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Safeguarding and Child Protection Policy

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This Policy complies with: [Working Together to safeguard Children February 2017](#) and [Keeping children safe in education September 2016](#)

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Education act 2002 sections 157&175 schools, Academies and directing bodies have a responsibility.

Safeguarding procedures cover a child from conception up until they become 18. A person is legally a child until 18 years of age.

Westbury Academy Safeguarding and Child Protection Policy includes paragraphs on the following safeguarding issues:

- General Policy statement- Introduction
- The Designated staff with responsibility for Child Protection/ including Directors and Trustees.
- Reporting and dealing with allegations against a member of staff.
- Training ,support and confidentiality.
- Procedures for safeguarding.
- Procedure for monitoring and record keeping.

- Recruitment and selection procedures.
- Preventative work

- Internet Safety
- Preventing Radicalisation
- Bullying
- So called Honour Based Violence
- Forced marriage
- Types Of Abuse and Neglect
- Hate Crime
- Child sexual exploitation and Trafficking
- Fabricated or induced illness
- Female Genital Mutilation
- Bullying and Peer on Peer abuse
- Gender based violence - Breast Ironing
- Forced Marriage
- Anti- Social behaviour Crime and Policing Act 2014
- Guidance for all staff on Adult initiated Physical contact
- unexpected Child deaths
- contact numbers- external agencies

GENERAL POLICY STATEMENT/INTRODUCTION

Westbury Academy fully recognises the contribution it can make to protect all children and young people using our Academy.

This policy applies to all members of staff in Westbury Academy.

We are committed to safeguarding children and young people and we expect everyone who works in our Academy to share this commitment. Adults in our Academy take welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interests of the child.

At Westbury Academy pupils are taught about safeguarding, including online through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are clear what they want from an effective safeguarding system and this is described below.

Children have said that they need:

Vigilance: to have adults notice when things are troubling them.

Understanding and action: to understand what is happening; to be heard and understood and to have that understanding acted upon.

Stability: to be able to develop an on-going stable relationship of trust with those helping them.

Respect: to be treated with the expectation that they are competent rather than not.

Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.

Support: to be provided with support in their own right as well as a member of their family.

Advocacy: to be provided with advocacy to assist them in putting forward their views.

Objectives

To develop and maintain an ethos in which the whole community 'look out' for children.

To work effectively with other agencies, ensuring that the needs of all families can be met .

To have effective systems in place to identify at an early stage emerging issues so early help strategies can be put in place to support the child and family.

To have effective systems in place to react quickly to child protection concerns and ensures that referrals are followed up and acted on.

To ensure all staff are clear about their responsibilities and alert to signs of abuse. All staff are responsible for safeguarding children.

To ensure training needs and requirements are met and updated regularly to equip children with the skills they need to help look after themselves and to help prevent putting themselves at risk.

Westbury Academy Setting Commitment

To establish and maintain an ethos where children and young people feel secure and are encouraged to talk and are listened to. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Parents are kept up to date on internet safety via letters sent home.

To include in the curriculum and 'core' activities opportunities for children and young people to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities like parenthood in their adult lives.

Westbury Academy has a commitment to all staff, whether permanent, temporary or volunteers who work with children, to be given a safeguarding induction about policy and procedures and the names of relevant contacts within our Academy.

We recognise the possibility that adults working in the Academy may harm children. Any concerns about the conduct of other adults in the school should be taken to the Academy Principal without delay, any concerns about the Academy Principal should go to the Chair of directors in writing, email address Burnett@education.gov.uk. There is a whistle blowing helpline to support staff if needed **Helpline 0800 028 0285**

Westbury Academy has established and continues to maintain an ethos of safety and security for its young people. We offer 1-1 sessions with a trained counsellor which enables pupils to talk privately. All pupils are continually told its ok to talk to staff about their lives and it will always be treated with respect. Young people see this in action on a daily basis. We work closely with the **NSPCC**, **Speak out Stay Safe** courses are implemented by staff and the NSPCC to support pupils safety and wellbeing.

Our PHSE commitment teaches our young people about staying safe and being aware of potential dangers.

Our curriculum offers young people the opportunity to learn about child development, personal relationships and skills. We teach them to be responsible citizens, successful learners and independent thinkers.

We work with our parents to present our academy as a place where their views will be welcomed and valued and a place where they will feel supported. We encourage open and honest relationships and communication between staff and parents.

Responsibilities

The Academy Directors and Trustees

All Directors and Trustees have an enhanced DBS which is recorded on the single central record (SCR)

They have key responsibility for monitoring safeguarding and child protection in the Academy.

Responsibilities include:

Having a child protection /safeguarding policy in place.

Have procedures in place for dealing with allegations against a member of staff.

Appropriate training for staff is in place.

Ensuring there is a member of the Trustees who is responsible for and has been trained for safeguarding, child protection and safer recruitment.

Ensuring policies and procedures in the Academy are reviewed annually.

Receiving regular reports from the Academy Principal and designated safeguarding Lead on safeguarding and child protection.

Designated Persons

Westbury have two designated safeguarding persons (D.S.L). The DSL's are responsible for updating their safeguarding training every 2 years and in addition keep up to date with safeguarding developments at least annually. DSL update training is delivered through the DSL networking sessions each term. Or an update training course is available from the NCSCB and delivered every 2 years.

Their duties include:

D.S.L. Marcus Wells

Designated teacher for Safeguarding

- Reviewing Whistle blowing policy
- Updating the safeguarding Trustee regarding LAC
- Acting as a source of advice within school.
- Ensuring that all staff familiarise themselves with the Safeguarding/child protection policy and procedures within school.
- Informing parents/carers of the responsibilities of staff members with regard to child protection procedures.
- Familiarising new teachers and support staff with the child protection policy as part of their induction if ADSL is not available.
- Ensuring the Academy environment remains safe for everyone.
- Reviewing and developing the staff code of conduct policy as part of the SLT team.
- Safeguarding meeting regularly with the safeguarding lead.

