



## **HAMMERSMITH ACADEMY**

# **SAFEGUARDING & PROMOTING PUPIL WELFARE POLICY**

**July 2020**

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### **This policy should be read in conjunction with:**

Anti-Bullying Policy, Safer Recruitment Policy, Sex and Relationship Education Policy, Behaviour for Learning Policy, HA Staff code of conduct

## 1. Introduction

*'The support and protection of children cannot be achieved by a single agency...every service has to play its part. All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family.'*

Lord Laming, Victoria Climbié Inquiry Report, 2003

1.1. Hammersmith Academy fully recognises the contribution it can make to protect and support young people in its care. The students' welfare is of paramount importance. This policy is consistent with:

- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002, the DfES guidance Safeguarding Children in Education September
- Working Together to Safeguard Children March 2015;
- Local Safeguarding Children Board Procedures, which contain the inter-agency processes, protocols and expectations for safeguarding children;
- Counter-Terrorism and Security Act (2015)
- The working together document (March 2015)
- What to do if a Child is being abused (March 2015)
- Keeping Children safe in Education (Sept 2018)
- PREVENT and Channel duty guidance (June 2015)
- Serious Crime Act (2015)
- Information sharing: advice for practitioners providing safeguarding services (2015)
- Sexual violence and sexual harassment between children in schools and colleges 2017
- London Child Protection Procedures (5th edition, 2015)

1.2. Hammersmith Academy will therefore:

- 1.2.1. Establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to;
- 1.2.2. Ensure that young people know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- 1.2.3. Include in the curriculum activities and opportunities for SMSC/Citizenship which equip young people with the skills they need to stay safe from abuse, and which will help them to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

## **2. Aims and Objectives**

2.1. Hammersmith Academy recognises that effective safeguarding and child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

2.2. This policy aims to:

2.2.1. Provide clear direction to staff and others about responsibilities and expected codes of behaviour in dealing with safeguarding and child protection issues.

2.2.2. To make explicit Hammersmith Academy's commitment to the development of good practice and sound procedures.

2.2.3. Ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

2.2.4. To develop and promote effective working relationships with other agencies, especially Police and Children's Social Care, CAMHS and the NHS.

2.3. There are five main objectives to our policy and its appendices:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

2.4. Where there is a safeguarding issue, Hammersmith Academy will work accordance with those outlined in the local Safeguarding Children Board Inter-agency Child Protection procedures:

2.4.1. A child's welfare is paramount. Every child has a right to be protected from harm and exploitation and to have their welfare safeguarded.

2.4.2. Each child is unique. Action taken by child welfare organisations should be child-centered, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.

2.4.3. Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.

- 2.4.4. Each child has a right to be consulted about actions taken by others on his/her behalf. The child's wishes and feelings are taken into account when determining what action to take and what services to provide. Ultimately any systems and processes we have in place operate with the best interest of the child at heart.
- 2.4.5. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- 2.4.6. Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- 2.4.7. Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- 2.4.8. Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- 2.4.9. Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- 2.4.10. Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- 2.4.11. Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

### **3. Roles and Responsibilities**

#### **Safeguarding is everyone's responsibility**

- 3.1. As adults and/or professionals or volunteers at Hammersmith Academy, everyone has a responsibility to safeguard children and promote their welfare. Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Safeguarding and promoting the welfare of children – and in particular

protecting them from significant harm - depends upon effective joint working between agencies and professionals that have different roles and expertise.

- 3.2. For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard and promote welfare of the child(ren) and – where necessary – to help bring to justice the perpetrators of crimes against children. All agencies and professionals should:
  - 3.2.1. Be alert to potential indicators of abuse or neglect;
  - 3.2.2. Be alert to the risks which individual abusers, or potential abusers, may pose to children;
  - 3.2.3. Share and help to analyse information so that an assessment can be made of the child's needs and circumstances;
  - 3.2.4. Contribute to whatever actions are needed to safeguard and promote the child's welfare;
  - 3.2.5. Take part in regularly reviewing the Academy's targets for the child against specific plans; and
  - 3.2.6. Work co-operatively with parents unless this is inconsistent with ensuring the child's safety.

### **Governing Body**

- 3.3. In accordance with the DfES document Safeguarding Children in Education, the Governing Body will ensure that:
  - 3.3.1. The Academy has a child protection policy and procedures in place, and the policy is made available to parents on request;
  - 3.3.2. The Academy operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers;
  - 3.3.3. There are procedures for dealing with allegations of abuse against members of staff and volunteers;
  - 3.3.4. A senior member of the Academy's leadership team is designated to take lead responsibility for dealing with child protection;
  - 3.3.5. This senior member, in addition to basic child protection training, in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB) has refresher training at two-yearly intervals;
  - 3.3.6. That the Academy contributes to inter-agency working in line with statutory guidance (working together to safeguard children) Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs to children

- are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 3.3.7. The Headteacher, and all other staff who work with students, undertake appropriate training which is kept up-to-date by refresher training; and temporary staff and volunteers who work with students are made aware of the Academy's arrangements for child protection and their responsibilities;
  - 3.3.8. Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified;
  - 3.3.9. Appropriate filtering and appropriate monitoring systems are in place to safeguard children from potential harmful and appropriate online material ensuring that the SHARP online system enables children to be taught the necessary online and safeguarding information.
  - 3.3.10. Opportunities for children to be taught about safeguarding including online, through teaching and learning opportunities are provided as part of a broad and balanced curriculum including through SMSC and SRE.
  - 3.3.11. The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher;
  - 3.3.12. Policies and procedures are reviewed annually;
  - 3.3.13. There is an individual member of the Governing Body who will champion issues to do with Headteacher, Inclusion and provide information and reports to the Governing Body.
  - 3.3.14. Where reasonably possible, the Academy will hold more than one emergency contact number for each pupil. This goes beyond the legal requirement but is good practice to enable contact to be made when a child is missing from education or if there are any welfare/safeguarding concerns.

### **The Headteacher**

- 3.4. The Headteacher will ensure that:
  - 3.4.1. The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
  - 3.4.2. Sufficient resources and time are allocated to enable the Deputy Head, inclusion and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of students;
  - 3.4.3. All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to students, and such concerns are addressed sensitively and effectively in a timely manner;

3.4.4. In the event of the Headteachers absence, the following members of staff will be the designated

3.4.5. Child Protection Person: Deputy Headteacher, Theresa Ball (Sept 2019).

### **Designated safeguarding lead**

3.5. The designated safeguarding lead will manage referrals:

3.5.1. Refer cases of suspected abuse to the local authority children's social care as required;

3.5.2. Support staff who make referrals to local authority children's social care;

3.5.3. Refer cases to the Channel programme where there is a radicalisation concern as required;

3.5.4. Support staff who make referrals to the Channel programme;

3.5.5. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

3.5.6. Refer cases where a crime may have been committed to the Police as required

3.6. The designated safeguarding lead will undertake training:

3.6.1. Undergo training to provide them with the knowledge and skills required to carry out the role including Prevent awareness training. This training should be updated at least every two years but will be regularly refreshed through reading safeguarding developments and bulletins.

3.6.2. 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;

3.6.3. 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;

3.6.4. Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;

3.6.5. Are alert to the specific needs of children in need, those with special educational needs and young carers;

3.6.6. Keep detailed, accurate, secure written records of concerns and referrals. Where children leave the school or college their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The DSL will also contact the school prior to transferring files if it is felt additional information is required.

- 3.6.7. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - 3.6.8. Obtain access to resources and attend any relevant or refresher training courses; and 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.
- 3.7. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

### **Availability**

- 3.8. During term time the designated safeguarding lead and deputy should always be available (during Academy hours) for staff in the Academy to discuss any safeguarding concerns. Adequate and appropriate cover arrangements for out of hours/out of term activities are in place including emergency numbers available on the website and phone system. Safeguarding information is displayed in reception and in every classroom.

### **All staff**

- 3.9. As set out in the new guidance within Keeping children safe in education (Sept 2018), all staff at the Academy are responsible for
- 3.9.1. Providing a safe environment in which children can learn
  - 3.9.2. Knowing the systems for reporting a safeguarding or Child Protection issue including if a child is in immediate danger or discovers that an act of FGM has taken place.
  - 3.9.3. Staff Induction: All staff are required to read Part 1 and Part 5 of keeping Children safe in education (Sept 2018) as well as the Academy Behaviour for Learning policy. Within the induction the identity of the DSL and Deputy DSL will be shared along with their role in the Academy.
  - 3.9.4. Reading and signing the HA staff code of conduct that includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
  - 3.9.5. Knowing what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead
  - 3.9.6. Being aware of the signs of abuse and neglect so that you can identify students who are at risk and may need protection

- 3.9.7. Having an awareness that safeguarding issues can manifest themselves via peer on peer abuse.
- 3.9.8. Maintaining an attitude of 'it could happen here' where safeguarding is concerned
- 3.9.9. As a tutor carefully monitoring attendance and behaviour to track any patterns that might suggest a safeguarding issue and refer instances of concerns regarding children missing education
- 3.9.10. Wear identification at all times;
- 3.9.11. Challenge anyone on site who is not wearing appropriate identification;
- 3.9.12. Ensure that an indication of further record-keeping is marked on student records;
- 3.9.13. Ensure any child currently on the Child Protection register who is absent without explanation is referred to Children's social care on day of absence.
- 3.9.14. Ensure staff have an awareness of LAC and previously Looked after children recognizing they may remain
- 3.9.15. Having an awareness of safeguarding issues (see below for example list) and should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

3.10. Specific safeguarding issues:

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAGM)
- Hate
- Mental Health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation

- Relationship abuse
- Sexting
- Trafficking
- County Lines
- Peer on Peer Abuse
- Homelessness

Please refer to our staff code of conduct for further information.

