



# Joseph Leckie Academy

## Child Protection and Safeguarding Policy

This policy is reviewed annually

History of Document

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## Section 1: Introduction

### 1. Policy Introduction

1.1 At Joseph Leckie Academy the safeguarding of the children in our care is of paramount importance. Safeguarding children is every member of staff's responsibility.

When children feel safe they are more likely to feel happy and this in turn supports them being able to learn to the best of their ability, supporting our vision statement for each and every child who comes into our Academy to have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

Joseph Leckie Academy staff encourage children and parents/carers to feel free to talk about any concerns and to see their Academy as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Joseph Leckie Academy follows the child protection procedures as defined by Walsall Safeguarding Partnership ([www.wlscb.org.uk](http://www.wlscb.org.uk)) and multi-agency threshold guidance. We work with partners to ensure the best outcomes for children and young people. This policy applies to all staff, volunteers, and visitors to the Academy as safeguarding is everyone's responsibility.

1.2 We know that some children who have not been previously 'at risk' become more at risk in the COVID-19 context. Children may have suffered increased harm from domestic violence, neglect, abuse, child criminal exploitation or child sexual exploitation therefore we are committed that everyone in the Academy is observant and listening to the voice of the child during any contact.

Negative experiences and distressing life events associated to COVID-19 can affect the mental health of students and their parents, we are well prepared to offer the right help at the right time. Our belief is that "it could happen here" and "we have the interest of the children" as our priority.

1.3 This policy is available to parents/carers on our website [www.josephleckieacademy.co.uk](http://www.josephleckieacademy.co.uk)

All staff (this includes volunteers) are aware of the safeguarding procedures in the Academy and these are explained as part of staff induction.

This includes:

- the Child Protection Policy;
- the Staff Code of Conduct
- the safeguarding response to children who go missing from education
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any Deputies).
- [Keeping Children Safe in Education 2020](#) (Part one and Annex A)

### 2. Safeguarding and Promoting the Welfare of Children

2.1 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children, and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child.

There are four main elements to the Academy Safeguarding/Child protection Policy. All of which are underpinned by KSCIE 2020.

Safeguarding and promoting the welfare of children\* is: -

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

\*Children includes everyone under the age of 18.

2.2 Joseph Leckie Academy staff are particularly important as they are in a position to identify concerns early, provide help for children, and to prevent concerns from escalating.

2.3 Joseph Leckie Academy has a Designated Safeguarding Lead (and trained Deputies) who will provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as Children's Services and Police.

2.4 Joseph Leckie Academy staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

2.5 Any member of staff who has a concern about a child's welfare should follow the referral processes set out in Appendix 1. Staff may be required to support social workers and other agencies following any referrals.

The Teachers' Standards 2012 state that teachers, including Headteachers/Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

### 3. Expectations of Academy Staff, Volunteers and Visitors

3.1 Joseph Leckie Academy staff, volunteers and visitors will:

- be familiar with and understand the Academy Child Protection and Safeguarding Policy
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of Individual Education Programmes, Child in Need Plans, Child Protection Plans and Early Help assessments where necessary
- be alert to signs and indicators of abuse

### 4. Academy Ethos

4.1 The Academy encourages students to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the Academy and where political issues are brought to the attention of the students; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.

## **Section 2: Duties and Responsibilities**

### 5. Children Act 2004 Education and Schools

5.1 The Children Act 2004 places a statutory responsibility as follows:

Education and schools: All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people and should be able to manage situations where there are child welfare concerns.

### 6. Local and National Responsibilities

6.1 Joseph Leckie Academy will fulfil their local and national responsibilities as laid out in the following documents:

- [Keeping Children Safe in Education September 2020 \(including Part One and Annex A\)](#)
- [Teaching online safety in school](#)
- [Working Together to Safeguard Children July 2018](#)
- [Walsall Safeguarding Children Partnership procedures](#)
- [Walsall Safeguarding Adults Partnership procedures](#)
- Education Act 2002 ([section 175](#) / [section 157](#))
- [What to do if you are Worried a Child is being Abused March 2015](#)
- [Information sharing guidance for practitioners and managers July 2018.](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges](#)
- [Education Inspection Framework](#)

### 7. The Statutory Framework and Legislative Duties

7.1 In order to safeguard and promote the welfare of children, Joseph Leckie Academy staff will act in accordance with the following legislation and guidance:

- [The Children Act 1989](#)
- [The Children Act 2004](#)
- Education Act 2002 ([section 175](#) / [section 157](#))
- [Walsall Safeguarding Partnership Child Protection Procedures](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Dealing with Allegations of Abuse Against Teachers and Other Staff \(DfE 2011\)](#)
- [Children and Social Work Act 2017](#)

### 8. Academy response to guidance in Keeping Children Safe in Education (2020).

8.1 In response Joseph Leckie Academy has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students 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 students off-roll when they:
  - leave the Academy to be Electively Home Educated.

- move away from the Academy’s location.
- remain medically unfit beyond compulsory school age.
- are in custody for four months or more (and will not return to school afterwards).
- are permanently excluded.

We will ensure that students who are expected to attend the school but fail to take up the place will be referred to the Local Authority.

When a student leaves the Academy, we will record the name of the student’s new school and their expected start date.

Joseph Leckie Academy will inform the Local Authority of any student who fails to attend regularly or has been absent without the Academy’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between Joseph Leckie Academy and the Local Authority.

## 9. Key Staff

9.1 Named staff at Joseph Leckie Academy are:

<b>Designated Safeguarding Lead (DSL)</b>	Mrs M De Rome
<b>Principal</b>	Mr J Ludlow
<b>Chair of Governors</b>	Mrs L Ingram
<b>Safeguarding Governor</b>	Father M McIntyre
<b>Deputy DSL (DDSL)</b>	Mr J Ludlow, Ms R Cook, Mrs J Smith, Mr A Banbery, Mr T Pochin, Mrs L Price and Mr J Greaves
<b>Single Point of Contact for Preventing Radicalisation (SPOC)</b>	Mrs M De Rome
<b>Looked After Children Designated Teacher</b>	Mr K Wallworth
<b>Designated Lead for Online Safety (responsible to DSL)</b>	Mr T Freeman
<b>Senior Lead for Mental Health</b>	Mr J Greaves

## 10. Role of The Designated Safeguarding Lead

10.1 The Governing Body have appointed Mrs M De Rome as the Designated Safeguarding Lead, she has the authority to perform the role and is part of the Academy Leadership Team.

10.2 The Designated Safeguarding Lead takes responsibility for safeguarding and child protection (including online safety).

