course of their professional work, to the police.

If a staff member is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.

There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a member of staff should examine a girl.

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

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that: FGM brings status/respect to the girl – social acceptance for marriage

- Preserves a girl's virginity
- Part of being a woman / rite of passage

- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

This procedure is also known as cutting, sunna, gudnin (Somali) and Tahur (Sudanese)

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM: Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

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

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but

the choice of whether or not to accept the arrangement remains with the prospective spouses.

Staff should never attempt to intervene directly or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit 200 7

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

We are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

We recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the MAP.

Looked After Children (LAC)

The most common reason for children becoming looked after is as a result of abuse and neglect.

Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. We recognise that these extra-familial threats might arise from within their peer groups,

from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- sexual exploitation
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Children with Special Educational Needs and Disabilities

We recognise that children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

Health (including Mental Health)

Any child with a significant health condition requiring regular medication or treatment will require a **personal health care plan**. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child's health needs are managed appropriately whilst they are in our care. Information from this plan will be shared with key staff members to ensure that they are alert to the child's individual needs.

Current research suggests that one in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those

whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's child protection policy and speaking to the DSL or deputy

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the organisations safeguarding arrangements.

If it becomes necessary to consult outside the organisation, they should speak in the first instance, to the LADO in accordance.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistle-blowing regarding the Managing Director should be made directly to LADO.

Further advice on safeguarding and child protection is available from:

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>
UK Councils support sites

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Statutory Guidance to Relationships, education and sex education (RSE) and health education (2020)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

OFSTED publication on safeguarding during inspections

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

UK Council for Internet safety (UKCIS) guidance:

<https://www.gov.uk/government/publications/education-for-a-connected-world>

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

Bullying

- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- [Preventing and Tackling Bullying](#) - DfE advice
- [Cyber bullying: advice for headteachers and school staff](#) - DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

- [Drugs: advice for schools](#) – DfE and ACPO advice
- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#) - Website by Mentor UK

“Honour Based Abuse” (so called)

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Online

- [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

- [Upskirting know your rights](#) – UK Government

Violence

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
 - [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
 - [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
 - [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
 - [Serious violence strategy](#) - Home Office Strategy
- Advice for governing bodies/proprietors and senior leaders**
- [Childnet](#) provide guidance for schools on cyberbullying
 - [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
 - [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
 - [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
 - [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
 - [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
 - [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
 - [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
 - UK Council for Internet Safety have provided advice on [sexting-in-schools-andcolleges](#) and [using-external-visitors-to-support-online-safety-education](#)
- Remote education, virtual lessons and live streaming**
- [Case studies](#) on remote education practice are available for schools to learn from each other
 - [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
 - [London Grid for Learning](#) guidance, including platform specific advice
 - [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
 - [National cyber security centre](#) guidance on how to set up and use video conferencing
 - [UK Safer Internet Centre](#) guidance on safe remote learning
- Support for children**
- **Error! Hyperlink reference not valid.****Error! Hyperlink reference not valid.**for free and confidential advice
 - [UK Safer Internet Centre](#) to report and remove harmful online content
 - [CEOP](#) for advice on making a report about online abuse
- Parental support**
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support

- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children

I can confirm I have read and understood the Child Protection and Safeguarding:

Name: _____

Signed _____ Date _____

Form SWPA

Safe Working Practice Agreement

AM Sports Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. By signing this agreement you are also acknowledging that you have read and understood the organisations 'Safeguarding and Child Protection' policy and the DFE Keeping Children Safe in Education document - September 2020 (Parts 1 and Annex A). It is everyone's responsibility to ensure that children are cared for appropriately and safeguarded from any harm, and all staff have a responsibility to promote the health, safety and welfare of all members of the school community.

The duty to safeguard children includes the immediate obligation to report concerns about a child to the School's Designated Safeguarding Lead (DSL) for Child Protection. The School's DSL is Adam Moriarty and the deputy DSLs is Amelia Collins.

Adults working in our organisation are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of our organisation. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- Adhere to all policies, many of which are specifically written with safeguarding in mind. All policies are available to you online.
- Maintain the highest standards of honesty and integrity in your work. This includes the handling and claiming of money and the use of organisation property and facilities.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Ensure that children in your care remain adequately supervised until returned to the parent/carer or another responsible adult.
- Provide a good example and 'positive role model' to children.
- Observe other people's right to confidentiality unless there is a safeguarding/child protection issue.
- Treat other adults and children in school with respect.
- Show tolerance of and respect for the rights of others.
- Treat all children fairly: never confer favour on particular children, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with your manager (e.g. for counselling, tuition, mentoring or other purpose).