#### **4. Procedures**

##### **4.1. Concern about a student**

- 4.1.1. Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the designated child protection coordinator or one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school. This should be followed with a written record within 24 hours recorded on CPOMS, using as far as possible the pupil's own words. (For further details, please see the Appendices A - Safeguarding Pupils.) It is important to remember that any member of staff can refer their concerns to children's social care directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care or Police.
- 4.1.2. If a child is in immediate danger or is at risk of harm, a referral should be made to children's care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead they should be informed as soon as possible. The duty number for reporting any concerns: 0208 753 6600.
- 4.1.3. If a teacher, in the course of their work discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police as well as the DSL
- 4.1.4. The designated child protection coordinator (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone or e-mail. Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the head teacher must first be informed.

- 4.1.5. Whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care, the NSPCC or the local Safeguarding Service.
- 4.1.6. We will inform parents/carers of our actions unless it is our view that so doing could place the child at greater risk of harm or could impede a criminal investigation.
- 4.1.7. We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy. We will also publish a statement in our prospectus and on our website.
- 4.1.8. Members of the safeguarding team may use a Family Assessment Form (FAF) or Common Assessment Form (CAF) for families about whom we have concerns and where there is likely to be multi-agency working.
- 4.1.9. In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual pupils.
- 4.1.10. We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required.
- 4.1.11. Pupils are considered children up to the age of 18, however there may be times when a pupil is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to vulnerable adults within our Sixth form.
- 4.1.12. Inter-agency working will operate within the statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment.
- 4.1.13. Staff must always abide by the procedures and never question a child or try to investigate themselves as this could prejudice a case by probing for more information than is given. If an investigation is necessary it will be handled by child protection professionals.

## **4.2. Allegation against a member of staff**

- 4.2.1. It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be.

- 4.2.2. Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse.
- 4.2.3. A referral should be made to the Local Authority Designated Officer (LADO) if you believe that a professional 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.
- 4.2.4. Further information about referrals to the LADO are in Appendix 5.
- 4.2.5. Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact the Head teacher as part of our whistleblowing procedures.
- 4.2.6. We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a pupil, or if there is a reason to believe this has happened.
- 4.2.7. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.
- 4.2.8. As a duty of care to our employees, we will provide support for anyone facing an allegation and provide the employee with a named contact if they are suspended. An allegation of abuse made against a teacher or other member of staff is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 4.2.9. The following definitions will be used when determining the outcome 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. The term, therefore, does not imply guilt or innocence.

#### **4.3. Allegations of abuse made against other children**

- 4.3.1. Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways such as bullying and sexual abuse.

- 4.3.2. Bullying' peer abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours.
- 4.3.3. Sexual peer abuse can involve the use of inappropriate images, sexual acts or sexualised taunts
- 4.3.4. Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 4.3.5. Peer on peer abuse will be treated seriously and an investigation will take place led by the safeguarding team. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up," this behavior could result in an exclusion from the Academy. The victim of peer on peer abuse will be supported by the pastoral team (including the on-site counsellor) and if required a referral will be made.

## **5. Definitions and Thresholds:**

In order to ensure the procedures for safeguarding are properly applied all Academy staff should be fully aware of the definitions of abuse and neglect and the thresholds for referral.

### **5.1. Definitions of abuse and neglect**

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- Abuse: a form 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: A form of abuse which may involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This situation is commonly described using terms such as Fabricated or Induced Illness (FII) or Munchausen Syndrome by proxy.
- Emotional Abuse: The persistent emotional maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and 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 the child's developmental capacity, as well as overprotection and limitation of exploration, 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.
- Sexual Abuse: This 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 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 via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- Neglect: This 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, shelter and clothing (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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **5.2. Thresholds for Referrals**

There are three thresholds for any types of referral that need to be considered:

- Is this a child with additional needs where their health, development or achievement may be adversely affected?

This is the case if age appropriate progress is not being made and the causes are unclear or the support of more than one agency is needed to meet the child or young person's needs. If this is a child with additional needs discuss the issues with the

SENCO, the child and parents. Parental consent must be obtained for a CAF to be completed.

- Is this child in need?

S17 of the Children Act 1989 says this is the case if the child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority; if their health or development is likely to be impaired, or further impaired without the provision of such services or if they are disabled.

- Is this a child protection matter?

S47 of the Children Act 1989 says this is the case if a child is at risk or are suffering significant harm; if a child is suffering the effects of significant harm or if a child is suffering from serious health problems.

## **6. Safer Recruitment and Training**

- 6.1. Hammersmith Academy will operate safe recruitment procedures to create a culture of safe recruitment and to adopt recruitment procedures that help deter, reject and identify people who might abuse children.
- 6.2. Hammersmith Academy make sure that all appropriate checks are carried out on new staff and volunteers who will work with children. Please refer to the Academy's Safer Recruitment Policy for more guidance on recruitment procedures.
- 6.3. These include following the Safer Recruitment guidance on the completion of checks including: Verification of identity, right to work in the UK, verification of security checks for those that have lived or worked outside the UK, two detailed references, verification of barred list check, proof of an enhanced DBS, Verification of qualifications.
- 6.4. The Academy's processes conform to the guidance given in Safeguarding Children: Safer Recruitment in Education document and local safeguarding board guidelines. Gaps in an applicant's employment history will be followed up, as will instances where the applicant's last school is not given as a point for references.
- 6.5. All senior staff will undergo Safer Recruitment Training and all interview processes will include safeguarding questions. If the Academy is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then advice will be sought from the relevant authority.
- 6.6. Newly appointed staff will have initial training in child protection and Safeguarding as part of their induction program. Additionally all staff receive annual training in child protection and safeguarding. Staff are made aware of the Academy and local Safeguarding Children Board procedures as part of that induction program, and be given a copy of the Academy's Safeguarding Policy.

- 6.7. The schools designated and deputy safeguarding lead will complete the relevant training required to fulfill the role of: designated safeguarding lead (found in ANNEX 2 of the Keeping children safe in education guidance from DfE). This training will take place annually, they will also complete PREVENT AWARENESS TRAINING. The Academy will ensure all members of staff in a senior pastoral role are equally qualified to identify signs of abuse and have a clear understanding of all procedures relating to safeguarding.
- 6.8. Hammersmith Academy has a Single Central Record which will be held as required covering details of all staff including those Employed, contracted, via an agency, Governors, volunteers and regular visitors.

## **7. Confidentiality**

- 7.1. Students should never be given a guarantee of confidentiality as some kinds of information may need to be shared with others.

## **8. Record keeping**

- 8.1. Well-kept records are essential in situations where it is suspected or believed that a student may be at risk from harm. Records should:
- 8.1.1. State who was present, time, date and place; Use the students words wherever possible;
  - 8.1.2. Be factual/state exactly what was said;
  - 8.1.3. Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.
  - 8.1.4. Be written in ink and signed by the recorder.
- 8.2. The Academy will:
- 8.2.1. Keep written records of concerns about children, even when there is no need to refer the matter immediately which will be recorded on CPOMS
  - 8.2.2. Ensure all records are kept securely and separate from the main pupil file and in locked locations.

## **9. Supporting Children at Risk**

- 9.1. Hammersmith 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. The Academy may be the only stable, secure and predictable element in the lives of some of the children under its care and therefore recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour. Hammersmith Academy also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

9.2. The Academy will endeavor to support all its pupils and equip them to stay safe from abuse through:

- 9.2.1. The curriculum and in particular the content of the PSHE and Citizenship curriculum which will encourage self-esteem and self-motivation;
- 9.2.2. The provision of enrichment activities to raise awareness of a range of issues for example personal safety and the safety of others;
- 9.2.3. Promoting a positive, supportive and secure environment which gives pupils a sense of being respected and valued;
- 9.2.4. A coherent management of behaviour;
- 9.2.5. A consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all pupils are supported within the school setting;
- 9.2.6. Liaison with other professionals and agencies who support children and parents;
- 9.2.7. A commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so;
- 9.2.8. The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection situations.
- 9.2.9. Notifying Children's Social Care as soon as there is an appropriate concern.
- 9.2.10. Providing continuing support to a child about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the child's new school

9.3. The Academy recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. It also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection. Employees 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.

## **10. Supporting Staff**

10.1. We recognise that staff working in the school may become involved with a child who have suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

10.2. We will support such staff by providing an opportunity to talk through their distress and to seek further support as appropriate including offering counselling through our on-site counsellor.

## **11. Whistleblowing**

- 11.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and that these should be reported to the designated teacher and/or the Local Authority Child Protection authority.