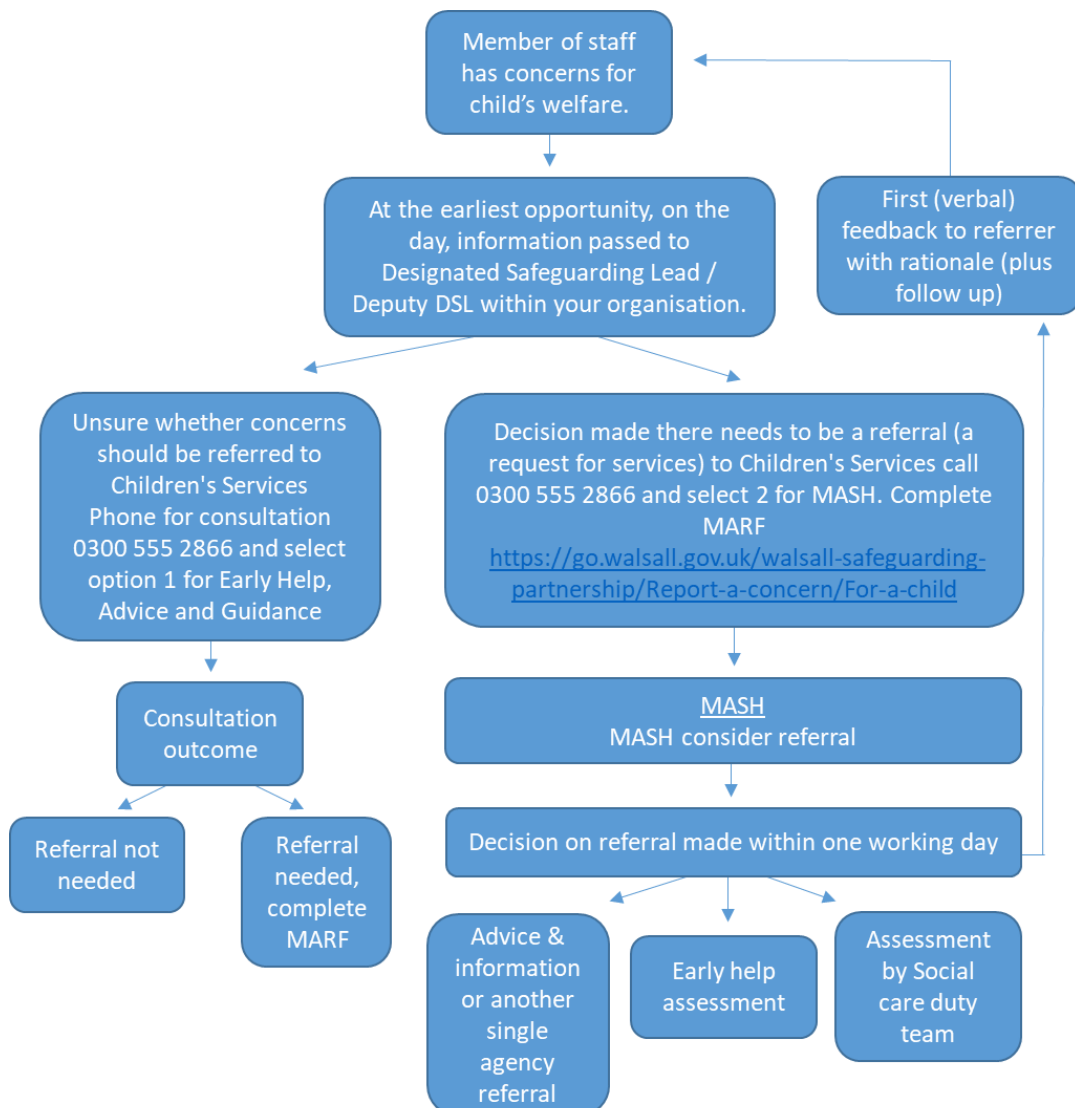
10.3 The Designated Safeguarding Lead or a Deputy DSL should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or DDSL) are not available, this should not delay appropriate action being taken. Joseph Leckie Academy staff should consider taking advice from Children’s Services. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy DSL) as soon as is practically possible.

10.4 The Designated Safeguarding Lead has responsibilities as follows:

- refer cases of suspected abuse to the Local Authority Children's Services as required.
- support staff who make referrals to Local Authority Children's Services.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel Programme.
- refer cases where a crime may have been committed to the Police as required.
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice, and expertise for all staff.

10.5 **Referring a Concern.** If the Designated Safeguarding Lead is not available, you must refer your concerns to a named Deputy DSL.

All staff should be aware of the process for making referrals to Children's Services and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral.





## 11. The Responsibility of the Governing Board

11.1 The Governing Body are the accountable body for ensuring the safety within Joseph Leckie Academy. Joseph Leckie Academy Governing Body will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- an effective Child Protection Policy.
- a Staff Code of Conduct which includes: acceptable use of technology, staff/student relationships and communications including the use of social media.

11.2 The Governing Body will ensure Joseph Leckie Academy has in place the appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.

11.3 The Governing Body will ensure Joseph Leckie Academy contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. Joseph Leckie Academy will work with Children's Services, 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 of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

11.4 The Governing Body will ensure that our safeguarding arrangements consider the procedures and practice of the Local Authority. This includes the requirement under Section 175/Section 157 of the Education Act 2002 which placed a duty on:

- The Governing Bodies of schools to have arrangements for safeguarding and promoting the welfare of children in place.
- The Local Authority to monitor compliance of maintained schools.

11.5 The Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily and all staff can contribute to safeguarding arrangements and the Child Protection Policy.

11.6 The Governing Body will ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

11.7 The Governing Body will ensure there are procedures in place to handle allegations against teachers, Principal, support staff, volunteers, and visitors.

11.8 The Governing Body will ensure that all staff members undergo safeguarding and child protection training at Staff Induction. The training will be regularly updated, and the induction and training will be in line with advice from Walsall Safeguarding Partnership.

11.9 The Governing Body will review the Child Protection Policy annually.

11.10 The Nominated Governor for safeguarding in the Academy is Father M McIntyre. He is responsible for liaising with the Principal and Designated Safeguarding Lead and Deputy Designated

Safeguarding Leads across all matters regarding child protection issues. The role is strategic rather than operational – he will not be involved in concerns about individual students.

11.11 Mrs L Ingram (the Chair Governor) is nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the Principal.

## 12. The Role of the Designated Teacher for Looked After and Previously Looked After Children

12.1 The most common reason for children becoming looked after is because of abuse and/or neglect. The Governing Body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

12.2 The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual Academy Headteacher in the authority that looks after the child.