Teachers and support staff

Historical Reference checks have been carried out on all staff. Risk assessments have been implemented on all long established staff who have out of date references or less than 2 references. All staff have a current DBS and are on the update service which means their DBS are updated annually as oppose to every 3 years. All staff have a copy of and know they have to read keeping children safe in education part 1. They should also read Code of conduct and the Safeguarding and child protection policy including the whistle blowing policy every time there is an update.

Teachers and support staff are responsible for:

- Keeping alert for potential signs of abuse amongst young children with in the Academy setting and monitoring using a safeguarding log.
- Referring any concerns to the designated persons as soon as possible this must be before the end of the working day, staff must complete a concern form which can be found on the safeguarding display board in the PPA room,all staff have a copy of a concern form in their class rooms.
- Supporting pupils in understanding how they can keep themselves safe. Staff will take concerns seriously and encourage young people to talk about their worries. Staff will always act in the best interest of the child.
- Providing information for use in multi-agency meetings and attending themselves where necessary. e.g. LAC reviews.
- Keeping their safeguarding training portfolio up to date.
- Receiving and applying any recommendations resulting from a multi-agency meeting.
- Supporting pupils who wish to make a disclosure.
- Support staff will assist teachers with their responsibilities but will also take responsibility themselves for being alert to signs of abuse and receiving any disclosures when a child indicates that they would like to. Midday supervisors in particular may be in a position where pupils will feel able to confide in them. We also liaise closely with bus and taxi drivers and escorts .Bus staff have received Basic awareness training from the DSLs and liaise regularly with them to ensure safeguarding procedures are implemented. All staff liase with parent carers on a regular basis either in person, by a home school diary or a phone call home.

Guidance

The D.S.L has a copy of Keeping children safe in Education 2016, Working together to safeguard children 2017 and HM Government Multi-Agency Practice Guidelines Female Genital Mutilation in the safeguarding office.

All staff have access to a safeguarding policy and a copy of the above documentation including guidance for safer working Practice October 15 ,it is on the safeguarding display wall in the PPA room in school. They all have a copy of Keeping children safe in education part 1.

Supply staff (below 2 weeks) have access to a safeguarding pamphlet. A short induction is carried out to ensure agency staff and volunteers have the relevant checks carried out before working in the Academy and know who the DSL's are

and where to obtain access to the safeguarding and whistle blowing policies and are aware of the safeguarding procedures in school.

The induction includes:

Checking photo ID, a current up to date enhanced DBS, vetting and barring service date check, prohibition checks, overseas checks , references and proof of safeguarding training.

General safeguarding will be discussed to ensure staff are aware of and able to deal with any safeguarding concerns including dealing with disclosures in an appropriate manner.

Framework

All children deserve the opportunity to achieve their full potential; these are outlined from Every Child Matters. Child protection is the responsibility of all adults and especially those working with children on Westbury Academy.

Professionals should ,in particular be alert to the potential need for early help for a child who Children are best protected when professionals are clear about what is required of them individually, and how they need to work together. Child protection is the responsibility of all adults and especially those working with children in Westbury Academy. Professionals should, in particular be alert to the potential need for early help for a child who;

- is disabled and has additional needs;
- has specific educational need;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in family circumstance presenting challenges for the child, such as substance abuse, or domestic violence;
- is a young carer.
- The development of appropriate procedures and the monitoring of good practice are the responsibility of the Local Safeguarding Children Board.

The Nottingham City Safeguarding Board

The NCSCB, through its partner agencies/organisations and the wider community, is working to secure the best possible outcomes for the children and young people of Nottingham by protecting them from all forms of abuse and neglect. This will be achieved by timely intervention, good collaboration and information sharing and the adherence to a culture dependent upon respect, challenge, personal responsibility and accountability. The NCSCB is an inter-agency forum for agreeing how the different services and professional groups should co-operate for the purposes of safeguarding and promoting the welfare of children in Nottingham. The NCSCB also aims to co-ordinate what is done, and ensures the effectiveness of each person or body represented on the Board, to ensure that the arrangements work effectively to bring about good outcomes for children and young people in accordance with Children Act 2004. Local Safeguarding Children Boards are governed by the Children Act 2004 s13-16, which states that, "Each Children's Services Authority in England must establish a Local Safeguarding Board for their area". (CA 2004 s13) The Act sets out a mandatory list of agencies who are required to be members of the new status and policy statements in relation to the responsibilities, duties and powers of the board and its new status. The NCSCB constitution has been compiled in accordance with published legislation, policy and guidance to date and should be used as a framework to

ensure that stakeholders achieve individual and collective responsibility for the work it undertakes. In order to fulfil its statutory functions the NCSCB has established a number of Partnerships, which focus on specific areas of the Board's core business. The NCSCB constitution outlines the remit of each of these Partnerships. The Inter-agency Child Protection Procedures have been produced jointly with Nottinghamshire Safeguarding Children Board. The procedures should be followed by all professionals who have concerns that a child might be the subject of either abuse or neglect.

Safeguarding Children Information Management Team

Nottingham City Safeguarding Children Boards each have a specific team whose primary purpose is to ensure that information held about children with a Child Protection Plan is accurate and kept up to date.

These teams were previously referred to as the "Child Protection Register" teams but are now called The Safeguarding Children information Management Team.

The Safeguarding Children Board is located at Loxley House, Nottingham, NG22 3NG.

If you require any further information in relation to this matter please liaise with your agency's representative at the Nottingham City Safeguarding Children Board. Alternatively please contact;

The local authority designated officer (DO) who is:

Gillian.Quincy@nottinghamcity.gov.uk.

Safeguarding Guidance and procedures can be obtained through the local Safeguardingchildren'sboard(LSCB)

Safeguarding.partnership@nottinghamcity.gov.uk. Loxley House, Station Street Nottingham, NG2 3 NG Tel 0115 8764765.

Training is available from the LA and A.D.S.L in the Academy. The Child Protection Trustee should encourage and promote training for all staff at the appropriate level.

All staff including any volunteer at Westbury need a DBS (enhanced) check before they work with pupils with in the Academy.