## **12. Physical Intervention**

- 12.1. Staff must only ever use physical intervention as a last resort, and that all times it must be the minimal force necessary to prevent injury to another person. Further advice on physical restraint is provided in the Academy B4L policy.
- 12.2. We understand that physical intervention of a nature which causes injury or distress to a student may be considered under child protection or disciplinary procedures.

## **13. Parents**

- 13.1. All parents and carers will be provided with information on safeguarding and the school's procedures through our website.
- 13.2. We recognise that sometimes a concern arises about a parent when they are in school. This might be something that they say or do, or it might be about their suitability to look after their child at that time. In these cases, the member of staff concerned will advise the parents that the school has a duty to refer the matter, under Child Protection guidelines, to the Designated Teacher.

## **14. Visitor information and safeguarding**

- 14.1. ALL visitors must sign in at reception and wear a badge at all times. This includes frequent visitors and past students.
- 14.2. The staff member who has invited the visitor onsite is responsible for that visitor and is responsible for asking them to bring documentation with them.
- 14.3. Green lanyards denote that the visitor has an enhanced DBS check. Staff wearing a red lanyard denotes that they do not have an enhanced DBS check and therefore should be accompanied at all times and should not be left alone with students. Visitors without clearance should be treated with a common sense approach e.g. photocopier technician can be left to complete work but the member of staff should ensure they are aware of their whereabouts.

## **15. Monitoring and review**

- 15.1. This policy will be monitored regularly to assess its implementation and effectiveness. The designated member of staff responsible will provide an annual report to the Governing Body and interim reports on request.

## **16. Specific Student Concerns**

### **Children missing from education**

- 16.1. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.
- 16.2. A child going missing from education is a potential indicator of abuse or neglect. Academy staff should follow the procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Educational Welfare service; the Designated Lead will consider further actions/support should it be required. We will inform the LA of any pupil removed from our roll so that the LA can identify and safeguard children missing from education. We will also inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.
- 16.3. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.
- 16.4. As an Academy we will inform the local authority of any pupil who is going to be removed from the admission register where the pupil:
- Has been taken out of school by their parents and school has received written notification from the parent that they are being educated outside the school system e.g. home education;
  - Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
  - Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
  - Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded

### **Pupils on the child protection register or for whom we have child protection concerns**

16.5. The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan. We support pupils in various ways by:

- Following the guidance set out in any child protection plans;
- Ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns;
- Monitoring their welfare carefully, including talking to them regularly about their wellbeing;
- Attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it;
- Monitoring their attendance carefully and reporting any unexplained absence to social care;
- Monitoring their academic grades carefully to try to ensure they are making good progress in school;
- Enlisting the support of and liaising with other agencies as appropriate;
- Checking that they have access to all elements of school life, including visits and other activities;
- Informing their SAM that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the designated child protection coordinator (or a deputy).

### **Looked After pupils**

16.6. We have a Designated Lead and Governor responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully. A full description of how we monitor these students is in Appendix 2.

16.7. In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package appropriate to their particular circumstances.

16.8. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

16.9. Staff should be aware of students who are LAC or have previously been a looked after child as they can remain vulnerable and prompt action may be required to safeguard them.

### **Private Fostering**

16.10. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

16.11. It is not private fostering if the arrangements was made by social services. Examples of private fostering situations include:

- Children and teenagers living apart from their families for a variety of reasons e.g. if a parent is ill, has had to temporarily move for work or there has been an argument within the family
- Children with parents working or studying elsewhere in the UK
- Children with parents overseas
- Children on holiday exchanges

### **Local Authority requirements:**

16.12. Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (private arrangements for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005. If the Academy becomes aware that a pupil may be in a private fostering arrangement, the local authority will be notified so that they are able to check that the arrangement is suitable and safe for the child.

16.13. Local authorities are required to concentrate on 'awareness raising' amongst professionals and the general public.

16.14. The Tri borough Private fostering role ensures that all children who are privately fostered receive a consistent response with good quality assessments that the needs of those children who are privately fostered are met.

### **Young Carers**

16.15. It is the responsibility of the designated child protection coordinator (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual

situation. This package would contain elements of the support offered to pupils looked after by the local authority.

### **Disabled Pupils**

16.16. Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at Hammersmith Academy we will always try to ensure that the voice of the child is heard/sought.

## **17. Procedures and Indicators for Specific Concerns**

### **Child Sexual Exploitation (CSE)**

17.1. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

17.2. CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

### **Honour based Violence (HBV)**

17.3. So-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant

communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Female Genital Mutilation (FGM)**

- 17.4. Under the Serious Crime Act 2015 – new duty on professionals to notify the police of acts of female genital mutilation (section 74) All teachers, health care staff and social workers in England and Wales to report known cases of FGM affecting girls under 18 to the police as well as the DSL.
- 17.5. A case may be known because a child has disclosed the abuse, or because there are physical signs of FGM detected during a health care episode
- 17.6. Under the new legislation the individual practitioner is accountable for directly reporting the information to the police. They cannot transfer the responsibility to another person and must make the report themselves although they should alert the safeguarding lead to the case.
- 17.7. Report must be made to the police by the end of the next working day
- 17.8. FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.
- 17.9. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.
- 17.10. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.
- 17.11. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

## **Forced Marriage**

- 17.12. New legislation under the Anti-Social Behaviour, Crime and Policing Act 2014 makes forcing someone to marry (or enter into a civil partnership) a criminal offence, whether here or abroad.
- 17.13. The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.
- 17.14. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.
- 17.15. These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'
- 17.16. Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social care.

## **Radicalisation: PREVENT**

18. Hammersmith Academy has an additional policy which outlines the Academy's overall approach to PREVENT Safeguarding. Protecting children from the risk of radicalisation is seen as the Academy's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalized.
- 18.1. The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the school site manager, who is directly line-managed by the Headteacher. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.

18.2. Our Prevent duty builds on existing local partnership arrangements and take into account the policies and procedures of the Local Safeguarding children board. Effective engagement with parents/the family is an integral part of our approach as they are in a key position to spot signs of radicalisation. Alongside using the SHARP system we assist and advise families who raise concerns and point them to the right support mechanisms. Any concerns in relation to possible radicalisation is discussed with the child's parents in line with the safeguarding procedures unless we have a specific reason to believe that to do so would put the child at risk.

18.3. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Referrals will be made to the Channel programme to provide support at an early stage to students who we have identified as being vulnerable to being drawn into terrorism. The Academy recognises this is a voluntary programme.

#### **Online Safety - E-Safety**

18.4. We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website. The Academy uses a program called e-Safe. e-Safe manages the risk of exposure to inappropriate and psychologically damaging material including terrorist and extremist material. It provides early warning to schools and colleges of harmful behaviour via sophisticated threat detection technology and a unique specialist incident monitoring and review service.

18.5. We categorise online safety risks into the 3 following areas

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

18.6. Through the curriculum and SMSC we teach students to use the internet safely and how to protect themselves on line

19. Students are taught about:

- Dangers of the internet
- SMART use of the internet
- Cyberbullying
- 'Stranger danger' i.e. not meeting up with people from the internet
- Using the internet and social networks safely and sensibly
- Judging websites for trustworthiness
- Netiquette
- Piracy (Illegal downloading of songs, games and films)
- Plagiarism

- Online fraud
- Computer/Internet Addictions
- Sexting

19.1. E-safety is also taught through assemblies, tackling big issues such as cyberbullying, grooming and sexting.

20. Further information regarding safe use of social media can be found in the B4L policy

### **Mobile telephones/electronic equipment**

20.1. Mobile phones are not permitted to be used on the Academy site unless for educational purposes as specifically directed by the teacher.

- All phones should be turned off, they should not be on silent
- Phones should not be visible at any point during the school day that includes break and lunch times (both inside and outside of the building including toilets) For Sixth form they are only able to use phones in the sixth form centre
- Students should not be using their phones to take photos of each other or accessing any form of social media on site
- Phones should not be used to listen to music, headphones should not be seen within the Academy gates.
- Students should not charge their phones anywhere in the Academy
- Phones should not be visible on the desk

20.2. The following procedures will be followed if a student does not meet these expectations

- The phone will be confiscated and taken to reception where the students name and year group will be recorded.
- Reception will contact the parents to notify them that they will have to collect the phone – there are no exceptions to this rule
- Reception will keep a log of all phones confiscated

20.3. When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

20.4. If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.

20.5. If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether

it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

20.6. Students are responsible for all data and information held on their phones. Access to inappropriate materials or illegal content even through 3G and 4G mobile phone access which directly impacts on the safety and well-being of students, staff and visitors at the Academy will be dealt with in accordance to the behavior for leaving policy. Any actions that demean, disrespect or undermine individuals as a result of using this digital technology may lead to exclusion and possibly jeopardize the students place in the Academy. If the action of the student is of an illegal nature the Academy will inform the appropriate authorities.

### **Other vulnerable pupils**

20.7. Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's SAM will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable pupils who may be 18 and over in our Sixth form. Parents/carers are informed of the situation wherever appropriate.