12.3 The Governing Body has appointed a Designated Teacher, Mr K Wallworth (SENco), to promote the educational achievement of children who are looked after or previously looked after and ensure that this person has appropriate training. We have two children who are looked after and two children who were previously looked after.

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, Designated Teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

## 13. Training

13.1 All staff and volunteers will receive Level 1 Safeguarding Children and Young People training at least every year delivered by the Designated Safeguarding Lead in the Academy or external online agency. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings).

13.2 Walsall Safeguarding Partnership and Walsall Council offers training in Safeguarding Children and Young People, Child Protection, Safer Recruitment, and other topics relating to safeguarding children. Staff training is not only crucial in protecting children and young people, but also makes them aware of how they can protect themselves against allegations.

Further information about these courses can be accessed via the Walsall Safeguarding Partnership website at <https://go.walsall.gov.uk/walsall-safeguarding-partnership/>

## 14. Single Central Record (SCR)

14.1 The Single Central Record (SCR) must indicate whether the checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained, for all staff volunteers and visitors, including people who have lived or worked outside the UK. The Single Central Record will be checked monthly by the Principal.

14.2 All recruitment materials will include reference to the Academy's commitment to safeguarding and promoting the wellbeing of students. All staff and volunteer interviews will explore the candidate's commitment, understanding and knowledge of safeguarding children and young people.

14.3 Relevant staff have undertaken Safer Recruitment Training. There will be at least one person on every interview panel who has completed Safer Recruitment Training.

## 15. Whistleblowing

15.1 All staff must raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime and concerns will be taken seriously by the Principal/DSL/DDSL.

All staff will complete a question on Forms to confirm that they have read and understood KCSIE, CP Policy, Staff Code of Conduct and ICT Usage Policy.

15.2 Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the Principal/DSL/DDSL.

15.3 Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

15.4 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, this line is open from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

<https://www.gov.uk/whistleblowing>

## 16. Curriculum

16.1 The Governing Body considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PDP (PHSE), SRE, SMSC, British Values, eSafety, assemblies, approved visitors etc.

16.2 We will provide opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being. Relevant issues will be addressed through the PDP curriculum, for example self-esteem, emotional literacy, assertiveness, power, exploitation, sex and relationship education, consent, eSafety, British Values, bullying and sexting. Issues will be addressed through other areas of the curriculum, for example, English, History, Drama, Art, RE, Science and many others.

16.3 Relationships and sex education (RSE) and health education. Academy policies address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour and are linked to ensure a whole Academy approach. The Academy safeguarding policy cannot be separated from the general ethos of the Academy, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and feel they are listened to. This may include covering relevant issues for us through Relationships Education and Relationships and Sex Education which is compulsory from September 2020 for all secondary students.

## 17. Online safety

17.1 We know students increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Designated Safeguarding Lead takes lead responsibility for online safety in the Academy.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm.

17.2 The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges to do so safely:

[Safeguarding in schools, colleges, and other providers](#)

[Safeguarding and remote education](#)

17.3 When students use the Academy network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students can access the internet using their own personal devices data plan, which unfortunately we have no control over.

17.4 To minimise inappropriate use, we implement a range of different proactive and reactive measures both on Academy systems and in the curriculum. Both the ICT and PDP curriculum contain information and resources for online safety and the dangers/risks of accessing or posting inappropriate content online. We also have a system in place which both screen captures and key logs on all devices on site, any captures of inappropriate use are reviewed by the Leadership Team and IT Services Coordinator, appropriate sanctions are actioned dependant on the issue. This may be educating the user or parental contact. Assemblies are also programmed throughout the Academic year to raise further awareness. Regular safeguarding briefings are sent out by the DSL which where necessary incorporated updated information.

17.5 The Academy website has a large range of resources available for parents, we also invite parents to attend sessions on site either with ourselves or third-party agencies to further promote good practice.

## 18. Reasonable Force

18.1 There are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

18.2 When using reasonable force in response to risks presented by incidents involving children with SEND or disabilities or with medical conditions, we will consider the risks carefully recognise the additional vulnerability of these children.

18.3 Joseph Leckie Academy procedures are clear that any member of staff who uses reasonable force completes a report immediately and shares the report with the Designated Safeguarding Lead (or Deputy DSL) to ensure that:

- The child was not harmed.
- That first aid has been considered.
- That the parents/carers of the child or young person have been informed.
- That reasonable force was the best and most proportionate response to the situation.

Further information:

[Use of reasonable force](#)

### 19. Extended School/Community and Off-Site Arrangements

19.1 Where extended Academy or community activities are provided, the Academy Child Protection Policy and procedures apply. If other organisations provide services or activities on our site, the Academy will undertake checks to ensure that they provide adequate safeguarding arrangements.

19.2 When students attend off-site activities, including day and residential visits and work - related activities, the Academy will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

### 20. Data protection and information sharing

20.1 We understand that information sharing is vital in identifying and tackling all forms of abuse. It is important that we recognise the importance of information sharing between professionals and local agencies.

20.2 The Data Protection Act 2018 and General Data Protection Regulation (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

20.3 When children leave Joseph Leckie Academy, the DSL will ensure their child protection file is transferred to the new academy, school, or college as soon as possible, ensuring secure transit, and confirmation of receipt will be obtained; this should be transferred separately from the main student file. If we are the receiving Academy, we will ensure key staff such as DSLs and SENCOs, are aware as required.