Students on work placements are interviewed and their supporting school/college/university is approached for any information relevant to safeguarding. No work experience pupil is allowed to work alone with pupils. They all have orientation session where our expectations are discussed regarding their conduct with in the Academy. We discuss how to report any concerns and they are never allowed to attend meetings or deal with paperwork about pupils. D.B.S numbers are obtained along with Safeguarding certificates to ensure all staff working with Westbury pupils on alternative provision are safe and trained in safeguarding .A safe and wellbeing check will be carried out via a phone call on a

daily basis by either the attendance officer or the alternative provision coordinator to ensure pupils are safe and happy. This Academy expects providers of alternative provision to contact the Police, parent/carers and the Academy if a child from this Academy leaves the alternative provision site.

The key pieces of legislation regarding the welfare of children are;

Children act 1989.

Section 27.

Duty to co-operate

Section 17.

Child in need of services.

Section 47 Child in need of protecting.

Children act 2014.

Safeguarding and child protection.

Importance of early intervention.

Local safeguarding childrens boards.

Common Assessment Framework.

Allegations Management

Any allegation or concern about the conduct or behaviour of a person who works with children and /young people must be referred to the Academy Principal in the first instance. They will decide whether the matter can be dealt with within the Academy setting or if they need to liaise with the local authority designated safeguarding team. If the concern is about the Academy Principal staff must inform the chair of Directors David Burnett in writing. There is a NSPCC Whistle blowing help line to support staff tel [0800 028 0285](tel:08000280285).

Possible reasons for concern would be if a member of staff has:

Behaved in a way that has harmed a child

Possibly committed a criminal offence against or related to a child; or

Behaved in a way that indicates s/he is unsuitable to work with children.

Allegation procedures for Westbury Academy can be found in the Westbury Whistle Blowing policy.

In Nottingham City The Local Authority Designated officers (DO) role is undertaken by the following people

Evelyn Hailwood-allegations manager Telephone 01158764148
[email-Evelyn.Hailwood@nottinghamcitycouncil.gov.uk](mailto:Evelyn.Hailwood@nottinghamcitycouncil.gov.uk)
Richard Powell- allegations against staff independent reviewing officer (IRO)
for strategy meetings .[Richard Powell@nottinghamcity.gov.uk](mailto:Richard.Powell@nottinghamcity.gov.uk)
Gillian Quincey- supporting Schools and education settings in relation to
safeguarding. Telephone 01158764744-email
Gillian.quincey@nottinghamcity.gov.uk
Evelyn Hailwood - Responsibility for the quality assurance of the process.

Other useful Contact numbers are:

Safeguarding guidance and Procedures (LSCB)
safeguarding.partnership@nottinghamcity.gov.uk Loxley House, Station
Street, Nottingham, NG2 3NG Tel 0115 8764765
NSPCC Whistleblowing helpline 0800 028 0285
Children's Disability Team Social care: Nottingham 0115 8838266
Children and Families Direct: Nottingham 0115 8764800
Children's social care Duty Team Derbyshire 0162 9533190
Children's social care Duty Team Lincolnshire 0152 2782111

Training and Support

It is required that the designated safeguarding leads for safeguarding and child protection undertake training in inter-agency working and safeguarding annually with regular updates as necessary.

- All staff must understand the role of the DSL.
- All other staff who work with children (paid and unpaid) should undertake training to equip them to carry out their responsibilities for Child Protection effectively and this should be updated annually.
- All staff will update their training annually, new safeguarding updates will be given to staff through out the year. New staff not safeguard trained will be trained. Training will involve all staff understanding what early help is and how to identify pupils in need of early help with in our Academy. A record is kept in school of pupils requiring early help which is updated regularly. Staff training will ensure all staff understand the difference between a `concern' and `immediate danger' or risk of 'significant harm'. All staff including new staff, agency and volunteers will receive copies of part 1 of keeping children safe in education Sept 2016 and have access to the Safeguarding, Whistle Blowing, behaviour and code of conduct policy's.

- Staff in our Academy will be kept updated on child protection and safeguarding issues by regular staff meetings and daily briefings.
- All staff receive update training throughout the academic year which is kept in their safeguarding portfolio folders .Staff sign for these updates on receipt.

Confidentiality - Information Sharing

A shared responsibility and the need for effective joint working between agencies and professionals that have different roles and expertise are required if children are to be protected from harm and their welfare promoted. In order to achieve this joint working, there must be constructive relationships between individual practitioners, promoted and supported by: the commitment of senior managers to safeguard and promote the welfare of children;
Clear lines of accountability .

We recognise that all matters relating to child protection are confidential and are on a need to know basis. However in some cases there is a need to share information with all staff, this information is shared at morning briefing, Academy Principal Marcus Wells will ask the key stage leaders each morning if there are any safeguarding concerns, any information that is necessary to be shared will be communicated in this briefing

Only general safeguarding information is discussed in morning briefings.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Effective sharing of information between professionals and local agencies is essential. Early sharing of information is key to providing effective early help where there are emerging problems .At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how not sharing information has contributed to the deaths or serious injury of children.

All staff must be aware that they cannot make a promise to a child to keep secrets.

Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil Child Record, and securely within a locked cabinet in the safeguarding office. Concerns are recorded on 'Concern Forms' which are then listed in a bound book. Concern

forms are then put in confidential files. This is securely locked in the safeguarding office. Guidance is given to staff about appropriate recording of concerns. Meeting notes are also stored in secure files in the safeguarding office.. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and advice from the Schools and Education or Childcare Safeguarding Co-ordinator advice should be sought if in doubt. Further guidance is available in the School's data protection policy. Professionals can only work together to safeguard children if they exchange relevant information between them. All staff need to record in writing concerns, discussions about the child, decisions made and the reason for those decisions.

Data Protection

Confidential Files /information can only be viewed on the Academy site with supervision by the parent of the child that has parental responsibility.

Police requesting to view a confidential file of a pupil must also view the file on Academy premises under supervision.