### **Lesbian, gay, bisexual and transgender (LGBT)**

20.8. As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Hammersmith Academy.

### **Peer on peer abuse**

20.9. Peer-to peer abuse can take two forms:

- Bullying' peer abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours.
- Sexual peer abuse can involve the use of inappropriate images, sexual acts or sexualised taunts

20.10. Signs of Bullying

- Torn clothing
- Physical injury such as bruises, cuts, scratches without a natural explanation
- Loss of money or damaged property
- Unwillingness to go to School
- Change in eating habits
- Bed-wetting
- Moody outbursts or withdrawn behaviour

20.11. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their local authority children's social care, even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying

20.12. Signs of Sexual Peer Abuse

- Changes in demeanour
- Sudden reluctance or refusal to participate or engage
- Avoiding other youth or caregivers
- Avoiding other participants
- Clinging to adults
- Seeking constant supervision
- Significant decline in performance
- Unexplained injuries
- Vague disclosures
- Reluctance or refusal of routine activities
- Sudden development of sexualized behaviour
- Excluding self
- Servitude
- Sudden dissatisfaction with a program or placement
- Upskirting is also a form of peer-on-peer abuse and it is a criminal offence  
Definition: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm

### **Sexual harassment**

20.13. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual “jokes” or taunting;
- physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

### **Minimizing risk of peer on peer abuse and sexual harassment**

20.14. The Academy’s approach to sexual violence and harassment reflects our broader approach to safeguarding and prepares pupils for life in modern Britain.

20.15. The SRE (Sex relationships education) programme is developed to be age and stage of development appropriate and tackles the following issues

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

20.16. Some additional strategies used to minimize the risk include

- Anti-bullying friendship week
- Two specific safeguarding weeks in the year
- Close parental engagement

20.17. Within these sessions we raise the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as ‘banter,’ ‘part of growing up,’ ‘just having a laugh’ or ‘boys being boys’
- Challenging behaviours (which are potentially criminal in nature) such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

20.18. In accordance with our equal opportunities policy and our behavior for learning policy any reported abuse will be investigated fully and abusers dealt with according to the sanctions set out in the policies. Where appropriate the safeguarding lead will be informed and any recommendations to safeguarding services will be made accordingly. Students that are victims on peer on peer abuse will be supported through tutoring and our on-site counsellor. In other cases external agency may be consulted to provide additional care.

### **Risk Assessment**

20.19. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the school or college.

20.20. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the Academy will actively consider the risks posed to all pupils and putting adequate measures in place to protect them and keep them safe. Toolkits that will support the risk assessment process include: Brook: traffic light tool.

### **Sexting**

20.21. Someone taking an indecent image of themselves and sending to their friends or boy/girlfriend via a mobile phone or some other form of technology is sometimes referred to as 'Sexting'. Young people need to be aware that they could potentially be distributing illegal child images. Staff working at Hammersmith Academy will ensure that are aware of the risks associated with the use of the internet and how to respond appropriately to a 'Sexting' incident. We know this can cause enormous distress to children and young people and may place them at risk of sexual grooming and other risks associated with the internet.

20.22. The sharing of sexual videos and pictures of children under the age of 18, even if the child/young person shares an image of themselves, is a criminal offence - Specifically, crimes involving indecent photographs of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988.

20.23. Under this legislation it is a crime to take an indecent photograph or allow an indecent photograph to be taken; make an indecent photograph (this includes downloading or opening an image that has been sent via email/text/SnapChat etc.); distribute or show

such an image; possess with the intention of distributing images; advertise and possess such images.

20.24. The school has been instructed that if anyone under the age of 18 years old shares/sends an explicit image of themselves, or an explicit image of anyone else under the age of 18, or engages in any of the behaviours listed above, then they are duty-bound to consider consulting with the relevant external agencies i.e. Social Services, the Police. The school's default position will be that it will consult with external agencies should there be a significant age difference between the sender and receiver; if there is any sense of coercion, if the image is of a severe or extreme nature; if the situation is not isolated and the image has been more widely distributed; if it was not the first time an individual had been involved in a sexting act or if there was any malicious intent.

20.25. Under guidance produced from UKCCIS sexting advice (for schools and colleges) the key consideration is for staff not to view or forward illegal images of a child.

### **Work experience**

20.26. Hammersmith Academy uses Education Business Partnership (EBP) as the provider to organize work experience for our Year 10 students. EBP complete the risk assessment of all placements.

20.27. Hammersmith Academy will make checks of all external agencies policies to ensure they meet the legal requirement for sending any students out on short or extended work experience opportunities.

20.28. If an individual requests a personal opportunity to go on a work experience placement in school time the Academy will check the individual business and premises and use an external agency to check the appropriateness of any such placement.

### **Alternative Provision**

20.29. Where a student is placed in an alternative provision, the Academy continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The Academy will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. The DHT/AHT will also visit every term to see how past or present students are progressing in the respective setting.

### **Children and the court system**

20.30. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. To support any student in this position, the Academy will work with the Schools Community police officer to work through the 'Young witness booklet for 12 to 17 year olds.'

### **Child criminal exploitation: county lines**

20.31. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

20.32. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

20.33. Where the Academy has concerns regarding criminal exploitation through county lines a referral to the National Referral Mechanism will be considered.

20.34. All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- 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

### **Homelessness**

20.35. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will make contact with the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being

asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this would not prevent the Academy from referring to children's social care where a child has been harmed or is at risk of harm.

20.36. We do recognise in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. The Academy will consult with Children's services to ensure appropriate referrals are made based on the child's circumstances.

## APPENDICES

### Appendix 1

#### Signs and Symptoms of abuse:

##### 1. NEGLECT

Persistent failure to meet a young person's basic physical and / or psychological needs. For example:

- Inadequate diet / being denied proper health care / inadequately dressed
- Left unsupervised – home or elsewhere (possible dangers)

<b>SIGNS</b>	
Poor hygiene – frequently has sores or smells Dirty clothes Poor skin condition Dirty teeth and halitosis Underweight Inadequately clothed Frequently without food or money for dinner	Shoes too small Anaemia Poor hair quality and infestations Protuberant abdomen Frequent bouts of gastroenteritis Prominent joints Hands red, swollen, poor nails Failure to provide glasses
<b>INDICATORS</b>	
Frequently hungry and preoccupied with food Stealing food Gains weight when away from home Or loses weight during holidays Poor attendance	Overly tired / unable to concentrate on school work Poor language skills Lack of ability to play Poor motor development

##### 2. PHYSICAL

Violence causing injury or regularly occurring through childhood. Physical abuse is when someone:

- Hits, shakes, squeezes, burns, bites, attempt to drown or suffocate
- Giving alcohol, inappropriate drugs or poison
- Failing to prevent physical injury or suffering

Signs	Indicators
Unaccounted for injuries Repeated injuries Bruises Slap marks Fainting Bite marks Fractures Burns/scalds Cut lips	Wary of physical contact Does not look to parents for comfort Does not expect to be comforted Seems less afraid than other young people Seeks information about what is going to happen to them

### 3. SEXUAL

Involves forcing or enticing a young person to take part in sexual activities:

- Engage in fondling, masturbation, oral, anal or full intercourse
- Make a young person observe inappropriate sexual behaviour
- Show a young person pornographic material or engage in inappropriate discussion about sexual matter

16% of young people experience sexual abuse during their childhood (out of class of 30 / 4.8 young people & NSPCC says 31% of those do not disclose, even in adulthood)

<b>SIGNS</b>	
Inappropriate sexual knowledge Dress Promiscuity Excessively affectionate or sexual Fear of being alone Inappropriate sexual advances to	Eating disorder Urinary tract infection and STD Bruising to lower part of abdomen, genital or anal areas and/or discomfort in these areas 'Grab' marks on arms from being held down. Drawing sexually explicit pictures
<b>INDICATORS</b>	
Regressive behaviour / attainment Secrets / fantasies Emotionally isolated Lack of peer relationships Poor self image	School refusal Suicide attempts Acute Anxiety / fear Sleep disturbances Inappropriate interaction with peers

### 4. EMOTIONAL

Persistent or severe emotional ill-treatment /rejection:

- Withholding love & affection
- Constantly shouting, threatening or demeaning
- Being overprotective e.g. not mixing with others
- Harassment – undermining self-esteem

<b>SIGNS</b>	
Persistent lack of affection Lack of physical interaction Lack of warmth and praise Lack of response to young person's overtures or distress Lack of discipline and positive parenting Rejection Scolding	Humiliation Denigration Terrorising Victimisation Encouraging of anti-social behaviour Exploitation Disassociation from the young person
<b>INDICATORS</b>	
Poor behaviour Habit disorder e.g. sucking thumb, rocking, biting Overly adaptive behaviour/ role reversal Overly compliant / passive behaviour	Overly aggressive / demanding behaviour Hyperactive Development lag Frozen watchfulness Sleep disorders

## **CSE (Child sexual exploitation) Warning signs**

Often children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs and behaviours that can indicate that a child may be being groomed for sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

**Sexual health and behaviour** (Evidence of sexually transmitted infections, pregnancy and termination; inappropriate sexualised behaviour)