- Wear clothing which is appropriate to your role and is not likely to be viewed as offensive, revealing or provocative.

Report to the Managing Director, Adam Moriarty or your line manager: (As soon as possible)

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself.
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviour of another adult in the organisation which give you cause for concern or breach of this code of conduct or other school policies and procedures.

You should never:

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- Touch children in a manner which is or may be considered sexual, indecent, threatening, gratuitous or intimidating.
- While on duty, use a mobile phone in the presence of children or use a personal device to take still or moving images of children.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text, email or telephone except for agreed work purposes using IT, or make arrangements to contact, communicate or meet children outside of work.
- Develop 'personal' or sexual relationships with children.
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
- Use force as a form of punishment.
- Be sarcastic, shout, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate* or offensive nature (e.g. unprofessional personal remarks, suggestive remarks, attempts to scapegoat or demean).
- Give or receive (other than token) gifts unless arranged through your line manager or Managing Director, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which includes drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.
- Adults must only ever use physical intervention as a last resort when a child is endangering him/herself or others, and that at all times it the physical interventions must be necessary and proportionate to the level or risk to the child and/or another person. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.
- Never promote personal views, particularly those which are deemed to be radical or extremist.

Conduct outside of our organisation

- Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the organisation or the reputation of other members of the community.
- Staff are reminded not engage in the inappropriate use of social media which may bring themselves, the organisation or members of the community into disrepute.
- Staff are at liberty to undertake work outside the organisation, either paid or voluntary, provided that it does not conflict with the interests of the organisation and is not at a level that might affect an individual's work performance.

I, _____,(print name) agree to abide by the Safe Working Practice Agreement guidance applied above.

Role: _____

Signed _____ Date _____

Form SDD

Staff Disqualification Declaration

Statutory guidance on keeping children safe in education requires childcare providers which provide care for children under the age of 8 to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified if:

1. They have certain orders or other restrictions placed upon them
2. They have committed certain offences
3. They are living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as Disqualification by Association)

You are required therefore to sign the declaration below confirming that to the best of your knowledge you are not disqualified under those Regulations from working in this school.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, however the school can usually then apply to Ofsted for a waiver of disqualification, and appropriate support will be provided with this process if necessary.

Section 1 – Orders or Other Restrictions

	Yes	No	Additional Comments
Have any orders or other determinations related to childcare been made in respect of you?	<input type="checkbox"/>	<input type="checkbox"/>	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	<input type="checkbox"/>	<input type="checkbox"/>	
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children's homes or fostering?	<input type="checkbox"/>	<input type="checkbox"/>	
Are there any other relevant orders, restrictions or prohibitions in respect of you?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you barred from working with Children?	<input type="checkbox"/>	<input type="checkbox"/>	

Are you prohibited from Teaching?	<input type="checkbox"/>	<input type="checkbox"/>
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Section 2 – Specified & Statutory Offences

	Yes	No	Additional Comments
Have you been cautioned (including a reprimand or warning) since 6 April 2007?	<input type="checkbox"/>	<input type="checkbox"/>	
Or have you ever been convicted of:			
Any offence against or involving a child? (A child is a person under the age of 18)?	<input type="checkbox"/>	<input type="checkbox"/>	
Any violent* or sexual offence against an adult? *a violent offence in this context is murder, manslaughter, kidnapping, false imprisonment, ABH, GBH	<input type="checkbox"/>	<input type="checkbox"/>	
Any offence under the Sexual Offences Act?	<input type="checkbox"/>	<input type="checkbox"/>	
Any other relevant offence?	<input type="checkbox"/>	<input type="checkbox"/>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	<input type="checkbox"/>	<input type="checkbox"/>	

Section 3 – Disqualification by Association

	Yes	No	Additional Comments
To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations?	<input type="checkbox"/>	<input type="checkbox"/>	
<p>*household – includes family, lodgers, house-sharers, household employees This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning for or convicted of any offence in Section 2.</p>			

Employee Signature:	<input type="text"/>	Date:	<input type="text"/>
Position:	<input type="text"/>		