Westbury Academy Staff are fully aware of the 8 principles of information sharing and work to this guidance

Effective sharing of information between professionals and local agencies is essential.

Share personal information outside the school only with your pupil / families' knowledge and express consent. Share relevant information with The Local authority Safeguarding Board annually via a section 175 Compliance form. You may share information without consent if you are obliged to by law, if required to do so to protect life and limb, or if you must do so in the public interest. You must always however be prepared to defend the basis of such a disclosure.

Involve pupils and families and service users

Let service users know what information you wish to record. Explain why you need the information and what it may be used for.

Inform pupils and service users of their rights Make sure pupils and service users know their rights to confidentiality and how to exercise them. Respect the right of pupils and service users to have access to their health records.

Respect individual choice If pupils and service users do not want information about them to be used for a particular purpose, try to respect their wishes. Make sure that pupils and service users are aware of the implications of their decision.

Get it Right If you cannot respect a pupils wishes on the use of personal health information, guidance must be sought. Make sure records are accurate, complete and up-to-date. Store and send personal information securely at all times to ensure that it cannot fall in to the wrong hands. Ensure requests to see information are from those with a legitimate right.

Keep records secure Store and send personal information securely at all times to ensure that it cannot fall into the wrong hands. Ensure requests to see information are from those with a legitimate right.

Only record what you need Only record the information relevant to caring for the pupil or service user.

Share with Care. Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Share personal information only on a need to know basis.

Know your obligations to your pupils, service users and others All staff dealing with personal information should be aware of the issues surrounding confidentiality and be trained to deal with them in an appropriate manner.

Procedures for dealing with concerns

Any concerns regarding a pupil at Westbury Academy should be reported in writing to the DSL's using a concern form by the end of the working day. Staff must REPORT- RECORD- MONITOR- KEEP THE DSL'S UPDATED.

Low Level Concerns

Staff must state on the concern form whether they consider the concern to be low level or high level. Low level concerns will be monitored using a safeguarding log to ascertain more information about the pupil to give a bigger picture of whether there is a safeguarding concern. Talking to parent/carers on many occasions will reveal what is happening at home. After consulting the DSL an action may be for the class teacher or TA to ring home as they know the parent best. Conversations must be recorded in writing with a date and time on the monitoring log then passed to the DSL for recording purposes.

Pupil has had no breakfast that morning record -speak to the DSL - monitor - is this happening on a regular basis ?

Some examples of Low level concerns

Pupil wearing the same clothes every day record - speak to the DSL- monitor - are the clothes clean ?- is there an issue with the pupils special needs about clothing? Has the washing machine broken down?

Pupil is complaining of toothache -make parents aware, advise parent to take the pupil to the dentist monitor- follow up with the parent/carer to ensure an appointment has been made, speak to the pupil about the dental visit- has the pupil been ? keep the DSL updated.

Pupil falling to sleep in class- speak to parent carers, monitor- is this a medication concern? Record - speak to the DSL- DSL may contact the school nursing team for more information about the pupil.

Procedures -Initial Concern

Concern identified by a member of staff
(concern forms are in the PPA room)

Completed concern form **Handed** into
Designated Safeguarding Lead Marcus Wells
this must be by the end of the working day of
the concern.

Concern form received by D.S.L and entered in
concern log Book.

Concern discussed with reporting adult and
class teacher.

D.S.L makes the decision on what course of
action to take with the concern.

Procedure-child is not in immediate danger of harm or risk

Contact made with parents/ carers through
phone call or invite into school to discuss
concern.

.D.S.L makes decision on what to do with the
concern following meeting with parent /carers.

Procedure-if child is in immediate danger

Phone call made to children and Families Duty
Team social care (CS) children's services to
share concern and guidance sort

Decision guidance pursued with CS if it isn't
immediately forthcoming (i.e there is a
danger that the child will be exposed to the
risk/danger as they will soon be going home)

Child Protection Referral Form and Multi
agency referral form (MARF) completed and
faxed through to children and Families Direct
(CFD) along with concern form and any other
relevant information

Pupil confidential file updated Update
progress on the back of the original Concern
Form

Report back to staff at next meeting
/Briefing if information can be shared (need
to know basis).

D.S.L-not happy with the outcome of the meeting with parents/carers

Parents informed that a referral to CDF will
be made.

Phone call made to CS to make the referral
Child Protection referral form completed
and faxed through to CS.

Pupil confidential file update 24 hours later
follow up call to CS to get an update if they
haven't already responded. Update progress
on back of concern form.

Report back to staff if appropriate(Need to
know basis).

Referral

The Designated safeguarding lead should assess all information available to the School/setting about the child and refer to Social Care Access Team if appropriate and confirm this referral in writing by completing Safeguarding Children in Childcare, Education and Recreation settings Referral Form with in 24hours. MARF document should also be completed and sent with the referral.

Please note if parent/carers do not agree to a MARF referral and the ADSL feels it is still necessary a MARF form will still be completed and sent .

This form can be found on the LSCB website and also in the Safeguarding and Promotion of children in Childcare, Education and Recreational settings: Practice Guide.

If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. Anyone including parent /carers can contact Children and families direct if they are concerned about the safety of a child.

Procedures For dealing with Record Keeping

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

Parents can see a copy of this safeguarding and child protection policy by asking at the Academy office or they can find this policy on the Academy website. Childcare, Schools, Academies and Recreational settings can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child's progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give

much information. Monitoring is particularly valuable because teachers etc. are in daily contact with children and are used to monitoring them. They are uniquely placed to observe the behavior of large numbers of children and likely to know what is 'normal' or 'usual' for a particular child.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behavior
- Statements, comments, stories, drawings
- General demeanor and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Absconding

When is recording needed?

When there is a concern over:

- Marks on a child's body
- Unusual, significant changes in behavior
- Mood changes
- Puzzling statements or stories from a child
- Information from others
- If requested by another agency, for example, following an initial child protection conference
- When a child protection plan or A Child in need, absence from school should be not only recorded but the case social worker notified in the first day of absence and continue to update the social worker every day the child is absent thereafter.