**Absent from school or repeatedly running away** (Evidence of truancy or periods of being missing from home or care)

**Familial abuse and/or problems at home** (Familial sexual abuse, physical abuse, emotional abuse, neglect, as well as risk of forced marriage or honour based violence; domestic violence; substance misuse; parental mental health concerns; parental criminality; experience of homelessness; living in a care home or temporary accommodation)

**Emotional and physical condition** (Thoughts of, or attempted suicide or self-harming; low esteem or self-confidence; problems relating to sexual exploitation, learning difficulties or poor mental health; unexplained injuries or changes in physical appearance)

**Gangs, older age groups and involvement in crime** (Involvement in crime, direct involvement with gang members or living in a gang afflicted community, involvement with older individuals or lacking friends from the same group, contact with other individuals who are sexually exploited)

**Use of technology and sexual bullying** (Evidence of sexting and sexualised communication on line or problematic use of the internet and social networking sites)

**Alcohol and drug misuse**

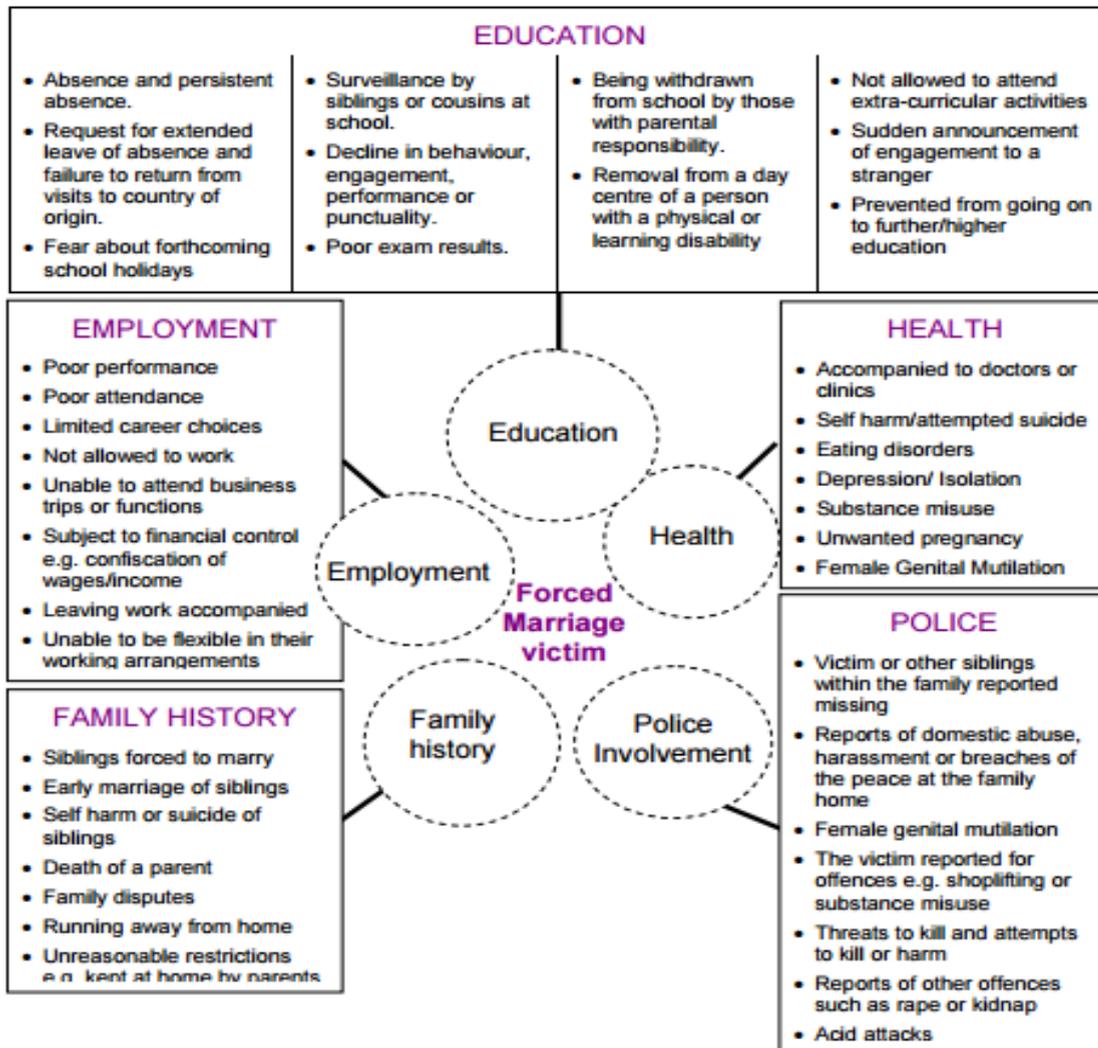
**Receipt of unexplained gifts or money**

**Unexplained finances, including phone credit, clothes and money**

**Distrust of authority figures**

The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation 'Champion training'

## Chart of potential warning signs or indicators



### NON-SPECIFIC INDICATORS

Inexplicable physical fear Nerviness/jumpiness Unwillingness to go home Bullying

Inappropriate behaviour towards other young people

Self-abuse

Behaviour especially noticeable at the ACADEMY

- Poor peer group relationships and inability to make friends / isolated and alone
- Inability to concentrate, learning difficulties or a sudden drop in Academy performance (For some sexually abused young people, school may be a haven; they arrive, early, are reluctant to leave and generally perform well).
- Marked reluctance to participate in Physical Education / Performing Arts.
- Regular avoidance and fear of school medical examinations. Behaviour in older young people

Anti-social behaviour or delinquency in young teenagers. Promiscuity and involvement in prostitution may be ways of drawing attention to sexual abuse. In addition, the following may occur:-

- Hysterical attacks
- Truancy or running away from home
- Suicide attempts and self-mutilation
- Dependency on alcohol or drugs

## Appendix 2

### **Looked After Children**

At Hammersmith Academy, we believe that all looked after children have a right to expect the best possible education.

- Being involved in and following the guidance set out in the pupil's personal education plan (PEP);
- Arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly offering in school support such as anger management, assertiveness or social skills training as appropriate;
- Targeting pupil premium specifically to support children in care;
- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers;
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- Monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of LA " tracker" on line systems
- Informing their SAM that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team;
- Being careful not to accept any under achievement just because the child is 'looked after';
- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed;
- Enlisting the support of and liaising with other agencies as appropriate;
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residentials organised by the school as and when appropriate.

### Roles and Responsibilities

All staff and governors are committed to ensuring a safe learning environment for all students and have high expectations of all students, including Looked After Children. Staff and governors are aware of their need for confidentiality in regard to any information about Looked After Children including their care status.

The following people have additional responsibilities:

The named Governor for Looked After Children will ensure:

- The Designated Teacher has been appropriately trained;
- The Governing body receives an annual report on the performance of Looked After Children.
- 

The Head Teacher will:

- Be responsible for all systems to support Looked After Children;
- Report to the governing body on an annual basis regarding number of Looked After Children in school, how they have achieved compared to other groups, the attendance

of Looked After Children compared to other children, and the number of fixed term and permanent exclusions of Looked After Children compared to other children;

- Ensure all Academy staff are aware of the significant role they can play in improving the quality of life and the educational experiences of Looked After Children;
- Recognise the importance of the role of the designated teacher and appoint an appropriately experienced teacher to that role;
- Ensure all staff are aware who the designated teacher is and what their responsibilities are.
- Ensure close liaison with the Local Authority.

The Designated Teacher will:

- Keep a confidential and up to date record of all Looked After Children in the school;
- Keep a confidential and up to date record of all children who are known to be privately fostered;
- Ensure any Looked after Children and privately fostered children feel welcome and valued and their achievements are recognized in an appropriate way;
- Ensure that we always respect the need for confidentiality about their care status;
- Make sure all school staff are aware of the obstacles faced by Looked After Children;
- Ensure school staff who need to know are aware of issues faced by individual Looked After Children and privately fostered students;
- Liaise with social workers to ensure all Looked After Children have a regularly updated **Personal Education Plan**;
- Make sure information is transferred to a new school if a Looked After Child moves schools;
- Liaise with other agencies as required;
- Ensure information is kept confidential and shared on a need to know basis and that views of Looked After Children are taken into consideration when sharing their information.

### **Personal Education Plans**

As stated above, the Designated teacher will work with other agencies and professionals to make sure that Personal Education Plans are:

- In place within 20 days of joining school or coming into care;
- Are reviewed at least twice year;
- Identify strengths as well as needs;
- Include a review of previous educational targets and the setting of clear, measurable new ones;
- Record the child's interests, aspirations, and talents both in and out of school;
- Reflect and are informed by other educational plans;
- Record and reflect the child's views.

### **Admissions**

Looked After Children are a priority for admission and the school's published admission criteria reflects this.

### **Training**

Staff and Governors will attend Local Authority training regarding the roles and responsibilities involved in the education of Looked After Children.

The Head Teacher and Designated teacher will be responsible for ensuring all staff are briefed on the practice detailed in this policy.

## Appendix 3

### **Hidden Harms**

There are sometimes circumstances within a child's home/community environment which, although not 'abusive' in themselves, cause a child to be fearful, worried or carry heavy responsibilities. These may act as a barrier to learning and need to be acknowledged to ensure they do not develop into an abusive situation, and to give the child support.