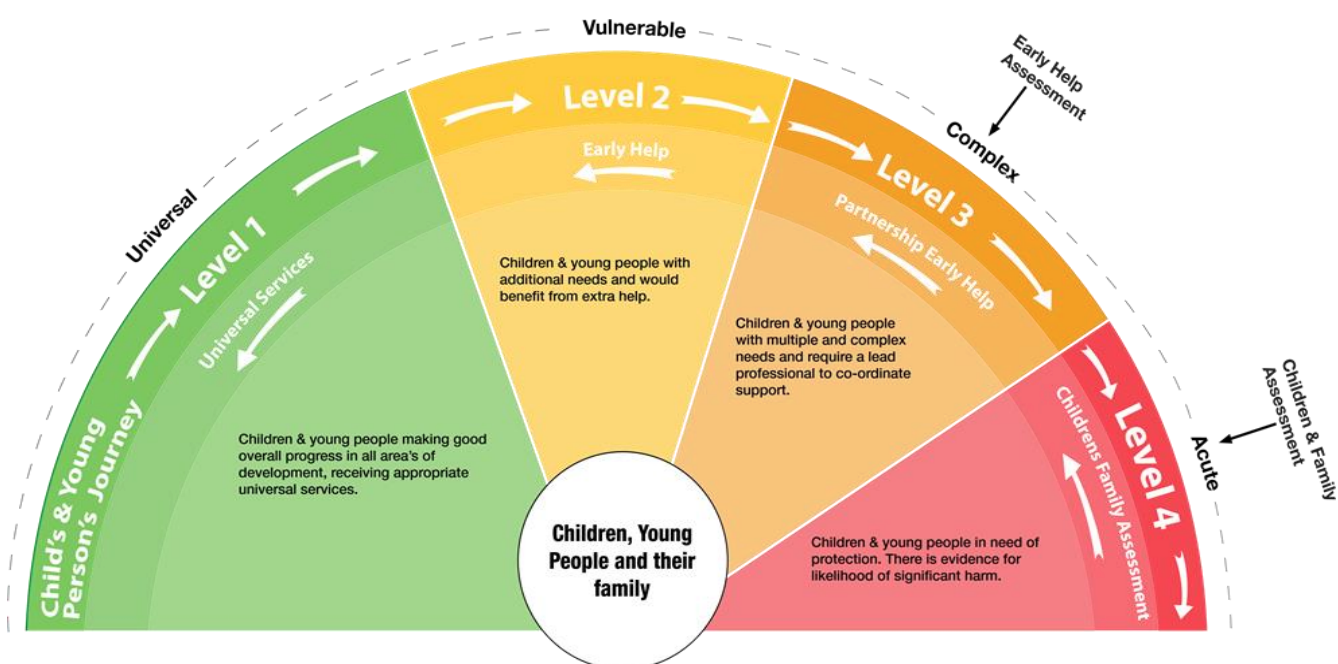
See Appendix 3: 'The Seven Golden Rules for Sharing Information'

### Section 3: Responding to a Concern or Disclosure (Guidance and Procedure)

#### 21. Key principles (including 'Early Help')

21.1 Joseph Leckie Academy staff are aware of the referral pathway in Walsall including single and multi-agency Early Help offers as defined in Walsall Safeguarding Partnership [Right Help Right Time: A Multi-Agency Guidance on the Continuum of Need](#).

21.2 If staff have any concerns about a child's welfare, they should act on them immediately. Many children are vulnerable in various ways and this is not always as a result of actions by parents/carers. Children can be deemed to be vulnerable in many ways, as defined in the 'Walsall Pathway' for levels of concern is defined below:



Options will therefore include:

- managing any support for a child internally via the Academy Pastoral support practice
- being open to early help assessment/early reviews
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

21.3 All Academy staff should be prepared to identify children who may benefit from Early Help (levels 2 and 3) in addition to identifying risks of significant harm (level 4).

21.4 **Early Help.** If Early Help is appropriate, the Designated Safeguarding Lead will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to Children's Services for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

21.5 **Child in Need.** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in Need may be assessed under Section 17 of the Children Act 1989.

21.6 **Children suffering or likely to suffer significant harm.** Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under Section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

21.7 **The role of the Local Authority.** The Local Authority will decide, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome, the referrer should follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, the Academy will consider following local escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves. [www.wlscb.org.uk](http://www.wlscb.org.uk)

21.8 If Academy staff have a concern about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there must be a conversation with the Designated Safeguarding Lead to agree a course of action.

21.9 Where there is a safeguarding concern, Joseph Leckie Academy staff will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place for children to express their views.

## 22. Dealing with Concerns and Disclosures

22.1 All staff will report a concern about a child or young person if:

- a child discloses something that has upset or harmed them
- someone else reports something that a child has told them, or they believe a child has or is being harmed
- a child shows signs of physical injury for which there appears to be no explanation
- a child's behaviour suggests he or she is being abused
- the behaviour or attitude of a colleague shown towards a child causes a cause for concern
- a child demonstrates worrying behaviour towards other children.
- a child displays indicators of mental health concerns

22.2 We know that being professionally curious is not simply about asking the question. It is about the language used, creating a trusting relationship, a safe space in which to disclose and giving time to children and young people so they do not feel pressured.

22.3 All staff are alert to the potential need for early help/referral to the Designated Safeguarding Lead for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health, and care plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

22.4 Academy staff are aware that to consult with the Designated Safeguarding Lead **does not** mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Lead who will contact the appropriate agency as and when required. However, all staff are aware that they can and should make referrals/consult with Walsall MASH.

22.5 If a member of staff is unhappy with the response he/she receives from the Designated Safeguarding Lead, all staff have the right to contact Children's Services.

22.6 Joseph Leckie Academy will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm
- place a vulnerable adult at risk of harm
- compromise and enquiries that need to be undertaken by Children's Services or the police

22.7 Joseph Leckie Academy staff will endeavour to ensure that parents understand the responsibilities placed on the Academy and staff for safeguarding children.

22.8 Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words, and physical appearance. When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and to ensure that your actions do not jeopardise any legal action against the abuser.

### 23 Procedures when someone is concerned about a child or young person (including 'Early Help')

23.1 all concerns for children and young people should be recorded on My Concern using staff log in details. An emergency log in system is available on [SharePoint](#).

- all concerns should be recorded as soon as possible one hour
- all concerns should be referred to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in their absence
- all concerns of significant harm should be referred to the Local Authority Children's Services (MASH) without delay. See appendix 1.



- all concerns shared with the Designated Safeguarding Lead should be considered alongside Walsall's Safeguarding Partnership Right Help, Right Time guidance
- All concerns of allegations in relation to staff, volunteer or visitor's harmful behaviour should be referred to the Principal (if the concern is in relation to the Principal the LADO should be informed without delay). See appendix 2.

23.2 Principle for the Academy "Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 we may share information without consent if, in our judgement, there is a lawful basis to do so, such as where safety may be at risk."

23.3 We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have a social worker.

### 23. What Information will you need when making a referral

18.1 Staff will be asked to provide as much information as possible, such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents, other siblings, chronology of previous concerns. Staff should not be concerned if they do not have all these details, staff should still make the call.

23.1 Responses from parents. Research and experience indicate that the following responses from parents may suggest a cause for concern across all categories of abuse:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home.
- Violence between adults in the household.

23.2 Staff should follow up the verbal referral in writing, within 24hrs. This should be done on a MARF (multi agency referral form). Joseph Leckie Academy will use the common referral procedures available online as per their Local Authority the MARF can be accessed through the link below:

[Walsall Safeguarding Partnership](#)

### **Multi Agency Safeguarding Hub (MASH)**

Tel: 0300 555 2866 Monday to Thursday 8.45am - 5.15pm, Friday 8.45am - 4.45pm

### **Emergency Response Team**

Tel: 0300 555 2922 or 0300 555 2836

If you believe a child or young person is at immediate risk of harm call 999 in an emergency

23.4 Some of our students may not reside within Walsall Local Authority and we are aware that we should locate the number for the child's Local Authority's Child Protection Referral Team via <https://www.gov.uk/report-child-abuse-to-local-council>

#### 24. Responding to a disclosure "The 6 R's Response"

You have a statutory duty under the Education Act 2002 to pass on any child protection concerns about the child.

<b>Receive</b>	<b>Reassure</b>	<b>React</b>	<b>Record</b>	<b>Refer</b>	<b>Reflect</b>
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### **Receive**

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

### **Reassure**

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

### **React**

- If you need to clarify information, ask open-ended questions e.g., "Is there anything you would like to tell me?", "Can you explain to me...", "Can you describe to me..."
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g., "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the student to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by Children's Services or Police.

## **Record**

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time, and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by Children's Services or Police.

## **Refer**

- Immediately inform the Designated Safeguarding Lead for child protection Mrs M De Rome or in her absence a Deputy Designated Safeguarding Lead who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

## **Reflect**

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g., any knowledge of siblings in the Academy, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within the Academy or an alternative source but be aware of principles of confidentiality.

### 25. Allegations involving a member of staff or volunteer

25.1 Joseph Leckie Academy is committed to having effective recruitment and human resources procedures, including checking all staff, volunteers and visitors to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by the Walsall Safeguarding Partnership or other relevant providers. However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances.

25.2 All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Principal. In his absence staff should seek to speak with a member of the Leadership Team. If the concern is about the Principal, then speak to the Local Authority Designated Officer (LADO). Information sharing should not be barrier but in the unlikely event that staff cannot access the people above they need to discuss concerns with Tina Cooper (LADO) [lado@walsall.gov.uk](mailto:lado@walsall.gov.uk). (01922) 654040 or 07432 422205. See Appendix 2.

25.3 The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which 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 which indicates that he/she is unsuitable to work with children

The allegations may relate to the person's behaviour at work, at home or in another setting.

**All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day. Call Tina Cooper (Walsall LADO) on 01922 654040 or 07432 422205.**

25.4 A senior member of the Human Resources section for the agency must also be consulted. The LADO will discuss the matter with the Principal, Mr J Ludlow to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to Children's Services is required and/or whether disciplinary action is appropriate.

25.5 Most allegations will require immediate referral to Children's Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take. If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to Children's Services and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure, this can be found on the [Walsall Safeguarding Partnership website](#).

25.6 Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently, the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

25.7 Where a referral is made directly to Children's Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer/Manager in the relevant agency or organisation.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence.
2. Enquiries and assessment by Children's Services as to whether the child is need of protection or in need of services.
3. Consideration by an employer of disciplinary action in respect of the individual.

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agency's complaints or disciplinary procedures. More information and the full Walsall Safeguarding Partnership Child Protection Procedures can be found at [Walsall Safeguarding Partnership website](#).

26. Additional Academy safeguarding policy and guidance

26.1 This policy should be read and referenced alongside other Academy safeguarding policy and guidance:

- eSafety policy
- Anti-bullying policy
- Attendance policy
- Staff code of conduct
- Reasonable force policy
- Data Protection Policy
- Positive Behaviour Management policy
- Whistleblowing policy
- Radicalisation and Extremism guidance for schools Sept 2015
- Mental Health and Wellbeing Policy
- Searching Screening and Confiscation Policy
- Drug, Alcohol and Tobacco Policy
- Weapons Policy

## Section 4 Definitions and Specific Risks

### 27. Definitions of Abuse and Neglect

27.1 **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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

27.2 **Physical abuse:** may involve hitting, shaking, throwing, poisoning, suffocating, burning or scalding, drowning or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy.

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

27.4 **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, or

non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not only perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

27.5 **Neglect:** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate caregivers) or the failure to ensure access to appropriate medical care treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

27.6 **Contextual Safeguarding.** Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside the Academy. All our staff, especially the Designated Safeguarding Lead (and or Deputies) will be considering the context within which such incidents and behaviours occur. This is known as [contextual safeguarding](#), which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

27.7 All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

## 28. Specific Risks

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

Keeping Children Safe in Education Sept 2020 Annex A outlines risks as below:

28.2 **Children and the Court system.** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. We will recognise these vulnerabilities and offer early help where necessary for the children, young people, and their families to safeguard emotional wellbeing; we will access resources as defined in Keeping Children Safe in Education.

28.3 **Children Missing from Education.** 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. 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 others safeguarding issues, including the criminal exploitation of children.

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

We will always follow up with parents/carers when students are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the Academy as soon as possible if the numbers change.

**28.4 Children with family members in prison.** These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. We will work with the children and their families as much as possible to mitigate the harm by offering early help and emotional wellbeing support where necessary and recognise additional risks such as witnessing arrests, trauma of prison visits, concerns regarding an offender's release and return home. This may include working with specialist agencies such as WPH counselling, Early Help Family Support Practitioners or Barnardo's.

**28.5 Child Criminal Exploitation (CCE) & County Lines.** Our staff are aware that Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur with technology.

Some of the following can be indicators of Child Criminal Exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Any concerns will be referred to Children's Services and support will also be sought from the Principal Exploitation Reduction Officer & Exploitation and Missing Team Manager, Katie Storer-Young, who manages the Walsall Exploitation team. If you are worried about exploitation or have concerns about a child, please refer to MASH or the child's social worker. You should also copy [missingexploitedchildren@walsall.gov.uk](mailto:missingexploitedchildren@walsall.gov.uk) into any referrals.

**28.6 Child sexual exploitation (CSE).** CSE 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 using technology. Like all forms of child sex abuse, child sexual exploitation: can occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include (Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues):

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past. For example, domestic abuse or parental substance misuse, mental health issues or criminality.
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

Joseph Leckie Academy refers to Walsall Safeguarding Partnership procedures to consider completion of the all age exploitation screening assessment. Walsall Safeguarding Partnership.



Any concerns will be referred to Children's Services and support will also be sought from the Principal Exploitation Reduction Officer & Exploitation and Missing Team Manager, Katie Storer-Young, who manages the Walsall Exploitation team. If you are worried about exploitation or have concerns about a child, please refer to MASH or the child's social worker. You should also copy [missingexploitedchildren@walsall.gov.uk](mailto:missingexploitedchildren@walsall.gov.uk) into any referrals.

Further Information: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

**28.7 Domestic Abuse.** Joseph Leckie Academy staff understand that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Domestic 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; and emotional.

- **Controlling behaviour**  
Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- **Coercive behaviour**  
Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Joseph Leckie Academy is signed up to Operation Encompass, the Walsall Joint Agency Protocol for Domestic Abuse notifications to Schools. This protocol sets out Walsall's plans for a multi-agency operation to notify schools when a student has experienced domestic abuse in their household, which will allow the school to provide appropriate early intervention and support in a timely manner. The Academy DSL will receive notifications and ensure the children receive the right help at the right time.

Further information:

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

[Refuge what is domestic abuse/effects of domestic abuse on children](#)

[Safelives: young people and domestic abuse](#)

**28.8 Homelessness.** Joseph Leckie Academy staff understand that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and Deputies DSL's) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

We understand that a referral into Children's Services where a child has been harmed or is at risk of harm may still be made to Children's Services.

We are aware that indicators may be:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property

We recognise that in some cases 16 and 17 year olds could be living independently from their parents/carer, for example through their exclusion from the family home, and will require a level of intervention and support.

Further information:

[Homelessness Reduction Act: policy factsheets](#)

**28.9 Honour based abuse** (Forced Marriage, Female Genital Mutilation and Breast Ironing). So called 'honour-based' abuse (HBA) 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 honour-based abuse are serious (regardless of the motivation) and should be handled and reported as such.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they will speak to the DSL (or Deputy DSL). We understand that if FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach as below.

**Female Genital Mutilation (FGM).** Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society.
- mother or a sister who has undergone FGM.
- girls who are withdrawn from PSHE.
- visiting female elder from the country of origin.
- being taken on a long holiday to the country of origin.
- talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting, or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return.
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

We know that where a teacher (including HLTA's and cover supervisors) discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. We know teachers (including HLTA's and cover supervisors) must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless our teachers (including HLTA's and cover supervisors) have good reason not to, they will still consider and discuss any such case with our Academy's Designated Safeguarding Lead (or Deputies) and involve Children's Services as appropriate. The duty does not apply in relation to at risk or suspected cases i.e., where teachers (including HLTA's and cover supervisors) do not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers (including HLTA's and cover supervisors) will follow our safeguarding procedures and those set out in Walsall's procedures.

Further information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

**Forced marriage.** A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. We can play an important role in safeguarding children from forced marriage, our staff have been briefed on the indicators of possible forced marriage and honour-based violence and will refer any concerns to the Designated Safeguarding Lead immediately

Further information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322310/HMG\\_Statutory\\_Guidance\\_publication\\_180614\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

**28.10 Preventing Radicalisation.** Joseph Leckie Academy staff are aware that children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms

of harms and abuse, protecting children from this risk is part of Joseph Leckie Academy's safeguarding approach.

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 Academy staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Staff are alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy DSLs) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the Academy'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. 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.

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 like illegal organisations or other extremist groups.
- out of character changes in dress, behaviour, and peer relationships. 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, artwork 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.

Joseph Leckie Academy Governing Body, Principal, Designated Safeguarding Lead/ Single Point of Contact will assess the level of risk within the Academy and put actions in place to reduce that risk. We have risk assessments that include consideration of the Academy's RE curriculum, SEN Policy, the use of Academy premises by external agencies, integration of students by gender and SEN, Anti-Bullying Policy and other issues specific to the Academy's profile, community, and philosophy.

The broader responsibilities for the Academy are defined within the Walsall Radicalisation and Extremism guidance September 2015.

Joseph Leckie Academy refers to Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers and parents' information, tools, and resources (including on the promotion of Fundamental British Values) to help recognise and address extremism and radicalisation in young people.

If a member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they will speak with the SPOC - Mrs M De Rome.

David Chadwick is Walsall's Prevent Education Officer & Prevent Coordinator.

david.chadwick@walsall.gov.uk

Tel: 01922 654499 Mob: 07766 160646

**28.11 Channel.** The Designated Safeguarding Lead (and any Deputies) are aware of local procedures for making a Channel referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Further information:

<https://www.gov.uk/government/publications/channel-guidance>

**28.12 Peer on peer abuse.** Joseph Leckie Academy staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- gender-based violence.
- sexting (also known as youth produced sexual imagery).
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Joseph Leckie Academy believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the Academy and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our Positive Behaviour Policy.

Occasionally, allegations may be made against students by others in the Academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional

abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found if the allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other students in the Academy.
- indicates that other students may have been affected by this student.
- indicates that young people outside the Academy may be affected by this student.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

In May 2018, the DfE released advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children. Academy staff understand the guidance and our responses to such abuse, and that children can abuse their peers in this way.

**Sexual Violence and Sexual Harassment.** Sexual violence can include rape, assault by penetration and sexual assault and that it is important that children and young people are familiar with issues of consent. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. Child on child 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. 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: deliberately brushing against someone, interfering with someone’s clothes.
- displaying pictures, photos, or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. (this may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments, and messages, including, on social media and sexual exploitation, coercion, and threats.

\*any of these behaviours could cross a line into sexual violence, it is important to talk to and consider the experience of the victim.

**Upskirting.** The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual

gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. We understand in our Academy that anyone of any gender, can be a victim. All staff are aware that all incidents are to be taken very seriously and an immediate report provided to the Designated Safeguarding Lead. The Designated Safeguarding Lead will contact other statutory partners for support and assessment.

**Sexting** is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery' ('Sexting' does not include the sharing of sexual photos and videos of under-18-year-olds with or by adults. This is a form of child sexual abuse and must be referred to the police).

Academy staff will record and report all issues of peer-on-peer abuse to the Designated Safeguarding Lead (or Deputies) and ensure the best action is taken to safeguard children and young people. The Academy curriculum endorses peer on peer abuse is not acceptable and our actions are supported by our associated Safeguarding Policy and procedures (Anti Bullying, Positive Behaviour Management, eSafety, Acceptable User Policy) Which are underpinned by KSCIE 2020 and the DFE Sexual violence and sexual harassment between children in schools and colleges May 2018.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the Academy. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

The Academy procedures for dealing with the concerns are: -

- We will never view, download, or share the imagery or ask a child to share or download – this is illegal.
- If we have already viewed the imagery by accident (e.g., if a young person has shown it before we ask them not to), we will report this to the Designated Safeguarding Lead (or their Deputies).
- We will not delete the imagery or ask the young person to delete it.
- We will not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the Designated Safeguarding Lead and/or our statutory partners.
- We will not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers unless advised by the Designated Safeguarding Lead and/or our statutory partners to do so.
- We will not say or do anything to blame or shame any young people involved.
- We will explain to them that you need to report it and reassure them that they will receive support and help from the Designated Safeguarding Lead.

Further information:

[UK Council for Child Internet Safety \(UKCCIS\)  
Searching, Screening and Confiscation](#)

## 29. Other risks and areas for awareness.

29.1 The Academy also recognises the need to be aware of the following risks, all staff and volunteers are aware of these and will report concerns to the DSL.

29.2 **Childhood Mental Health.** Joseph Leckie Academy staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

We are clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. The Academy staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We understand that when children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (especially in the context of COVID-19), this can have a lasting impact throughout childhood, adolescence and into adulthood. We know that early help is critical when supporting children and young people who are suffering trauma, depression, anxiety, low mood, and other indicators of mental health.

- Worries that stop them carrying out day to day tasks.
- Sudden outbursts of anger directed towards others or themselves.
- Loss of interest in activities that they used to enjoy.
- Problems eating or sleeping.

If a member of staff has a mental health concern about a child immediate action will be taken with a clear route to escalate and referral. A report will be made to the Designated Safeguarding Lead. Joseph Leckie Academy offers additional pastoral support through the Student Support staff and Mr J Greaves.

Further information:

[Preventing and tackling Bullying](#)

[Mental Health and behaviour in Schools](#)

[Promoting Children and Young People's Emotional Health and Wellbeing](#)

29.3 **Children with Special Educational Needs and Disabilities.** The Academy understands that 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.
- difficulties may arise in overcoming communication barriers.

Essentially students are supported via a graduated approach:

Wave one: quality first teaching.

Wave two: TA support in addition to wave one.



Wave three: all the above and support from external agencies.

When SEN students transition to Joseph Leckie Academy with an IEP from Primary school, this information is transferred to the student's profile; this outlines their individual targets and need.

Students who need further assessment can be referred to EP or School Health Advisory Services. Academy follows guidance given by local authority in line with the SEND 2014.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Inappropriate invasive procedures.

**29.4 Private Fostering arrangements.** Joseph Leckie Academy staff are aware that a private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e., a grandparent, brother, sister, uncle, or aunt (whether of the full or half blood or by marriage) or stepparent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

It is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted, but our responsibility to be aware and refer children who may be privately fostered.

If Joseph Leckie Academy plans for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related then we will consider whether the arrangement where children stay with UK families could amount to "private fostering". Joseph Leckie Academy staff will inform the Designated Safeguarding Lead (or Deputies) of any children that fall into the category of private fostering.

**29.5 Young Carers.** Joseph Leckie Academy staff understand that a young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around. Some children give a lot of physical help to a brother or sister who is disabled or ill. Along with doing things to help their sibling/parent, they may also be giving emotional support. We know that some of the risks associated with being a young carer are risk of truancy, under-achievement, isolation, mental and physical ill health, poverty, and stress.

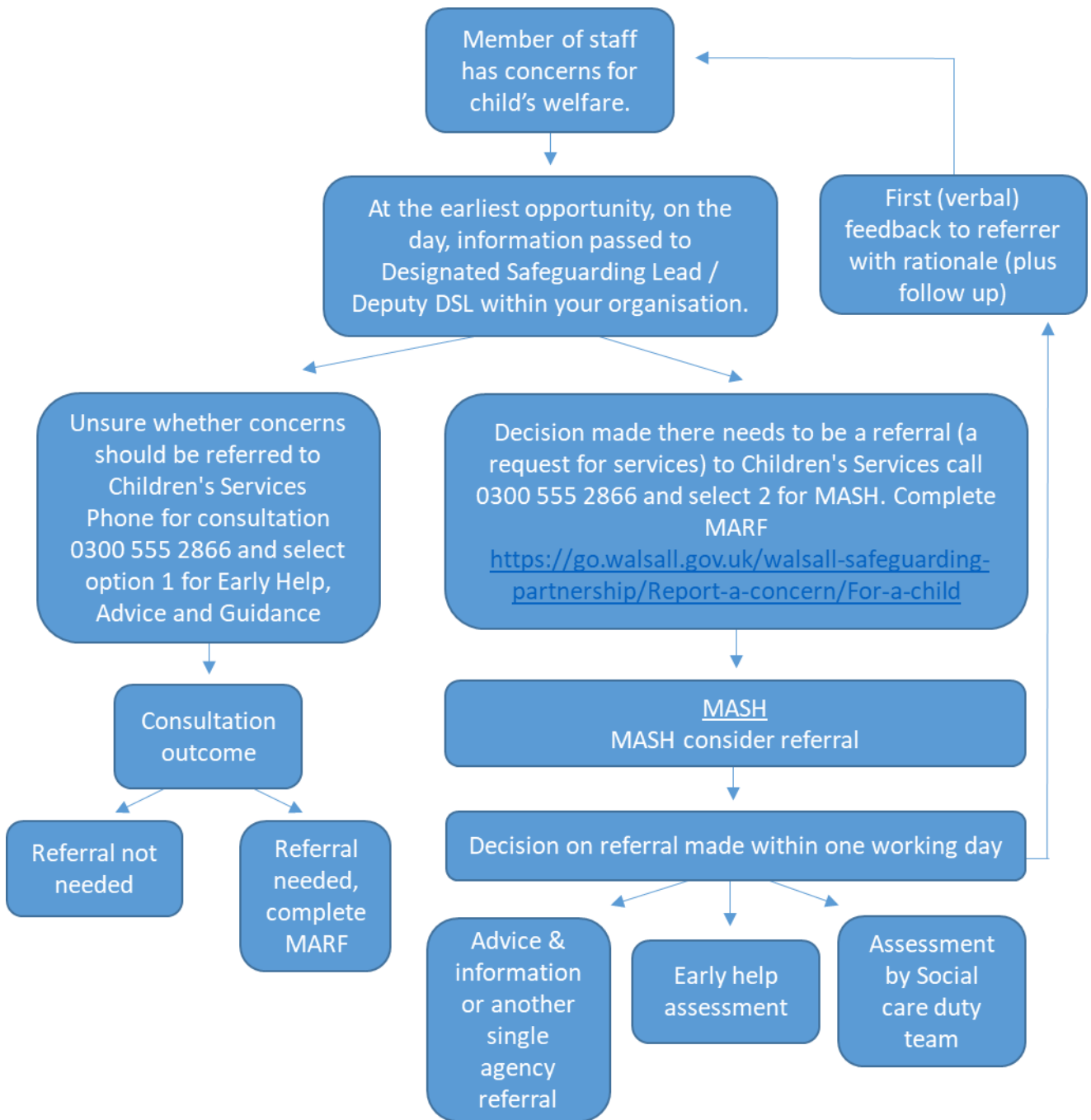
We will follow our safeguarding and child protection procedures if we are concerned and complete the Young Carers screening and assessing tool using our local procedures; found at <http://www.mywalsall.org/walsallearlyhelp/providers-youngcarers/>

**29.6 Serious Violence.** Joseph Leckie Academy staff are aware of indicators which may signal children are at risk of or involved in serious crime or gangs. This includes an increased absence from the Academy, changes in friendship groups, relationships with older individuals or groups, a significant decline in performance, signs of self harm or significant changes in their wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Our PDP curriculum explores understanding for students to be resilient and to talk to a trusted adult.

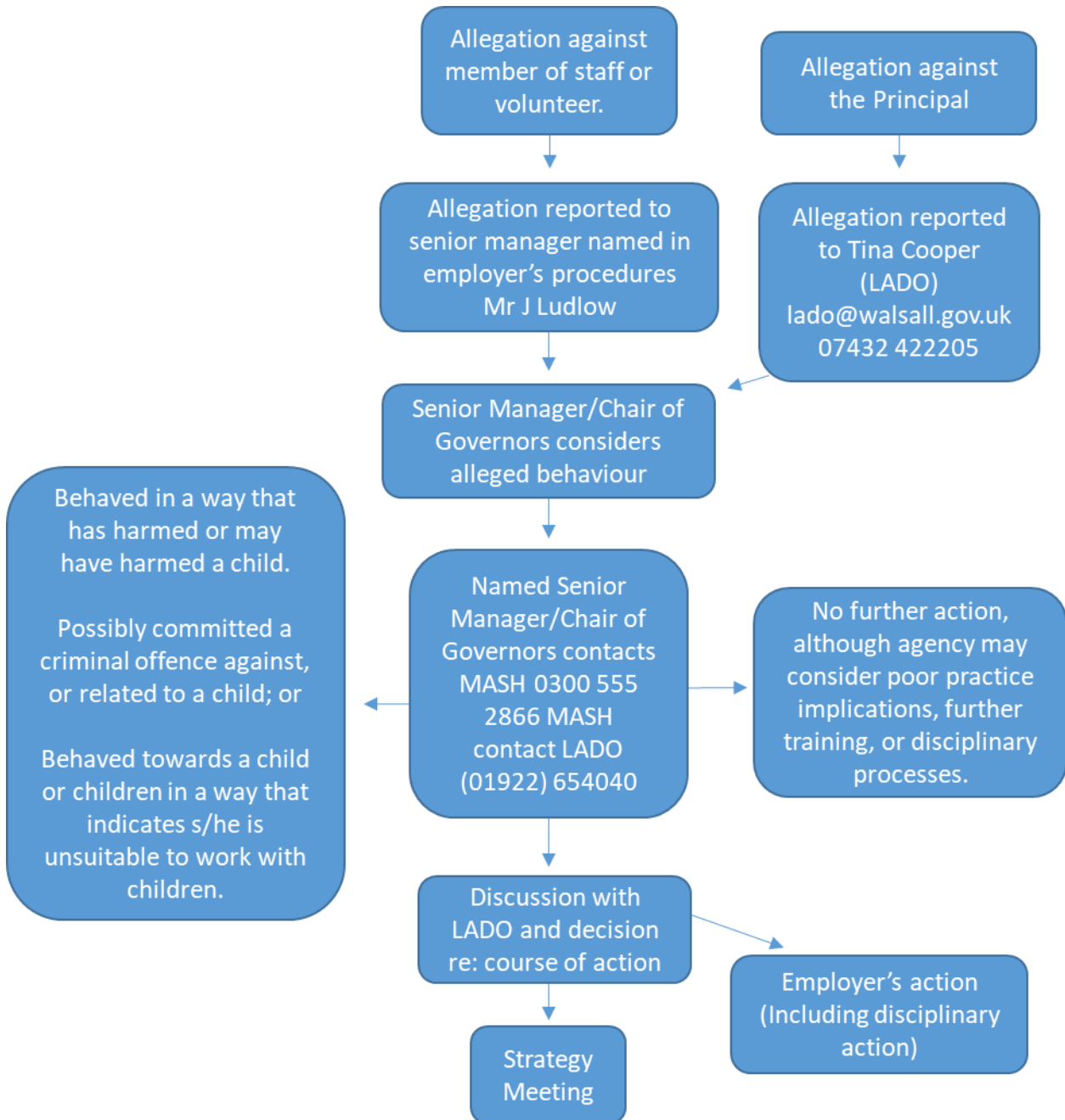
Further information:

[Preventing youth violence and gang involvement](#)

**Appendix 1: Reporting a concern about a student/Referral Process**



**Appendix 2: Managing Allegations Against Staff and Volunteers**



**Appendix 3:** The Seven Golden Rules to Sharing Information for staff and volunteers to follow:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**Appendix 4:** Children in specific circumstances additional advice and support

<b>Abuse or Safeguarding issue</b>	<b>Link to Guidance/Advice</b>	<b>Source</b>
Abuse	What to do if you are worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year-olds witnesses in criminal courts	MoJ advice
	Advice for 12–17-year-old witnesses in criminal courts	MoJ advice
Children missing from education, home, or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo’s in partnership with Her Majesty’s Prison and Probation Service (HMPPS) advice
Child exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs-advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention.	Website developed by Mentor UK
“Honour Based Violence”	Female genital mutilation information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance

	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing, and resilience	Public Health England resources
	Medical conditions: supporting students at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
	Teaching online safety in school	DfE – statutory guidance
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

## **Appendix 5: Host families (homestay during exchange visits)**

Schools and colleges often plan for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for students to develop their confidence and expertise in the use of other languages.

We have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit the school or college arranges, and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where we arrange for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where the school or college has the power to terminate such a homestay the school or college would be the regulated activity provider.

A regulated activity provider commits a criminal offence if it knows or has reason to believe that an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the school or college would not be the regulated activity provider.



**Appendix 6: Flowchart for responding to young people engaged in potentially harmful youth generated imagery (sexting).**