A child absconding

The Academy procedure as well as recording must be followed. The Academy staff will attempt to persuade the child to return into school if they are at the gates or fence. If the child leaves school site parents and police will be contacted (See Academy behavior policy for further information.)

Who should record?

Teachers, Other Academy staff LA staff in regular contact with the child, such as EWO, Behavior Support Worker, Education Psychologist (in line with their own Practice Guidance.)

Social workers and other professionals involved with the child.

How should we record?

- Using safeguarding concern forms for concerns and a safeguarding monitoring log to monitor minor concerns.
- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers and adults)
- Behavior
- Statements, comments, stories, drawings
- General demeanor
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE sport
- Injuries/marks, past and present

How should it be recorded ?

- The D.S.L's will decide, after taking advice from interested parties when to start and finish monitoring.
- Information will be stored securely in the files of individual pupils or in the child protection file.
- The D.S.L will decide who sees any monitoring. It will be on a strictly need to know basis.
- Anyone with information should contribute to monitoring.

Ensuring staff are safe to work with Children

Westbury Academy operates vetting and safe recruitment practices, in line with Safeguarding Children and Safer Recruitment in Education,2007. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Schools/Academies and other settings are required to maintain a Single Central Record, for all permanent and agency staff, volunteers (including School

Governors). A DBS should be produced on arrival at school and seen by Marcus Wells (DSL) before any staff including Volunteers and bought in' services (e.g. catering, cleaning services) work with in the school . A check to ensure the person presenting themselves for work is the same person on whom the checks have been carried out. Right to work in the UK and overseas checks will be carried out at this point.

The DSL will implement or delegate a short safeguarding induction first thing in the morning to check new staff have had some safeguarding training and all agency staff and volunteers working with children are aware of the schools safeguarding procedures and are how to obtain and access the safeguarding policies in school. Prohibition checks are carried out on all teachers including unqualified teachers, support staff and volunteers.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools , Academies or colleges. In addition, schools, Academies and colleges must make further checks they think appropriate so that relevant events that occurred outside the UK can be considered.

Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office is on [GOV.UK](https://www.gov.uk). The department for education has also issued [guidance on the employment of overseas-trained teachers](#) . This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

The single central record is kept in the main office securely. It is maintained by a designated member of the office staff under the direction of the Principal Head and contains all the information required by OFSTED.

Supply staff details, including photos and DBS, are kept in the front office securely. Once recorded on the SCR copies are confidentially destroyed. If there is a good reason for doing so a DBS may be kept by the Academy in the staff members File for up to 6 months then destroyed. Overseas and Right to work clearance is kept in the staff members file for 2 years after the person has left then securely destroyed. Any supply staff or new staff and visitors entering school are required to present photographic forms of identity.

All staff Must read Keeping Children Safe in Education (2016) [Part One] and school leaders and staff that work directly with children should also read Annex A.

Academy Code of Conduct

Safeguarding Policy/whistle Blowing policy

Behaviour Policy

All staff and volunteers are clear about

- Do's and Don'ts about providing children and young people means of contact outside of school hours (e.g. Mobile phone numbers, Face book Social Networking Sites etc)
- Whistle Blowing procedures
- Safeguarding policy procedures
- The use of personal phones is prohibited whilst staff, including supply and volunteers are on Duty but may be used on occasions where there is an emergency to phone SMT/on call. Personal phones/I pads will not be used to record or take photographs of children, the Academy provides equipment for this use, staff must justify their reasons for doing so.

Visitors

- All visitors to the Academy will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the Academy via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request. All visitors will be required to wear an identification badge, the badge must remain visible at all times throughout the visit. Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the Academies central record. They must then

follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

- When leaving the premises the visitor must report back to reception to sign out and return their visitor's identification badge.
-

Staff disqualification Declaration

All staff at Westbury Academy are required to sign the declaration issued in the update to statutory guidance Keeping children safe in Education Sept 2016

Allegations against professionals

Procedures are in place to support all staff that have concerns about the conduct of any adults working in this Academy childcare or recreational setting, either in a professional role or in a voluntary capacity.

In the event of an allegation about the behavior of a member of staff in Westbury Academy the Principal should be notified in the first instance, if the allegation is about the Principal the Chair of directors should be informed in writing who will also contact the local authority Designated Officer. The Academy will follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Working Together to Safeguard Children 2017 .Full procedures can be found in the Westbury Academy Whistle blowing policy. Local authority Designated Officer (DO) is Gillian Quincy and Evelyn Hailwood are responsible for allegations management and Evelyn is also responsible for quality assurance tel 0115 8762302.

NSPCC Whistleblowing helpline 0800 028 0285.

Chair of Directors David - Burnett@education.gov.uk

Safeguarding Trustee Governor - tshaw236@yahoo.co.uk

VULNERABLE CHILD/CHILD AT RISK

Looked After Child

Designated Teacher For Looked after children is Andy While DSL

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

Looked After Children are 3 times more likely to end up unemployed and to suffer from a mental health condition. Many have been damaged by disadvantaged and chaotic backgrounds. They are more likely to have challenging behavior and abscond. People assume these children are too damaged to expect too much from them.

The care system heaps further uncertainty and upheaval as some are returned home quickly to face danger that originally demanded their removal from home.

Looked After Children are faced with leaving care at 16 and often have to fend for themselves.

They often have to move schools and adjust to new carers, social workers and new surroundings. The more placements they have the less likely they are to achieve.

Children with Special Educational Needs

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs and difficulties may arise in overcoming communication barriers.

At Westbury Academy we identify pupils who might need more support to be kept safe or to keep themselves safe by monitoring closely and intervening early. Agencies such as counselling and CAHMS will be initiated if appropriate. Safeguarding training for pupils to raise awareness of staying safe is delivered by the NSPCC and school staff.

Missing Children

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2016) the Academy has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded.
 - f. We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority (SEN) team. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.
 - g. SEN will forward the pupils SEN file and EHCP to the new SEN authority if the pupil has moved to another city.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a authority)for the care of a child under the age of 16years (under 18years, if the child has a disability) by someone other than a parent or close relative, in their own home, with the intension that it should last 28 days or more. A close family relative is defined as a `grandparent, brother, sister, uncle or aunt' and includes half -siblings and step parents. It does not include great- aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence .Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However it should be clear to the school who has parental responsibility. Westbury staff will notify the DSL if they become aware of a private fostering arrangement. The DSL will speak to the family of the child involved to check they are aware of their duty to inform the local authority. The Academy itself has a duty to inform the LA of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Types Of Abuse and Neglect

Abuse :

Is 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. They may be abused by an adult or adults or another child or children.

Physical Abuse: a form of abuse which may involve hitting, throwing, burning or scalding, 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.

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

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

Neglect: the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born ,neglect may involve a parent or carer failing to provide adequate food, clothing and shelter(including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision including the use of adequate caregivers, or ensure access to

appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Domestic Abuse

The changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse. By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

- Statistics confirm the links between domestic abuse and safeguarding children
- Child abuse - 1 in 3 child protection cases show a history of domestic abuse. of domestic violence
- children in violent households are 3 to 9 times more likely to be injured and abuse, either directly or while trying to protect their parent

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Adults who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Encompass informs schools of domestic violence incidents reported by police. Schools should be informed within 24 hours. The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to :

- Psychological
- Physical
- Sexual
- Financial
- Emotional

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children up to the age of 16 years old may also be vulnerable and in need of support or protection.

Nottingham now has a police team in place to deal with domestic violence, this service is known as The Dart Team and can be accessed through Children and Families Direct phone number 0115 8764800 **Domestic Abuse Referral Team**

Hate Crime

Hate crimes are targeted at a person because of hostility or prejudice towards that person's:

Disability, race or ethnicity religion or belief sexual orientation transgender identity.

This can be committed against a person or property.

A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of hate crime.

Hate crime must be reported to the police however the police can only deal with cases where the law has been broken. Staff concerned about hate crime involving a young person must follow Westbury safeguarding procedures and inform the DSL immediately so a referral to social care and or police can be sent. Hate crime often spills over into communities we all have a duty to keep all children and young people safe.

More information and support can be found on support line - Problems: Advice, support and information www.supptline.org.uk

Sexual Exploitation of a child

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Working Together to Safeguard Children update Feb 2017 Definition

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 organized crime by gangs and groups. The perpetrator always holds some sort of power over the victim which increase as the exploitative relationship develops.

All staff are aware of the signs and indicators of CSE and possess a Nottingham city council Multi- Agency Child Sexual Exploitation Procedural Flowchart 2016 in their Safeguarding Port folio's. More information can be found in the Child Sexual Exploitation document Feb 2017 which is on the safeguarding board in the PPA room in school.

Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such.

Their needs will need careful assessment as this problem is hidden from view. The organised crime of child trafficking into the UK has become an issue of considerable concern so as professionals working with children and young people we have a responsibility to take steps to make sure their welfare is safeguarded. It is essential that all professionals who come into contact with children, who may have been trafficked, are fully aware of the background of this activity and know how to apply the procedures for safeguarding the children and meeting the needs of those who may have been trafficked. More information can be found in the practice guidance Safeguarding Children who have been trafficked hand book.

Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such.

Their needs will need careful assessment as this problem is hidden from view. The guidance, Safeguarding children and young people from sexual exploitation (2009) is a new updated source of information and supplements Working together to safeguard children 2017

Fabricated or induced illness

Fabricated or induced illness (FII) is a form of child abuse, It occurs when a parent or carer, usually the child's biological mother exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy.

Behaviours in FII

The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child:

A mother or other carer who convinces their child they are ill when they are perfectly healthy.

A mother or other carer who exaggerates or lies about their child's symptoms.

A mother or carer who manipulates test results to suggest the presence of illness- for example, by putting glucose in urine samples to suggest the child has diabetes.

A mother or carer who deliberately induces symptoms of illness- for example, by poisoning her child with unnecessary medication or other substances.

Child Protection

FII is a child protection issue and cannot be treated by the NHS alone.

Therefore if staff suspect FII they must follow Westbury safeguarding procedures by filling in a concern form and informing the DSL immediately, the DSL will refer the concerns to Children and Families direct (social Care).If you suspect that someone you know may be fabricating or inducing illness in their

child it is not recommended that you confront them directly. A direct confrontation is unlikely to make a person admit to wrongdoing and it may give them the opportunity to dispose of any evidence of abuse.

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead and staff have received training about the Prevent Duty and tackling extremism and are able to support with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The Counter- Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's service providers ... to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty") Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation and are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

In the meantime, if you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk . Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions. Westbury Academy Prevent officer is John Dyson .

Bullying

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 is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to 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.

Childcare, Schools, Academies and Recreational Settings should ensure that Anti-Bullying Policies, include how the school will manage 'cyber' bullying through the use of digital technology, irrespective of whether this happens on or off the school premises.

This policy should be considered alongside other related policies in schools, Academies, childcare and recreational settings.

– Whistle Blowing

- Code of Conduct
- Behaviour Management Policy
- Anti Bullying
- Special Education Needs
- Health and Safety
- Supporting Children Looked After Policy

Peer on Peer Abuse

Research suggests that children and young people who experience abuse are more likely than their non-abused peers to have behavioral health problems. Many of the effects of peer abuse mirror effects of domestic violence. For example, children and young people who are targets of peer abuse may experience emotional symptoms, feelings of self-worth and a pattern of unhealthy relationships that persist into adulthood.

Research tells us that any young person can be impacted by peer on peer abuse but girls and young women are more frequently identified which has a negative impact on their lives. Whereas boys and young men are more likely to be identified as abusers and less likely to say that partner abuse impacts them negatively. However boys and young men report high levels of victimization in gang-affected neighbourhood's and there is an increase of evidence emerging on the sexual exploitation of boys and young men.

Black and minority ethnic children are often under-identified as victims and over identified as perpetrators.

Young people in care and those who have experienced a loss of a parent, sibling or friend through bereavement, also feature as those who have abused, or been abused by their peers

Three common forms of adolescent peer abuse are bullying, teen dating violence and Hazing.

Bullying

Bullying may be physical, verbal or relational and may occur directly or indirectly in the presence of the young person or indirectly through electronic devices or other methods of communication.

Examples of Bullying

Teasing, name-calling, inappropriate comments, threats of harm, purposefully excluding someone, spreading harmful rumours, coercing others to do or say harmful things, kicking, hitting pushing, spitting, damaging or taking someone's property, rude or mean gestures.

Teen Dating Violence (TDV)

TDV is defined as a physical, sexual psychological or emotional violence within a relationship including stalking. It can occur between a current or former dating partner.

Examples of TDV

Pinching, hitting, shoving or kicking a partner or harming his/her sense of self-worth by name calling, shaming, bullying or embarrassing on purpose; Keeping him/her away from friends and family, or coercing or forcing a partner to engage in a sex act when he/she does not or cannot consent.

Hazing

Hazing is defined in different ways by different people but there is a general agreement that hazing includes any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate.

Examples of Hazing

Physical mutilation, yelling or swearing with the intent to demean, coerced consumption of nonfood substances, drowning/near drowning immersion in noxious substances, sleep or food deprivation, forced public humiliation or forced sexual activities.

As in all cases of child abuse, it is essential all staff respond to the needs of the children who are abused by their peers. Each category of child abuse may have different dynamics and effects. There is no single approach to the treatment of child abuse so each individual case will require its own unique intervention.

Because peer on peer abuse is so prevalent and the effects can be long lasting and severe Westbury safeguarding procedures including contacting children and families Direct will be implemented for the victim and the abuser so the appropriate support and services can be provided as quickly as possible for the perpetrator ,victim, parents and carers.

Westbury Academy staff can identify and understand signs and indicators of peer on peer abuse through this policy, additional training and information provided by the ADSL. This establishment strives to create an environment that actively discourages abuse and challenges the attitudes which underlie it. There are robust Behaviour and Bullying policies in place which are regularly evaluated and updated.

Female Genital Mutilation

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can harm in many ways .There are 4 types of FGM Type1-Clitoridectomy Type2-Excision Type3-Infibulation Type4- this covers all other harmful procedures to the female genitalia for no medical reasons.

FGM is child abuse, it is usually a girls parent's or her extended family who are responsible for arranging FGM. The procedure is usually carried out without medical expertise, attention to hygiene or anaesthesia. The instruments used include unsterilized household knives, razor blades, broken glass and stones...there is an increasing trend of medical staff carrying out the procedures.

The Law

FGM is illegal in England and Wales under the Female Genital Mutilation Act 2003. It is :

Illegal to perform FGM (unless for medical reasons e.g. labour)

Illegal to assist a girl to carry out FGM

Illegal to assist a non-UK person or UK resident to carry out FGM outside the UK
On a UK national or permanent resident.

The Serious Crimes Act 2015 amended the 2003 act to also include:

It is an Offence :

Of failing to protect a girl from the risk of FGM (person who is responsible at the time the FGM occurred).

Lifelong anonymity for victims of FGM.

FGM protection order- can be used to protect girls at Risk.

A mandatory reporting duty- requires regulated professional to report known cases in under 18 year olds to police.

Penalty - 14 years imprisonment.

Mandatory Reporting

Professionals in all agencies, individuals and groups in relevant communities: need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practice FGM. If staff have a concern regarding FGM with a girl in the Academy they must follow safeguarding procedures and inform the DSL immediately, a concern form needs to be completed.

If a member of staff has a direct disclosure FGM has been or is going to be carried out they must inform the DSL immediately and are required to ring the police on 101. The DSL will support the member of staff through this process.

The DSL will record on the concern form the crime number for this action provided by police. The DSL will then contact Children and Families Direct to inform them and pass on the crime number.

Potential risk factors

- Any girl born to a woman who has been subjected to FGM.
- Any girl who has a sister or cousin that has already undergone FGM.
- A girl whose father comes from a practicing community.
- Belief that FGM is integral to culture/religious identity.
- Strong levels of influence and involvement of elders in family life.
- Limited level of integration within the UK community.
- Family is not engaging with professionals e.g. health, education or other.
- Family is already known to social care in relation to other safeguarding issues.
- A girl or parent that expresses concern that FGM may be carried out.

- A girl withdrawn from PHSE may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

So called "Honour"- based Violence

So called "honour"- Based violence occurs in communities where concepts of honour and shame are fundamentally bound up with the expected behavior of families and individuals particularly women. There have been a number of high-profile "honour Killings" the most extreme form of so-called "honour"- based violence, in the UK in recent years. In other circumstances, the victim can be subjected to long low level physical abuse and bullying as 'punishment' for bringing dishonor on the family.

A recent report by the Centre for Social Cohesion on "honour"- based violence in the UK described common ways in which honour can be perceived to be damaged:

Perceptions of common ways in which honour can be damaged

Defying parental authority:

In many cultures, elder members of the family are expected to control their children. Parents who publicly fail to do so may lose status in the community as a result.

Becoming 'Western' (clothes, behavior attitude):

People from honour- based cultures often transform ideas of honour into a pride in ones origins and /or religion once they settle in 'the West'. Families who allow their children to assimilate into wider society can be seen as betraying their origins, their community and their ancestors.

Women having sex/relationships before marriage:

Many honour based cultures put a high premium on a girl's virginity and sexual fidelity. Families whose women are believed to have extramarital relationships (even of a non -sexual kind) can suffer a decline in honour and social standing.

Use of drugs or alcohol:

Drinking alcohol and using drugs not endorsed by religion, culture or tradition can bring shame on families because their children are seen as abandoning or rejecting the values of their parents and their community.

Gossip: In many cases honour is damaged less by a person's action than by knowledge of that action becoming public knowledge. Rumours and gossip-even if untrue-can damage the status of a family or an individual. In many cases, families are less concerned with immoral acts, than how these will affect how they are seen by their relatives and by other members of their community.

In addition to the incidents above victims may be under house arrest and excessive restrictions, denial of access to a telephone, internet, passport and friends, threats to kill.

So-called "honour"-based violence differs from domestic abuse in that it is often perpetrated by more than one individual, from the victim's family or wider community. It is usually directed towards young women, although this is not

always the case; men have also been victims. "Honour"- based violence is **not** associated with particular religions or religious practice; it has been recorded across Christian, Jewish, Sikh, Hindu and Muslim communities.

"Honour" -based violence is linked to forced marriage as statistics show some of the so called-honour based crimes including killings have been linked to victims trying to escape coercion into matrimony.

Honour based violence/crime including forced marriage is in almost all cases a form of child abuse in view of the significant harm or risk of significant harm that it causes its young victims.

Under section 11 of the children Act 2004 all professionals working within government bodies are under a duty to safeguard and promote the welfare of children in carrying out their work. Any child or young person seen to be at risk of "honour" -based violence or forced marriage must report their concerns to the DSL immediately to enable swift action with safeguarding procedures. The DSL will contact Children and Families Direct and the police.

NB

Anyone can make a referral to social care children's team if they feel a child is at risk of significant harm or has disclosed they are being harmed. Further support and information can be found on the NSPCC web site. [NSPCC help line 0808 800 www.nspcc.org.uk](https://www.nspcc.org.uk)

Gender-based violence

Breast Ironing

Breast ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. This procedure is carried out by mothers or Grandmothers. The men in the family are unaware.

This practice is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1000 girls at risk. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breast feeding or producing milk, severe chest pains, infections and abscesses, it may be related to the onset of breast cancer.

Forced Marriage

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and

duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' Scottish Government

"A marriage conducted without the valid consent of both parties where duress is a factor." A Choice by Right (June 2000)

Forced Marriage (Civil Protection) Act 2007 (England/Wales)

- Courts have power to make Forced Marriage Protection Orders.
- Breach of an injunction would not itself be a criminal offence, but would be a contempt of court. Courts would have the full range of sanctions available to them, including imprisonment.
- Enables third parties to apply for an injunction on behalf of somebody else.

The Anti-Social Behaviour Crime and Policing Act (2014)

have created two new offences of forced marriage. These new offences will come into effect on **16 June 2014**. The Act also makes it a criminal offence to breach a Forced Marriage Protection Order (FMPO) to further increase protection for victims and ensure that perpetrators are properly punished. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

There will be a maximum penalty of seven years for committing a forced marriage offence and a maximum penalty of five years for breach of a forced marriage protection order.

Staff must report concerns regarding forced marriage to the DSL immediately to ensure safeguarding procedures can be implemented, the DSL will inform the Children and Families social care and the police.

Preventative Work: Educating children about issues (PHSE)

As part of developing a healthy, safer lifestyle, pupils at Westbury Academy are taught to recognise and manage risks in different situations and then decide how to behave appropriately (including those within the digital world).

Pupils are taught to:

- to judge what kind of physical contact is acceptable and unacceptable.
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help.
- to use assertiveness techniques to resist unhelpful pressure.
- Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children's Help lines (NSPCC, Child Line) could help to provide assurance that it's okay to talk. Providing NSPCC workshops in school so children learn how to stay safe.

A display board is set up in school to remind children about staying safe. There are Buddy cards the pupils can use if they wish to talk to staff and the child line help number is also displayed. The NSPCC return every 2 years to work with staff to implement a safeguarding course for pupils.

Guidance for all Staff on Initial Physical Contact

Westbury Academy encourages all pupils to express their feelings appropriately and safely. However, even well intentioned, physical contact can be misconstrued by a pupil or an observer. Therefore staff **should not** initiate physical contact unless under a stringent set of agreed circumstances. If a pupil is distressed to the point physical contact is needed staff should ensure this contact is age appropriate.

- Information on the individual handling of pupils can be found in the Physical Intervention Policy and the Behaviour Policy

- Situations regarding physical contact must be logged and an explanation to the child and parent made stating why physical contact was necessary.
- If a child complains of feeling hurt a first aider should be requested .The first aider should request consent from the parent/ carer before lifting any clothes to examine the pupil. In the case of an emergency staff should prioritise the pupil's wellbeing and lift clothes to examine an injury ensuring a witness is beside them. They should then contact parents to inform them whilst the child is recuperating. The member of staff should explain to the pupil why contact is necessary and what form the contact will take before and during the physical contact. There should be 2 staff present at all times.
- Staff need to be aware of cultural and religious views about touching and be sensitive to issues of gender. If you are unsure and it is not an emergency please seek advice from SMT and or DSL.
- Guidance for this statement has been taken from: Guidance for safer working practice for those working with children and young people in education settings October 2015 .

Managing the Risks Associated with Social Networking and Mobile Technologies

This may consist of Cyber-bullying, sexual Exploitation / grooming and Sexting. Westbury Academy has a rigorous e-safety policy and procedures in place which are updated regularly and ratified by Directors and Trustees. The policy also has Acceptable Usage that is signed by staff, pupils and parents.

Unexpected Child Deaths

The joint responsibilities of professionals involved with the child include

- Responding quickly to the child's death in accordance with the locally agreed procedures;
- Maintaining a rapid protocol with agencies, consistent with the Kennedy principles and current investigative practice from the association of Chief Police Officers.

In the event of a death of a pupil which is unexpected or sudden at home or in the community that attends Westbury Academy the school would follow the Local Authority Safeguarding boards Regulations 2006 notifying them on receipt of the news and assist providing as much information as possible on

request by the Authority regarding the pupil. The Academy would offer support to the family of the pupil. Working Together to Safeguard Children march 2013 provides further information about the processes of the death of a child.

This policy was reviewed By Bev Murray ADSL and adopted by Marcus Wells

Signed : Tom Shaw Safeguarding Trustee

Date : November 2017

Next : Review Date: November 2018