#### **Possible 'hidden harms.'**

- Domestic Violence – research has shown that a child witnessing DV is so distressing as to amount to abuse in itself, and a home environment where DV is present has a long lasting and significant effect on children.
- Alcohol/drug problems.
- Living with a bully in the household.
- Being a carer.
- Housing problems: inadequate housing, overcrowding, the possibility of eviction, and unstable accommodation situations makes homework and studying extremely difficult as well as being profoundly stressful.
- Racism, homophobia and/or violence in their home neighbourhood.
- Mental health problems
- Being the sole English speaker, writer or reader at home – as well as being unable to ask for help with schoolwork, children are often relied upon to be translators for their parents and other family. This effectively amounts to a 'caring' role as children are often required to engage with landlords, housing and utility companies, and other agencies.
- Very anxious parent(s) who are struggling to cope with daily life.

## Appendix 4

### **Guidance on Female Genital Mutilation (taken from Department of Education Multi-Agency Guidelines)**

The Department of Education Multi-Agency guidelines defines FGM as:

'All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.'

Female Genital Mutilation is also known as female genital 'cutting', 'initiation' or 'circumcision'. These terms are misleading as they equate the harmful and dangerous practice of female genital mutilation with the non-harmful practice of male circumcision.

Times when a girl is most at risk:

It is important to recognize that FGM can occur at any point in a female's life. However, there are times when a girl is more at risk of FGM. These are: **When the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. (taken from multi-agency guidelines)

#### **UK Legislation:**

All known kinds of FGM is illegal in the UK under the Female Genital Mutilation Act 2003 and the Prohibition of Female Genital Mutilation (Scotland) Act 2005. Under this legislation, it is an offence for any person in the UK to perform FGM in the UK, to assist a girl to perform FGM on herself, or to assist a non-UK person to perform FGM outside the UK on a UK national or permanent UK resident.

It is also an offence for a UK resident or UK national to take a girl abroad for the purposes of FGM.

**Please Note: if the mutilation takes place in England, Wales or Northern Ireland, the nationality or residence status of the victim is irrelevant.**

Under the Serious Crime Act 2015 – new duty on professionals to notify the police of acts of female genital mutilation (section 74) All teachers, health care staff and social workers in England and Wales to report known cases of FGM affecting girls under 18 to the police.

A case may be known because a child has disclosed the abuse, or because there are physical signs of FGM detected during a health care episode

Under the new legislation the individual practitioner is accountable for directly reporting the information to the police. They cannot transfer the responsibility to another person and must make the report themselves although they should alert the safeguarding lead to the case.

Report must be made to the police by the end of the next working day

#### **Communities where FGM is prevalent**

FGM is prevalent in both secular and religious communities, although religion is often given as a reason for its practice. However it is important to note that FGM is not a required practice by any religious faith.

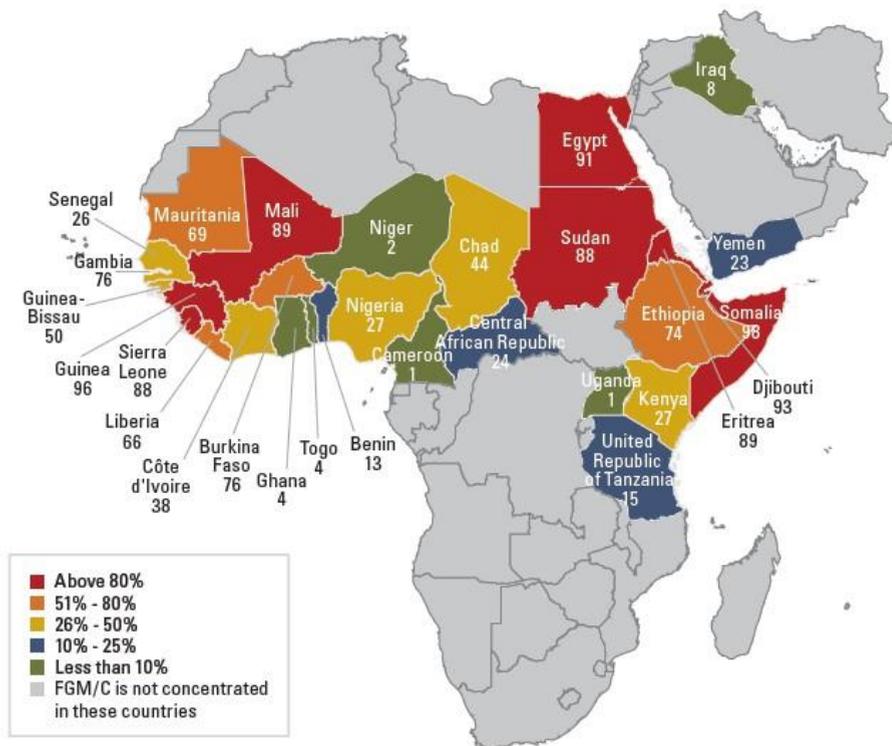
FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia, which serves as a complex form of social control of

women's sexual and reproductive rights.

FGM has also been documented in communities in **Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.**

**FIGURE 1: PREVALENCE OF FGM AMONG WOMEN AGED 15-49 IN AFRICA AND THE MIDDLE EAST**

Source: UNICEF (July 2013), global databases based on data from Multiple Indicator Cluster Survey, Demographic and Health Survey and other national surveys, 1997–2012.



### What staff can do

Staff should be vigilant in the detection of FGM. Staff should be aware of not only FGM taking place in the UK, but also taking a girl abroad for the purposes of FGM. Staff should therefore look out for the following:

Girls of school age who are subjected to FGM overseas thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

Where professionals believe that an individual has undergone FGM, they must also consider the risks to other girls and women who may be related to or living with her and/or her family. As FGM is an inter-generational practice, their girls and young women may also be at significant risk of harm.

Signs a girl is at risk of FGM:

- FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it;
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM);
- Parents seeking to withdraw their children from learning about FGM.

#### Signs FGM has happened:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- A girl or woman may have frequent urinary, menstrual or stomach problems;
- There may be prolonged or repeated absences from school or college;
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM;
- A girl or woman may be particularly reluctant to undergo normal medical examinations;
- A girl or woman may confide in a professional;
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- A girl may talk about pain or discomfort between her legs.

#### How to discuss FGM (best practice):

- Ensure that a female professional is available to speak to if the girl or woman would prefer this;
- Make no assumptions;
- Give the individual time to talk and be willing to listen;
- Create an opportunity for the individual to disclose, seeing the individual on their own in private;
- Be sensitive to the intimate nature of the subject;
- Be sensitive to the fact that the individual may be loyal to their parents;
- Be non-judgemental (pointing out the illegality and health risks of the practice, but not blaming the girl or woman);
- Get accurate information about the urgency of the situation if the individual is at risk of being subjected to the procedure;
- Make detailed notes;
- Record FGM in the patient's healthcare record, as well as details of any conversations;
- Use simple language and ask straight forward questions such as:

Have you been closed?" "Were you circumcised?" "Have you been cut down there?"

- Be direct, as indirect questions can be confusing and may only serve to compound any underlying embarrassment or discomfort that you or the patient may have. If any confusion remains, ask relevant leading questions such as:

“Do you experience any pains or difficulties during intercourse?”

“Do you have any problems passing urine?”

“How long does it take to pass urine?”

“Do you have any pelvic pain or menstrual difficulties?”

“Have you had any difficulties in childbirth?”

- Give the message that the individual can come back to you at another time if they wish;
- Give a very clear explanation that FGM is illegal and that the law can be used to help the family avoid FGM if/when they have daughters;
- Offer support for example counselling, NHS FGM specialist clinics, Statement Opposing FGM leaflet, etc.

An accredited female interpreter may be required.

**Any interpreter should ideally be appropriately trained in relation to FGM and in all cases should not be a family member, not be known to the individual, and not be someone with influence in the individual’s community.**

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on [www.nspcc.org.uk](http://www.nspcc.org.uk) and [TES website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website and [www.rbkc.gov.uk/lscb](http://www.rbkc.gov.uk/lscb) as well as Working together to safeguard children – March 2018

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- County Lines
- Peer on peer abuse
- Trafficking

## **Appendix 5**

### **LADO**

If an allegation is made against a member of staff, the head teacher (or his deputy in his absence) should contact the Local Authority Designated Officer (LADO) and LA HR Advice and Consultancy. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition the head teacher should inform the chair of governors and/or the designated governor for child protection. Should the allegation be against the head teacher, a deputy, the designated Child Protection Lead should contact the LADO and then inform the Chair of Governors.

If for any reason it is decided that a referral to the LADO is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and chair of governors still need to be informed.

**Appendix 6**

The Prevent Risk Assessment 2019-20

<p>Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs</p>	<p>E.g. Speakers are signed in and collected by a member of staff and are not left alone with learners.</p> <p>The format and content of external material is checked. Our booking policy specifically excludes content and behaviour of an extremist or divisive nature</p>	<p>Visitor policy followed and shared with all staff</p> <p>DSL to lead staff training focusing on safeguarding of visitors</p> <p>Visitors are vetted and agreed at SLT for each DDD</p> <p>Material received in advanced of presentations being delivered to staff and students</p>
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## **Appendix 7**

### **What to do if you have concerns about a child**

You may have concerns about a child because of something you have seen or heard, or a child may choose to disclose something to you. If a child discloses information to you:

Do not promise confidentiality, you have a duty to share this information with the designated child protection person. Listen to what is being said, without displaying shock or disbelief. Accept what is said.

Reassure the child, but only as far as is honest, don't make promises you may not be able to keep e.g. 'Everything will be alright now', 'You'll never have to see that person again'. Do reassure and alleviate guilt, if the child refers to it. For example, you could say, 'You're not to blame'.

Do not interrogate the child; it is not your responsibility to investigate. This could also disrupt a later police investigation.

Do not ask leading questions (e.g. 'Did he touch your private parts?'), ask open questions such as 'Anything else to tell me?'

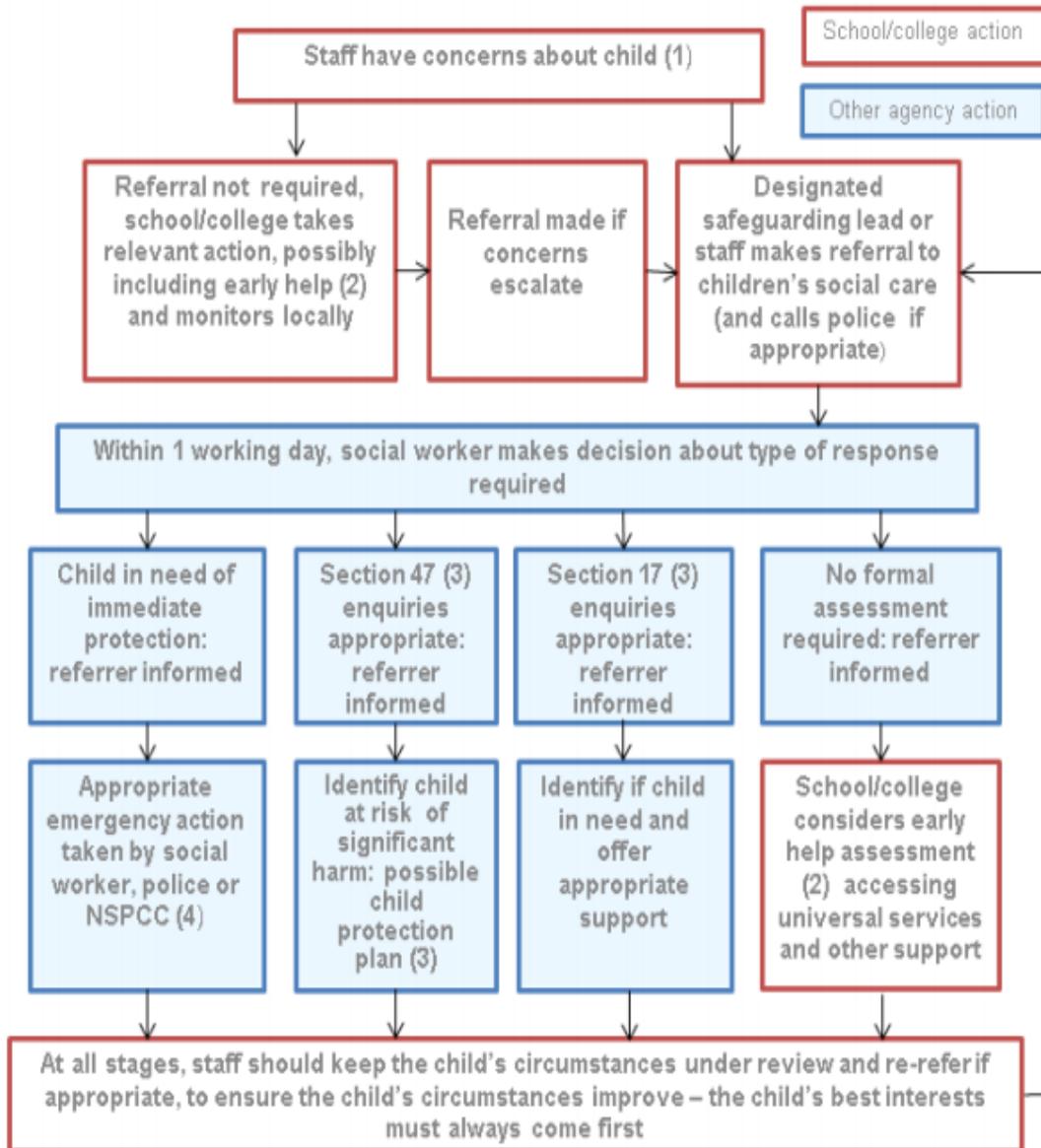
Do not ask the child to repeat the information for another member of staff. Explain what you have to do next and who you have to talk to.

Take notes if possible or write up your conversation as soon as possible afterwards. Record the date, time, place any non-verbal behaviour and the words used by the child (do not paraphrase).

Record statements and observable things rather than interpretations or assumptions.

## Appendix 7a

### Actions where there are concerns about a child



## Appendix 8

### **Managing Allegations of abuse against a colleague or yourself**

Students can be the victims of abuse by those who work with them in any setting. All allegations of abuse of students carried out by any staff member or volunteer should therefore be taken seriously.

If you believe that a colleague is behaving inappropriately, you must immediately follow the procedures laid down in this policy; that is, report your concerns immediately to the child protection officer or the Headteacher if the matter relates to the Child Protection officer. Loyalty to colleagues should not and must not deflect us from our duty of care to the children within the college. The rule is: the safety and well-being of the children come first.

If you receive an allegation about any adult (or even about yourself) you must report this immediately using the whistle blowing procedure. Record the facts as you know them and follow the child protection / whistle blowing procedures. Try to ensure that no one is placed in a position which could further compromise and remember: always refer, never investigate. Once the concern is reported, a referral may be made by the child protection officer and all further responsibility for gathering information and deciding what happens next will rest primarily with social services. Information of allegations of a child protection nature against a member of staff (including where the allegation is unfounded) will be operational until the person's normal retirement age, or 10 years from the date of the allegation if that's longer. (Education Act 2002)

If an allegation is received by the Headteacher or Chair of Governors the following should be considered. Has the member of staff:

- 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 she/he is unsuitable to work with children.

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher (if the allegation is against the Head teacher then it should be dealt with by the Chair of Governors) All allegations should be notified to the Local Authority Designated Officer (LADO) of the area in which the student lives within one working day.

This initial conversation will establish the validity of any allegation and if a referral is needed to First Response. If this is the case a strategy meeting will be called that the Headteacher/Chair of Governors should attend. The decision of the strategy meeting could be:

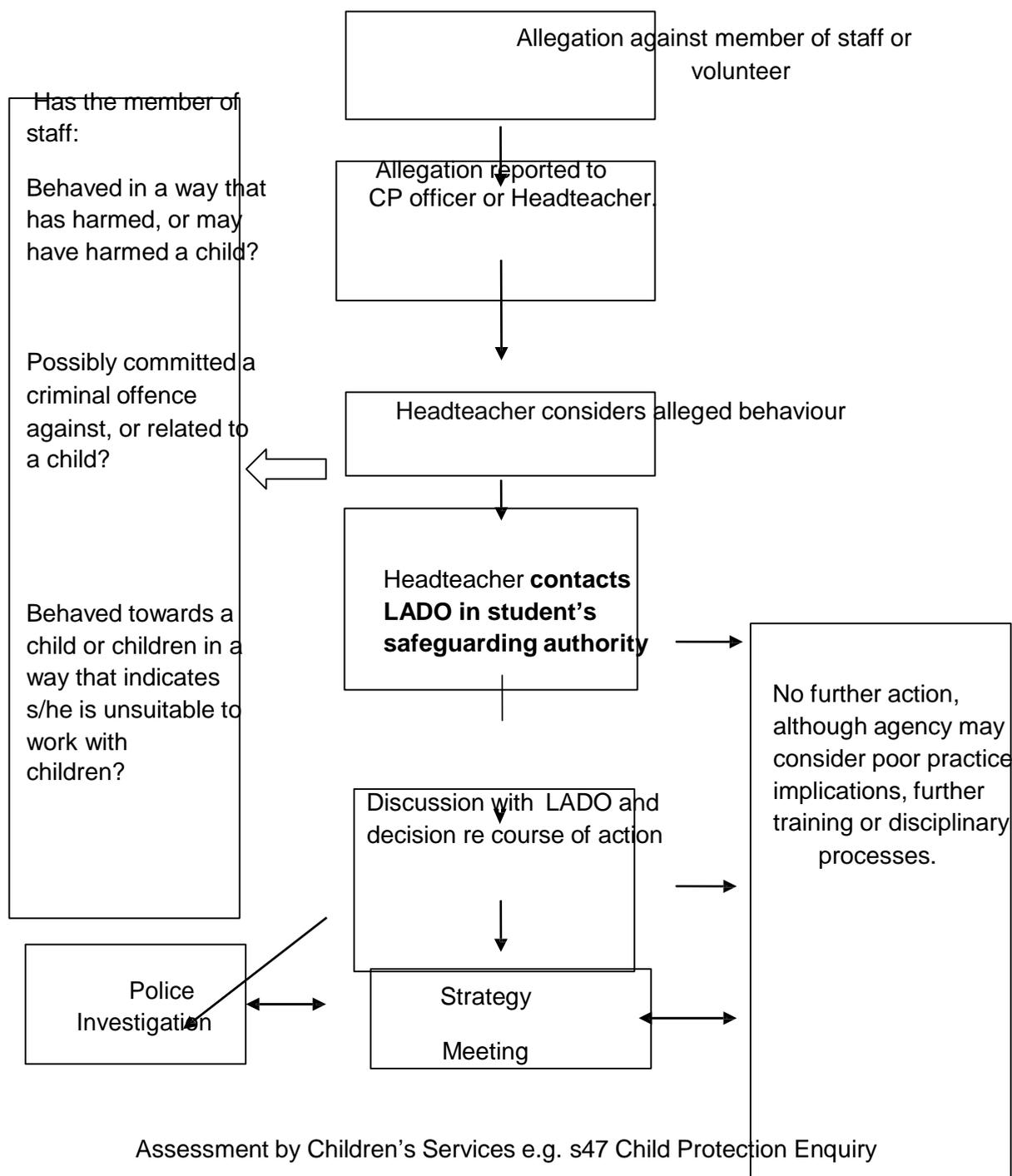
- Investigation by children's social care;
- Police investigation if there is a criminal element to the allegation;
- Single agency investigation completed by the Academy which should involve the School's Senior HR advisor.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

**Appendix 8a**

**Flowchart - Managing allegations against colleagues**

**Flowchart - Managing allegations against colleagues**



LADO tracks progress, monitors Academyomes and reports to LSCB and DCSF

## Appendix 9

### **Confidentiality**

Students should never be given a guarantee of confidentiality as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:-

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in *Headteacher* by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other

Agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the

1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

## Appendix 10

### Visitor Information

Welcome to Hammersmith Academy! Please report to reception on arrival.

#### Vetting and ID checking

Wherever possible we require the following from all visitors on arrival:

- Photo ID
- Current DBS.

#### Fire Evacuation

In the unlikely event of a fire all visitors should:

- Exit the building via the doors in Reception or via the doors next to staircases A and B
- The lifts must not be used during a fire evacuation
- Please do not attempt to put out the fire but exit the building as quickly and safely as possible
- Please proceed to the assembly point adjacent to the MUGA (Multi Use Games Area)
- You will then be registered against the signing in book and your badge number.

#### Refreshments

- Our tea and coffee machines require a staff fingerprint so please ask at Reception if you would like a hot drink
- Lunch is available for visitors remaining at the Academy for a significant part of the day. This will have been organised by the member of staff responsible for the visit. Lunch is served in our canteen between 12pm – 2pm
- If you have any questions in regards to this please contact our Office Manager via Reception.

#### Wi-Fi

Free Wi-Fi is available to visitors at Hammersmith Academy. Please ask at Reception for login details.

#### Leaving the Academy

Please return to Reception at the end of your visit and ensure you have signed out and returned your visitor's badge.

I hope you enjoy your visit to the Academy. Please do speak to reception or a member of staff if you have any questions.

Gary Kynaston  
Headteacher

## **Safeguarding Guide at Hammersmith Academy**

***Gary Kynaston (Headteacher) is the Designated Safeguarding Lead***

***Theresa Ball (Deputy Head) is the Deputy Designated Safeguarding Officer at Hammersmith Academy. Extension 1018 or [TheresaLee@hammersmithacademy.org](mailto:TheresaLee@hammersmithacademy.org)***

All queries and concerns should be directed to Theresa in the first instance. Theresa Ball can be contacted via the main reception or by the office manager.

If Theresa Ball is unavailable or does not respond immediately then please contact the Office Manager or the Headteacher's PA and they will put you in touch with a member of SLT.

During your visit:

### **YOU SHOULD:**

- Treat everyone with respect
- Provide an example for everyone to follow
- Respect a young person's right to privacy
- Recognise and allow for the needs of young people with learning difficulties and disabilities
- Encourage young people and adults to point out attitudes or behaviour that they do not find acceptable
- Avoid inappropriate physical contact
- Remember that someone may misinterpret your actions, no matter how well intended
- Recognise that special caution is required in sensitive moments of counselling when dealing with bullying, bereavement or loss
- Respect the cultural, religious and ethnic backgrounds of those at Hammersmith Academy.

### **YOU SHOULD NOT:**

- Permit abusive peer behaviour (bullying, racism, harassment, rude or abusive language)
- Have inappropriate physical, verbal or online contact with young people
- Jump to conclusions about others without checking facts
- Show favouritism to any individual
- Be drawn into inappropriate attention seeking behaviour such as crushes or tantrums
- Make suggestive remarks or gestures
- Rely on your good name to protect you
- Believe 'it could never happen to me'
- Interview vulnerable young people on your own
- Exchange contact details with a student or agree to meet them outside of school.

People placed in schools are uniquely placed to notice signs and symptoms of abuse, and to support children subject to abuse and living in abusive situations.

Please remember:

You must refer – not investigate.

Theresa Ball is always the first point of contact if unsure. Record any factual information if you are able to do so.

Thanks for your support and enjoy your visit!

## Appendix 11

### Guidance on self-protection

1. Do not try to establish social contact with students for friendship/relationship. This includes contact made through social network websites such as Facebook.
2. Do not give personal details to students- personal phone number/personal email address/Facebook acceptance.
3. In the event of any injury to a young person, accidental or otherwise, ensure that it is recorded and witnessed by another adult. Inform your line manager at the first opportunity.
4. Keep records of any false allegations a young person makes against your other staff. This should include everything from "You're picking on me", to "You hit me", or comments such as "don't touch me". Use a record such as the one in this manual, to keep dates and times. If it is too difficult to keep a record of every incident, keep a weekly summary.
5. Get another adult to witness the allegation, if possible. If you are in a school or a residential setting, and the incident is serious, take the student to the Headteacher and explain what happened. A record of that meeting should also be kept.
6. If a young person touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that another adult also knows. As it could be a totally innocent touch, do not make the student feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the young person to go on doing this as the next person might take advantage and then say they instigated it.
7. If you take young people on journeys, always have two different genders along, where possible. If it is an overnight trip, always check the rooms in pairs.
8. Avoid meeting in remote, secluded areas of the Academy and ensure visual access and or open door wherever possible. Do not place yourself in a situation where you are spending excessive amounts of time alone with one student away from other people. If you tutor a young person, ensure that the door to the room is open. Tell another staff member if you are going to see a student on their own.
9. If you have reason to be concerned about a 1 to1 meeting in advance, ie. Previous behaviours or shown vulnerability then please arrange a colleague to be present.
10. If you are in a residential setting, never, under any circumstances, take a student or students into your bedroom.
11. Do give firm guidelines on sexually inappropriate behaviour to the young person. Explain that the behaviour is not acceptable and could get them into difficulty, but be sure that you do not make the young person feel guilty. The behaviour may be an imitation of the abuse they have suffered and is not the student's fault.
12. If you are in a care situation with young people with special needs, try to have another person present when changing nappies or clothing, or bathing them.
13. Never do something of a personal nature for students that they can do for themselves. This includes cleaning bottoms, unbuttoning trouser buttons, or any activity that could be misconstrued. Do not go into the toilet along with students. Inform another member of staff if it is necessary to do so.
14. Do not touch students as a general rule. Be mindful of how and where you touch young people. Never pat them on the bottom. If you teach young people with special needs who sit on your lap, get a 'lap cushion' which they can sit on.
15. Be careful of extended hugs or kisses on the mouth from young people. This might be particularly relevant to those working with students with special needs. Though we want to give love, and attention to them, this guideline is important not only for our protection, but for them too.

16. When taking students on an Academy visit, this is how you appear to the public when dealing with the young people. In one county, a special needs teacher was reported for 'abusing' a young person by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of students. (It may mean that disruptive students cannot go on outings without appropriate provision).
17. All members of staff should carry identification when on journeys with students.
18. You should not transport student in your own vehicle without the consent of the student, parent/carer, line manager and valid business insurance.
19. If you must physically restrain a young person for any reason, be aware that it could be misinterpreted as assault. Ensure that immediately afterwards you report the incident to your line manager. For further guidance please see the restrictive physical intervention policy.
20. Never keep suspicions of inappropriate behaviour or abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence – 'Why didn't s/he tell. Something to hide'.
21. Ensure that you have the opportunity to discuss your own feelings, if possible with other members of staff.
22. Never pass on confidential information to 'outsiders' - the press, Police, CYPS, etc. without first seeking guidance from Headteacher.

**Appendix 12**

**CHILD PROTECTION – DISCLOSURE/INCIDENT RECORD**

<b>NAME:</b>	<b>PT:</b>	<b>DOB:</b>
<b>Person reporting:</b>		<b>Date:</b>
<b>Witness/es:</b>		<b>Place of incident:</b>
<b>Date of incident:</b>		<b>Time of incident:</b>
<b>Details of disclosure/incident:</b>		
<b>Action Taken</b>		

Received by:

Date: