



KING JAMES I ACADEMY

Child Protection Policy

Date adopted by Governors: September 2016

Last review: September 2022

Next review: September 2023

Child Protection Policy

1. Introduction

Child abuse is defined by the Children Act as being “where a child is, or is likely to suffer, significant harm.....” and child protection is about protecting children from these kinds of abuse, both by identifying and responding to individual cases of abuse, and by creating an environment, both physical and intellectual, which protects children from abuse and provides them with the inner resources to protect themselves from abuse.

All children and young people are in need of, and have a right to, protection from all harmful influences whether these are illness, disease, accidental injury, or direct abuse. The responsibility to protect children lies first and foremost with their parent(s) but the whole community also has a role to play.

(Children and Families 1994 DCC para. 7.1)

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2022 as

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

Children includes everyone under the age of 18.

Because of their day to day contact with individual children, teachers and other staff in the education service are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

(DfEE Circular 10/95 para. 8)

This Policy must be read in conjunction with the Local Statutory Safeguarding Partners Child Protection Procedures.

2. The Policy Statement

Children achieve their maximum potential in an environment which is safe, secure and supportive of all their needs, including any needs they have to protection from abuse.

Our Academy is committed to promoting the welfare of all children by working in partnership with parents, the LA and with all relevant agencies and partners in child protection and through the single assessment procedure, in accordance with locally agreed procedures and practices.

Our policy applies to all members of the Academy community in its widest sense, including children and young people, their parents/carers, Academy staff, governors, and all the local and wider community where they interface with the Academy. Within its framework, the policy

outlines their entitlements and responsibilities in securing the protection of children, who attend the Academy.

Our Mission is.....

- To identify and fulfil the needs of every pupil and nurture the 'growth' of each individual;
- To continue to raise standards and stimulate learning through a range of motivating and challenging experiences that extend beyond the classroom;
- To tackle low expectations and raise aspirations by offering clear pathways to further and higher education and work-related learning;
- To provide a stimulating journey to adulthood and working life so that our pupils take up worthwhile places in their communities;
- To equip all pupils to recognise their rights and responsibilities as citizens of their local, wider and global communities;
- To engender a belief in lifelong learning for pupils and members of the wider community through a range of family learning experiences and opportunities for adults to return to learning.

3. Principles of the Policy

Our policy is underpinned and shaped by the Children Act 2004, the Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2022, the Local Safeguarding Children's Board (LSSB) procedures and other relevant legislation and guidance, including LA guidance.

Where a Local Authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the Children's Act states that:

"The Authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare".

This Academy will support the LA in assisting in identification, investigation and support in cases where children are suffering or vulnerable to harm.

In support of the ethos of our Academy, the staff and governors are committed to supporting the following principles: -

- The welfare and well-being of the child is of paramount importance;
- Our policy works on the premise that abuse takes place in all communities and Academies are particularly well placed to identify and refer concerns and also to act to prevent children and young people from being abused;
- We respect and value each child as an individual;
- We are a listening Academy, and encourage an environment where children feel free to talk knowing that they will be listened to;
- The protection of children from abuse is a whole Academy issue, and the responsibility therefore of the entire Academy community;
- Our policy should be accessible in terms of understanding and availability. As a result, the definition of child abuse is known and understood by all, and procedures are known and understood by all.

- Our policy will be developed in consultation with our relevant partners in Child Protection;
- We will use the Academy's curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators;
- Our Academy is a "telling/listening environment with an 'open door' policy and areas of secrecy are discouraged.

4. King James Sixth Form

This policy also refers to students who attend our Sixth Form. If you have a concern about the welfare of a student, please contact our Designated Child Protection Lead Mrs Mhairi Barnfield or our Sixth Form Intervention Provider Mr John Middleton.

5. Rationale

This policy statement aims to show that it is vital that King James I Academy has a whole organisation approach to the positive aspects of child protection issues. The policy is linked directly to LSSP procedures in order to encourage their use and acceptance.

6. Definition

The categories of abuse are defined in Working Together to Safeguard Children (paras. 2.4 – 2.7).

5.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen syndrome by proxy.

5.2 Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse 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 feature age or developmentally inappropriate expectations being imposed on children. It may involve 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.

5.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact. They may also 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.

5.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in a serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

7. Entitlement

The staff of King James I Academy will endeavour at all times to provide a happy and stimulating environment where staff, students, pupils, parents, carers and voluntary helpers will feel welcome and want to be part of the Academy day and where all adults will be vigilant in ensuring that the needs of the children will be met in the areas of child protection issues, specifically physical and emotional abuse, neglect, and sexual abuse.

7.1 Relation to other policies

- How does this policy link with other Academy policies - for example
 - Single Equality Policy
 - Relationships and Sex Education
 - Anti-Bullying
 - Medical Needs
 - Prevent
 - Behaviour
 - Health & Safety
 - Intimate Care Policy
 - Data Protection (GDPR)
 - E-Safety

8 Roles

8.1 Role of the designated teacher (Mrs Mhairi Barnfield)

Entitlements To:	Responsibilities For:
<ul style="list-style-type: none">• Appropriate support from the Head Teacher and Governors and other staff in child protection issues.• Appropriate regular training to enable him/her to be aware of current child protection issues.• Access to support from other agencies e.g. First Contact, and LA, involved in child protection issues.• A policy framework for management of and guidance of child protection issues in Academy.• An understanding that partners all will carry out their role in line with LSSP procedures and the Working Together to Keeping Children Safe in Education 2022.	<ul style="list-style-type: none">• Being fully conversant with the Local Safeguarding Children's Board child protection procedures.• Enacting those procedures when cases of abuse are reported.• Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they remain alert to those responsibilities.• Liaising with First Contact and other agencies in individual cases, and on general issues in connection with child protection.• Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse.• Being responsible for ensuring that relevant staff training takes place including the induction of new staff and that he/she is trained appropriately for the role of designated teacher.• Ensuring that the Academy is represented when appropriate at child protection conferences, and that those representing the Academy are aware

of the procedures and requirements of the conference in terms of reports and chronologies.

- Attending strategy meetings and Team Around the Family Meetings where appropriate.
- In conjunction with the Head Teacher, ensuring that those arrangements emanating from the child protection conference which relate to the Academy are carried out fully.
- Ensuring that information on individual cases is shared with people who 'need to know', but that it is passed only to those people.
- Ensuring that appropriate records are kept securely in accordance with guidance and protocols.
- Working with the Head Teacher or other curriculum leaders on areas where there may be input on child protection into curriculum areas.
- Supporting any staff involved in reporting child abuse cases.
- Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged.
- Liaising with the Head Teacher on monitoring and reviewing the policy.
- Maintaining a system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues.

8.2 Role of the Headteacher (Mr S Whitehead)

Entitlements

To:

- Support from governors, staff and the LA and other partners in child protection in relation to child protection matters.
- A policy framework for management of child protection from Governors.

Responsibilities

For:

- Protecting children from abuse.
- The effective day to day management of child protection in accordance with LSSP procedures.
- Ensuring that there is a designated child protection teacher at an

- Training/advice/information/support from the LA and other agencies on child protection matters.
- Access to consultation from First Contact
- Access to consultation from the LADO (Local Authority Designated Officer) in cases of allegations against staff.
- All partners in child protection will carry out their role as prescribed by the LSSP procedures.
- Effective communication and information channels from Police First Contact and other partner agencies.
- Representation on the DCPC through direct representation or the LA.

appropriate senior level, who is in a position to liaise with First Contact and Police as appropriate.

- Disciplinary issues relating to staff (including suspension where appropriate) and conducting internal investigations.
- Providing a clear lead and sense of direction to the Academy on child protection matters.
- Ensuring that the policy framework agreed with Governors is implemented.
- Informing governors of suspensions of staff in allegations about child abuse.
- Recognising and identifying the individual needs of children.
- Giving privacy, support and information to abused children.
- Creating an ethos in Academy where children know that they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- Working with Governors and staff towards creating a 'safe' Academy.
- Ensuring staff receive appropriate Child Protection training
- Ensuring that Academy child protection policy is communicated to staff and parents and volunteers.
- Undertaking Safer Recruitment training as detailed in LSSP procedures.
- Safe and secure recruitment policy and practice which reflects child protection issues.

8.3 Role of Academy Staff Including Support Staff and Voluntary Helpers

Entitlements To:	Responsibilities For:
<ul style="list-style-type: none">• A range of training opportunities on child protection matters.• Training to refresh level 1 knowledge about child protection at a minimum of every three years.• Advice, guidance, information and support from the LA in relation to individual cases and whole Academy issues, as appropriate.• Regular "in-house reminders about roles, responsibilities, signs and symptoms of concern and about appropriate response to disclosures.• An agreed child protection policy framework established by Governors.• Appropriate procedures in line with LSSP procedures.• Clear, and well publicised lines of communication between the Academy and the LA, Police, First Contact and other agencies.• Guidance about child protection management and development from relevant agencies, including the LA.• Support from LA for staff subject to allegations.• Advice about union membership.	<ul style="list-style-type: none">• Protecting children from abuse.• Implementing and working with the framework of the Academy policy on child protection.• Responsibly to act upon concerns.• Acting as positive role models for parents and children.• Making referrals preferably via the designated teacher to the appropriate agencies in accordance with LSSP procedures.• Working in partnership with other agencies and the LA.• Providing a safe, secure and supportive learning environment for children and young people.• Listening to children and responding in an appropriate way.• Managing and supporting abused children.• Respecting and valuing children as individuals.• Recognising and addressing the individual needs of children.• Working towards an ethos in the Academy where children feel they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.• Working with the Head teacher and governors in creating a 'safe' Academy.

8.4 Role of Governors

Entitlements To:	Responsibilities For:
<ul style="list-style-type: none">• Support/training/guidance/information from the LA regarding child protection matters, at a level appropriate to Governors.	<ul style="list-style-type: none">• Protecting children from abuse.• Ensuring that staff/pupil anonymity is safeguarded in all their procedures.

- To be informed when a member of staff has been suspended.

- Ensuring that LA guidelines and LSSP procedures are followed where allegations are made against the Academy's head teacher.
- Providing the policy framework within which the Academy staff will manage child protection matters.
- Ensuring that child protection implications are considered when recruiting and selecting Academy staff.
- Ensuring that there is a risk assessment made of the Academy, which has regard to Child Protection matters.
- That policy review and monitoring arrangements are defined and implemented.
- The allocation of appropriate resources for the Head teacher and staff to manage child protection appropriately in line with Keeping Children Safe in Education 2022.
- Ensuring an appropriate training programme is supported and followed in Academy.
- Undertaking Safer Recruitment training as detailed in LSSP procedures.
- Ensuring disciplinary action is taken against staff where necessary.
- Ensuring appropriate procedures are in place and that these follow LSSP procedures.
- Supporting the Head teacher in relation to child protection matters.
- Working with the Head teacher and staff towards creating a safe Academy.
- Annual or more frequent termly updates about safeguarding and child protection matters in school and the work of the designated safeguarding lead.

8.5 Role of Parents/Carers

Entitlements

To:

- A safe, secure and supportive Academy environment for their child/children.
- Their children being listened to and appropriate action being taken.
- Their children being valued and respected as individuals.
- Their children having their individual needs recognised and addressed.
- Their children having the freedom to enjoy the activities and experiences appropriate to their age and developmental stage.
- Their children having privacy, support and information where abuse has been recognised.
- Their children being safeguarded from inappropriate and damaging influences and experiences.
- Their children having their concerns/disclosures recognised and acted upon in accordance with agreed procedures.
- Their children attending a Academy which manages child protection effectively and efficiently.
- Their children knowing that they can disclose their concerns and fears.
- Their children having information about the Child Protection Policy and how it pertains to them.
- Their children having access to appropriately trained adults to discuss their concerns.
- Information and access to the Child Protection Policy and how it relates to them.
- Access to appropriate support.
- Consultation about the Child Protection policy.

Responsibilities

For:

- Protecting their child/children from abuse.
- Providing a safe, secure and supportive home environment for their child/children.
- Working positively with the Academy in all matters pertaining to their child/children's welfare, education and development.
- Providing positive role models and experiences for their children in relation to their child/ children's physical, sexual, and emotional developments.
- Listening to their child (ren), and taking appropriate action following their disclosures.
- Showing value and respect for their child as an individual.
- Providing activities or experiences appropriate to the age and developmental stage of the child.
- Supporting the staff, Governors and children in creating a 'safe' Academy.
- Keeping school regularly informed of important information needed to safeguard their children: up to date contact numbers, address, change of adult with parental responsibility.
- Informing school should their child be absent from school or not in the appropriate place.

8.6 Role of Children

Entitlements To:

- A safe, secure and supportive Academy environment.
- Being listened to and appropriate responses being made.
- Being valued and respected as an individual.
- Having their individual needs recognised and addressed.
- The freedom to enjoy the activities and experiences appropriate to their age and development stage.
- Privacy, support and information where abuse has been recognised.
- Being safeguarded from inappropriate and damaging influences and experiences.
- Having their concerns/disclosures recognised and acted upon in accordance with agreed procedures.
- An Academy which manages child protection effectively and efficiently.
- Knowing that they can disclose their concerns and fears.
- Information about the Child Protection Policy and how it pertains to them.
- Access to appropriately trained adults to discuss their concerns.
- Protection from abuse in accordance with policy strategies laid down.
- A curriculum that addresses child protection and safeguarding themes, promotes welfare and increases resilience amongst children and young people.

Responsibilities For:

- Supporting one another by passing on concerns, within a context of a 'telling Academy' approach.
- Honesty, in relation to any disclosures they make.
- Working with the staff of the Academy in creating a 'safe' Academy.
- Following Academy rules and behaving responsibly.

8.7 Role of Local Education Authority

Entitlements

To:

- Expecting that Academies will work within the framework of the LSSP Child Protection procedures issued to all Academies.
- Recognition as a partner in child protection by other partners, and as a contributor to multi-agency procedures.

Responsibilities

For:

- Protecting children from abuse.
- Assisting or advising Academies/parents in making referrals.
- Maintaining an overview of child protection matters.
- Providing guidance, information, support and advice to Academies on child protection matters.
- Providing a range of appropriate training opportunities to Academies.
- Maintaining professional confidentiality.
- Working with other partners in child protection.
- Developing practice issues.
- Representing Academies in LSSP/DCPC's and on other relevant bodies.
- Developing policy with LSSP partners.
- Pursuing individual casework on child protection matters in line with agreed procedures.
- Supporting Academy staff subject to allegations.
- Clear and well publicised lines of communication between the Academy and the LA, Police, First Contact and other agencies.
- Giving guidance about child protection management and development from relevant agencies.
- Supporting Head teachers in relation to Child Protection matters.
- Carrying out the LA role in Child protection matters according to LSSP procedures.

8.8 Role of LA Support Staff/Professional Officers

Entitlements

To:

- Appropriate training to maintain awareness and knowledge of procedures in connection with Child Protection.
- Adherence to the LSSP procedures by all concerned.
- Access to, and support and guidance from, named officers in the lead agencies.

Responsibilities

For:

- Offering additional advice and support to Head Teachers, designated teachers and any colleague (e.g. those in Community Education) on Child Protection matters.
- Fulfilling their role in Child Protection matters in accordance with their job description, including attending Strategy meetings as appropriate.
- Ensuring appropriate referrals are made to Police, First Contact or designated officer in the Department.
- Maintaining professional confidentiality.
- Establishing effective working relationships with colleagues in other agencies.
- Assisting in the provision of training to Academies and other professional colleagues.
- Dissemination of information from LSSP/DCPC or sub-groups as appropriate.
- Assisting in supporting children in need of protection, who may be excluded from the Academy.

8.9 Role of First Contact and Other Partnership Agencies

Entitlements

To:

- Support from all other agencies involved in Child Protection issues.
- Procedures being followed in line with LSSP procedures.

Responsibilities

For:

- Clear and well publicised lines of communication between the Academy and the LA, Police, First Contact and other agencies.
- Recognising LA, Academies etc. as partners.
- Supporting Head teachers in Child Protection matters and providing training, advice and information.
- Providing consultative advice to Head teachers.
- Acknowledging the role of the designated teacher for Child Protection.
- Following their role in accordance with LSSP procedures.

8. Procedures

9.1 Listening to children and receiving disclosures

- All staff should make themselves available, give time to children and provide opportunities for children to talk;
- All staff (teaching and support) should be trained to know how to respond if a child makes a partial or full disclosure of abuse;
- All staff should be clear that they are not responsible for investigating abuse - but that their role is to listen and then pass on the information to the appropriate person, in line with LSSP procedures;
- Staff receiving a disclosure should not promise confidentiality but should explain that what the child has said will mean that they will have to refer to people who deal with these matters.

Thus:

- (i) The child should be allowed to make the disclosure at his/her own pace and in this/her own way;
- (ii) The member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) Should not probe for any information that the child does not volunteer.

The policy also states:

- Suitable quiet locations for conversations may be a classroom or an office;
- This may occur at any time in the day/in the curriculum for discussion;
- Information about concerns to be notified to Designated CP teacher immediately.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated CP Lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication

9.2 Responding to concerns and disclosures

What staff should do?

Having received a disclosure or information about child abuse, staff should immediately report the matter to the designated teacher Mrs Mhairi Barnfield. However, should this prove difficult, reporting should not be delayed. A report should be made immediately to the Safeguarding Deputy, Mrs Val Bainbridge or Mrs Kirsty Mawdsley.

The quality of the initial information is important. As well as basic information regarding child's name, address, date of birth, and any contact telephone number, careful attention needs to be paid to what is actually said and the child's demeanour and personality:

- Academy staff should **not** make enquiries of parents or carers once **suspicions** have been aroused (i.e. Academies should not investigate);
- If information is volunteered by parents/carers it should be recorded formally;
- Precise details of the referral should be formally recorded in Academy and copies of correspondence kept securely and separately from child's individual file (the individual file should be marked to show the existence of the referral file);
- Should the child need immediate medical attention Academy staff should accompany the child to the accident and emergency department of hospital. First Contact should be informed immediately about a child being taken to hospital regarding a Child Protection matter, to ensure that the appropriate paediatrician sees the child. Durham Education should also be informed and in this case parents should be notified of the action;
- Staff should not interview the child concerned, or other children (or other staff especially in the case of allegations against a member of staff);
- The designated teacher may ask other staff if they have concerns to share and ask them to monitor a particular situation to provide additional information.

9.3 What can staff expect after a referral has been made?

Depending on the severity of the incident and in accordance with local Safeguarding Partners procedures, the Designated Safeguarding Lead may take one of the following actions;

- Level 1: The student may be offered support via the Student Support Department or School Counsellor.
- An early help assessment form may be submitted to First Contact for them to decide what action is required.
- Level 2 & 3 Support staff will act as, or liaise with the Lead Professional on a TAF until the circumstances have improved. A referral to outside services such as CAMHS or alcohol and drug support groups
- Level 4&5 If the child is in need or suffering or likely to suffer harm an immediate referral to First Contact (Children's Social Care Services) or Police.

First contact may decide to carry out a statutory assessment as follows;

- Section 17 (child in need) A child who is unlikely to achieve or maintain a reasonable level of health or development, without the provision of services; or a child who is disabled.
- Level 4
- Section 47 (child protection enquiry) means that Children's Services must carry out an investigation when they have 'reasonable cause to suspect that a **child** is suffering, or is likely to suffer, significant harm.
- Remember: A conversation taking place to discuss whether the concerns are valid does not constitute making a referral;
- The designated teacher should make a referral by contacting First Contact or the Police on the telephone numbers below.

First Contact 03000 267 979

Police 101

If a member of staff feels that the designated teacher/head teacher is not taking the concerns seriously enough, then it is appropriate to make a direct referral to First Contact.

9.4 Managing investigations

On having concerns about a child protection issue, or receiving a disclosure a member of staff should:

- Inform the designated teacher, who should in turn report immediately to First Contact;
- Complete any relevant forms (e.g. the Academy may have a “concern” form);
- Make available all handwritten notes duly signed and dated, which record as accurately as possible what the child said, when, and where;
- Make available any written evidence from the child - stories, drawings, etc.;
- Indicate the location of any bruising/marks on the relevant body outline sheet;
- Monitor the child for further concerns/signs;
- Give reassurance to the child;
- Treat all information with discretion and confidentiality.

The designated teacher should inform the member of staff if a referral is made to First Contact and, if possible, of any further developments.

The Academy will need to decide and state:

- Any follow up strategies to support staff and children;
- How attendance at Case Conferences, involvement in care teams, and review meetings is to be managed;
- Who should write reports for case conferences?

9.5 Confidentiality and information sharing

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

If a child confides in a member of staff and requests that the information be kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies. However, it is important to reassure the child that only those people who need to know will be told.

There is a delicate balance to be kept between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should be divulged on a ‘need to know’ basis only:

- Care should be taken to ensure that information is only given to the appropriate person;
- All people working within an Academy should be aware of the confidential nature of personal information about a student and the means of maintaining that confidentiality;
- Personal information about a student’s family should be regarded as confidential;
- Any disclosure by a pupil should be led by the pupil at her/his pace, without pressure for detail from the teacher;

- If abuse is suspected, information should be given only to strictly relevant people such as the Designated Child Protection Lead;
- Other members of staff need to know only enough to prepare them to act with sensitivity to a distressed pupil. They do not need to know details;
- Disclosures of a safeguarding nature should be reported to the Designated Lead Mrs M Barnfield immediately.
- The pupil, depending on his/her age, should be kept informed of who knows, and what they know, at all stages of the procedure.

9.6 Data Protection and GDPR

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Academy will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. The Academy will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 consider the safeguarding of children and individuals at risk as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Where children leave the school or college, the designated safeguarding lead Mrs M Barnfield will ensure their child protection file is transferred to the new school or college within 5 days for in year transfer or within 5 days from the start of a new school term. In addition to the transference of the child protection file, the designated safeguarding lead may consider it appropriate to share any information with the new school or college in advance of a child leaving. This is to ensure that that support is in place for when the child arrives. For further information please refer to the Academy's confidentiality policy and Data Protection Policy.

9.7 Parental involvement and communication with parents

9.7.1 Parental involvement in the process

At disclosure:

Staff and Head teacher must **not** take it upon themselves automatically to contact parents.

On referring a disclosure to First Contact the designated teacher should record the name of the person who took the referral and arrange when to expect feedback. Once the Strategy meeting has taken place future action will become clearer, but it would be useful for the Social Worker to

be aware of the Academy's needs regarding talking to parents, e.g. when the child is taken to Academy the following day.

Where children are taken to hospital by Academy staff parents will need to be informed.

Where parents report a case of abuse:

The member of staff should note down what is said and report it immediately to the designated teacher. No attempt should be made to investigate, and questions should merely seek greater clarification to what is reported. Written and dated records should be kept of volunteered information.

Parents may need to be informed that once referred to First Contact, the Academy will be unable to give "progress reports" on the proceedings other than to explain the procedure.

9. Informing parents about policy and practice

Parents need to understand that the Academy has a commitment to the welfare and protection of all children in its care.

A statement about the child protection policy should appear in the Academy's website, in terms of the policy being there to help children, and as part of the overall Academy approach to safety.

Parents may need to understand that there may be occasions when the Academy has to contact other agencies, before contacting parents, and indeed without contacting them, and the Academy may wish to include this as part of the child protection statement in the brochure.

This can obviously create tensions especially if the Academy has previously had good/reasonable relations with a parent; it is therefore important that parents are aware of the stance the Academy takes on Child Protection, and are knowledgeable about the Academy policy.

10. Recording and record keeping

- Any member of staff receiving a disclosure of abuse, or noticing signs or symptoms of abuse in a child should make notes immediately, writing down, as exactly as possible, what was said or seen, putting the scene into context and giving the time and location;
- All hand-written notes should be kept, even if subsequently typed up or subsumed with a more formal report on CPOMS
- It is important that all concerns, no matter how insignificant they may seem at the time, are recorded preferably via CPOMS and conveyed to the designated teacher Mrs M Barnfield immediately;
- All records of a child protection nature should be either recorded on CPOMS or handed to the designated teacher, and stored securely; separately from the child's other Academy records. His/her Academy record may show an indication that the separate file exists, but not its contents;
- Access to Child Protection records should be on a 'need to know' basis and decisions about access will need to be clarified;

- When a child on the Child Protection list leaves the Academy, the designated teacher should inform the new Academy immediately and arrange separate handover of confidential information from other records;
- The child should know that information is being recorded.

In addition, Academy records on all children should be constantly updated to ensure accuracy about:

- Who has parental responsibility?
- Any court orders which may be in force.
- Any children on the child protection register.
- The child's name at birth and any subsequent name changes.
- Any other changes in home circumstances.

11. Allegations against staff

12 (a)

- Allegations of abuse by teachers or member of staff (including volunteers and supply staff) must be investigated within the correct LSSP Procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations;
- On receiving an allegation, the teacher or member of staff has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Head teacher should proceed in line with recognised procedures - consulting with LA officers LADO and informing First Contact. Investigations will be carried out by the appropriate agencies;

- In dealing with any allegation the head teacher and governors need to consider:
 - The seriousness of the allegation;
 - The risk of harm to pupils;
 - Possible contamination of evidence;
 - The welfare of the member of staff and how support will be provided;

12 (b)

- Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Designated CP Lead should be informed of all allegations that come to a school's or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.
- Suspension of the member of staff should be considered:
 - If there are any grounds for doubt as to the suitability of the employee to continue to work;
 - Where suspension may assist in the completion of an investigation.
- Suspension should be carried out in line with LA guidelines. Head teachers may find it useful to contact LA Personnel Department for guidance;
- Teacher support during suspension is important;
- A disciplinary investigation will be carried out;

- Detailed records must be kept by all parties involved;
- Where recommendations are made to an Academy regarding the outcome of a Child Protection investigation it is important that the Academy advises First Contact regarding their response to the recommendation. For example, if a person is suspended and returns to Academy, the date of that return should be communicated.

12 (c)

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- Allegations regarding the Head Teacher should be passed to the Chair of Governors. The matter should then be reported to the LADO and First Contact.

12. Child Protection Conferences

- The person attending the conference needs to be knowledgeable about the child. (Academy needs to decide who should attend - class teacher, head teacher, head of year, child protection designated teacher);
- He/she needs to be able to commit the Academy to continue the work and resources involved in monitoring the child's welfare.

Reports to the child protection conference should:

- Be prepared in time to allow the report to be shared with parents 2 days before the conference;
- Demonstrate that the Academy has fulfilled its duties in terms of monitoring and recording;
- Contain objective facts about incidents and evidence and not reflect personal opinion;
- Refer to all aspects of the child's education, noting specific changes, or areas where the child's attitudes, concentration differ from the norm;
- Give details of how the Academy has worked and might continue to work with the child and his/her family.

When writing the report, staff should be aware that they are to share their reports with the parents and even with the child, in line with LSSP procedures. It is acknowledged that at times this may create tensions with parents, but is nevertheless in line with LSSP procedures. Should there be areas which the report covers which are confidential, then the designated teacher should contact the Child Protection Conference Co-ordinator to discuss the matter.

Staff attending child protection conferences should be made aware:

- Of the procedures of the conference and the roles of the various partners;
- Of the fact that there may well be tensions between the various partners - including the Academy;
- That they will need to be knowledgeable about the child, and thus that they can contribute fully to the discussion, making decisions regarding the need for registration and determining a child protection plan;
- That they will have responsibility in agreeing to participate further in safeguarding the child, and to the level of that participation. (See Core Group in LSSP procedures).

13. Monitoring of children perceived as being at risk

The Academy needs to have clear guidelines and systems on how children who are considered to be potentially at risk are monitored.

Recording should involve concerns over:

- Marks on a child's body;
- Unusual/different behaviour (including academic functioning);
- Mood changes;
- Puzzling statements or stories from the child;
- Information from others;
- Changes in behaviour;

- Medical;
- Response to PE/sport;
- Home/family changes;
- Patterns of attendance;
- Parental interest and comments;
- Change in general demeanour and appearance.

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

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

Looked After Children and Previous Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Academy will ensure that appropriate staff, have the information they need in relation to a child's looked after legal status. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. A previously looked after child potentially remains vulnerable. The member of staff responsible for Looked After Children is Mrs Claire Wall SENCO.

Children with Special Education Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Sometimes additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

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

To address these additional challenges, the Academy will consider extra pastoral support for children with SEN and disabilities. The member of staff with responsibility for SEN is Mrs Claire Wall.

Safeguarding staff will make decisions on:

- Where such information is kept
- Who collates it
- Who decides on further action
- For how long the monitoring should continue. (Whilst attending the Academy).

14. Guidance

15.1 Signs and Symptoms

The following is a list of signs and symptoms as it appears in the current LSSP procedures.

Staff should familiarise themselves with these and be aware of them.

Certain characteristics have been frequently noted in child abuse situations and whereas child abuse can occur in any situation, a high concentration of these should raise awareness regarding possible risk. These include:

- Parental history of deprivation/abuse/rejection;
- History of unstable and damaging adult relationships;
- History of drugs, alcohol or substance abuse;
- History of mental illness;
- Violence, in or out of the home, including self-harm;
- Socially isolate;
- Previous concerns about the care of this, or any other child;
- Bonding impede;
- Expectation that the child will meet parents' needs;
- Perception of the child as 'difficult', or blaming the child;
- Jealousy and rivalry in relation to the child;
- Unusual possessiveness towards a child, evidence of a 'special' relationship;
- Not allowing the child to mix normally with peers;
- Delay in seeking treatment for child;
- Conflicting explanations or no explanations for injuries;
- Inappropriate response to a child's condition;
- Resistance to professional intervention by way of overt hostility or passive lack of co-operation;
- Lies and deceit in dealings with professional;
- Blocking access to the child;
- Reluctance of child to undress in certain situations (e.g. Academy P.E.).

15.2 Some possible signs of Physical Abuse

Physical

- Any bruising on a baby;
- Fractures on a baby;
- Bruises and scratches to face and head;
- Two black eyes at once;
- Torn upper lip fraenum;
- Fingertip bruising on front and back of chest (gripping);
- Finger or hand marks on any part of the body;
- Bite marks on neck, arms or legs;
- Cigarette burns;
- Linear or shaped burns or bruises (e.g. iron/radiator);
- None 'Cascade' scalds;
- Head injury. May be no outward sign of injury;
- Poisoning;
- Untreated injuries;
- Bald patches;
- Frozen watchfulness.

Emotional

- Fearful;
- Withdrawn

Behavioural

- Withdrawal from physical contact;
- Flinching at sudden movements;
- Fear of returning home;
- Fear of medical help;
- Chronic running away;
- Aggressive behaviour.

Indirect

- Delay in seeking advice/treatment;
- Lack of adequate explanation for injuries;
- Injuries of different ages;
- Lack of concern by parent/carer;
- Arms/legs covered in hot weather;
- Admission of punishment which appears excessive.

15.3 Some possible signs of Neglect

Physical

- Unkempt appearance, poor personal hygiene;

- Poor skin condition;
- Drop through growth/weight percentiles;
- Small stature (where not familial);
- Repeated accidents;
- Accidental self-poisoning;
- Pot belly;
- Dry sparse hair;
- Severe nappy rash;
- Swelling of hands;
- Extremities - pink, mottled, cold;
- Emaciation.

Emotional

- Low self-esteem;
- Withdrawn or attention seeking.

Behavioural

- Frequent lateness/non-attendance at Academy;
- Destructive tendencies;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking);
- Chronic running away;
- Compulsive stealing;
- Scavenging of food and clothes;
- Always hungry.

Indirect

- Constant tiredness;
- Untreated medical problems;
- No social relationships.

15.4 Some possible signs of Emotional Abuse

Physical

- Physical, mental or emotional development delay;
- Mental or emotional disturbance;
- Speech disorder;
- Enuresis/encopresis (bedwetting/soiling).

Emotional

- Fear of new situations;
- Inappropriate emotional responses to stressful situations;
- Fear of parents being contacted.

Behavioural

- Over reaction to mistakes;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking);
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Compulsive stealing;
- Scavenging food or clothes;
- Chronic running away.

Indirect

- Admission of punishment which seems excessive;
- Self-harm;
- Drug or solvent abuse.

15.5 Some possible signs of Sexual Abuse

Physical (there are no physical signs in the majority of cases)

- Disclosure - always treat what the child says seriously;
- Soreness or bleeding or injury to genital or anal region;
- Vaginal discharge - vaginal warts;
- Enuresis (bedwetting) particularly when previously dry;
- Encopresis (soiling);
- Sexually transmitted disease;
- Persistent headache and/or abdominal pain without obvious cause.

Emotional

- Depressed;
- Anxious;
- Gender identity difficulties.

Behavioural

- Withdrawn and unhappy or insecure and 'clingy';
- Promiscuous;
- Affection seeking;
- Poor academic performance – truancy;
- Sleep disturbances – nightmares;
- Sexualised play;
- Inappropriate/explicit sexual knowledge/behaviour for age;
- Inappropriate masturbation - exposing themselves;
- Running away;
- Obsessive washing;
- Fear of a particular person/place;
- Cry hysterically when nappy changed or undressed;
- Say of themselves that they are bad or wicked;

- Poor concentration.

Indirect

- Pregnancy;
- Eating Disorder
- Attempted suicide/self-mutilation;
- Alcohol/drug/solvent or other substance abuse;
- Criminal offences;
- Prostitution;
- Unexplained large sums of money/gifts;
- Produce drawings of sex organs.

15.6 Some possible signs of female genital mutilation

Physical

- Difficulty walking, sitting or standing
- Bleeding or injury to the genital region
- Urinary retention causing pain or discomfort
- Bladder or menstrual problems

Emotional

- Anxiety
- Depression
- Trauma
- Sense of betrayal

Behavioural

- Out of the country or absent from school for a prolonged period
- May talk about a long holiday to a country where the practice is prevalent
- Confide that she is to have a “special procedure” or celebration
- Sleep disturbances – nightmares
- Withdrawn and clingy

Indirect

- Self harm and/or thoughts about suicide
- Use of drugs and/or alcohol
- Eating disorder

Child Sexual Exploitation

- Schools must be aware of young people could be at risk of sexual exploitation. Keeping Children Safe in Education (2022) provides a definition "Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status". "Child sexual exploitation does not always involve physical contact and can happen online. A

significant number of children who are victims of sexual exploitation go missing from home, care and education at some point". Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

If there is a concern that a young person may be at risk of sexual exploitation then this should be reported to the Designated Lead Mrs Mhairi Barnfield

Child Criminal Exploitation: County Lines

County lines is a form of abuse where children are used by criminals to carry drugs or money from urban to rural areas.

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

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

due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resource

Serious violence

Staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or 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. Concerns relating to serious violence should also be reported to the Designated Child Protection Lead (Mhairi Stewart) immediately,

FGM-Female Genital Mutilation

FGM (female genital mutilation) FGM is child abuse and a form of violence against women and girls. It is a criminal offence and therefore should be reported to the Police. Concerns relating to FGM should also be reported to the Designated Child Protection Lead (Mhairi Barnfield) immediately,

Domestic Abuse

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

- psychological
- physical
- sexual
- financial
- emotional

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. If staff should suspect a child is a victim of or is living in a home where there is domestic violence please contact Designated Child Protection Lead.

Operation Encompass

King James 1st Academy is a member of Operation Encompass. It enables the police and the school to work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the Designated Child Protection Lead Mrs M Barnfield before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The designated safeguarding lead Mhairi Barnfield (and any deputies) is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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. In such cases staff will liaise with parents, CAMHS and other appropriate professionals. Concerns relating to mental health should be treated as a child protection matter and reported to the Designated Child Protection Lead (Mhairi Barnfield) immediately

Sexting (Youth Produced Sexual Imagery)

All incidents of sexting or youth produced sexual imagery will be dealt with as a child protection concern. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2016), it is important to avoid criminalising young people unnecessarily. The Academy will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident. All incidents of sexting should be reported to the Designated Child Protection Lead Ms Mhairi Barnfield.

Online safety

Like many schools and colleges, the academy is increasingly working online.

Staying safe online 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

• **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Academy has ensured that appropriate filters and appropriate monitoring systems are in place. Additional information regarding this can be found in our e-safety policy. Parents who have concerns about safety online may contact our Designated Child Protection Lead Mrs M Barnfield for advice and support.

Child on Child Abuse

At King James I Academy we strive to ensure that all forms of abuse or harmful behaviour are dealt with immediately in order to reduce the risk of harm to the young people involved. Children and young people may be harmful to each other in several ways and this policy should make clear the connection with child on child abuse and child protection. Child on Child abuse should never be tolerated or passed off as banter or part of growing up. Concerns regarding this type of abuse should be reported to the Designated Child Protection Lead Mhairi Barnfield immediately.

Types of Abuse:

- Physical abuse (biting, kicking, hitting, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc.
- Bullying and Cyber Bullying
- Sexting
- Prejudiced behaviour
- Teenage relationship abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals.

In the event of an incident being reported to the Designated Child Protection Lead she will take advice from First Contact children's services. In the case of a crime being committed the Police will also be informed. At this point, if instructed to do so by First Contact or the Police, the Designated Child Protection Lead may then inform parents. The Academy will then take measures to support the young people involved.

The Young Person Who Has Been Harmed

King James I Academy will work with the young person to establish what their individual support needs may be. Support may be offered in the form of a Student Support Worker, School Counsellor or relevant outside agency.

The Young Person who has displayed Harmful Behaviour

King James I Academy will work with the young person to establish what their individual support needs may be. Support may be offered in the form of a Student Support Worker, School

Counsellor or relevant outside agency. The young person may receive a consequence for their behaviour as per the Academy's behaviour policy. If there is an on-going Police investigation, or following the conclusion of a Police investigation the young person may require an individual risk assessment. This may contain measures to minimise the risk of a re-occurrence of the behaviour or may contain protective strategies for the individual concerned. Please see section 18 of this policy entitled Risk Assessment.

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent Duty is an early intervention strategy intended to deal with all kinds of terrorist threats to the UK. If a young person is at risk of becoming radicalised or drawn into extremist behaviour it should be treated as a child protection concern. Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable (including the young) by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

The Academy's Prevent policy should make clear the connection with child protection. All staff receive training in the Prevent Duty to enable them to identify children who may be vulnerable to radicalisation. Concerns should be reported to the Designated Lead Mrs Mhairi Barnfield.

Honour Based Abuse

- Honour Based Abuse – Is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture
- Forced Marriage – is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people have agreed to
- Concerns relating to honour based abuse or forced marriage should be treated as a child protection matter and reported to the Designated Child Protection Lead (Mhairi Barnfield) immediately

15. Virtual School Heads

A range of staff in the Academy, including the Designated Safeguarding Lead, SENCO and Senior Leaders liaise closely with the Virtual School Head for Durham LA (position held by Clive Horton at the time of writing) for both looked after and previously looked after children. The Academy recognises that the needs of students previously classed as looked after are ongoing and additional academic and safeguarding support may be required from school staff and external agencies, both within and from outside the local authority.

16. Alternative Provision

The Academy recognises that it continues to be responsible for students on roll who attend alternative providers. The Academy liaises closely with the Local Authority to ensure that the providers used for King James I students are included within the Local Authority Directory as approved providers.

In addition to this the Academy ensures that all providers furnish the Academy with an extensive list of documentation designed to safeguard students whilst they attend the provision, this includes a record of DBS certificate numbers as well as risk assessments and insurance documents. Academy staff will visit the provider prior to King James students attending to ensure that appropriate plans are put in place to support our students. Records of documentation from Alternative Providers are kept within the Academy and are updated following regular visits by key staff to these providers.

17. Risk assessment

- A risk assessment of each Academy should be carried out to identify areas and situations of high, medium and low risk to danger.
- In the case of child protection this might identify areas where supervision is difficult, where unauthorised visitors may access the Academy site and times when children may be more vulnerable.
- Risk assessment might also consider identifying areas where staff may become vulnerable to allegation - being alone with children, specific lonely areas.
- It should also make reference to staff selection procedures and the use of volunteers.
- A risk assessment for King James I Academy has been completed and is the responsibility of the site manager.

18. The use of 'Reasonable Force'

There are circumstances when it is appropriate for Academy staff to use reasonable force to safeguard students. The term 'reasonable force' covers a broad range of actions which may be used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances, means using no more force than is needed. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, Academy staff will consider the risks carefully recognising the additional vulnerability of these groups.

The Academy has a team of staff trained to carry out the team teach technique.

The Academy's policy also relates to the following pieces of legislation:

- Education Act 1996
- Education and Inspections Act 2006
- Violent Crime Reduction Act 2006
- Apprenticeships, Skills, Children and Learners Act 2009
- Guidance: The use of force to control or restrain pupils (2013)
- Keeping Children Safe in Education (2022)

19.1 Touching children other than to restrain

- Academy should have a policy/guidelines on the use of touch and this may include, such points as:
 - Assisting in the washing of young children who have wet/soiled themselves;
 - Physical contact to demonstrate exercises or techniques during P.E., coaching, DT for example;
 - Administering First Aid;
 - Younger children and children with SEN may need physical prompts or help;
 - Touching may be appropriate where a child is in distress and needs comforting;
 - Recognition of the fact that physical contact is a sensitive issue for some cultural groups;
 - Physical contact becomes increasingly open to question as children reach and go through adolescence;
 - There should be a common approach where staff and pupils are of different sexes;
 - Innocent and well intentional physical contact can sometimes be misconstrued;
 - Children requiring complex or repeated physical handling should have a prescribed handling policy - staff dealing with them should have specific training.

19. Searching children

Academy should have a policy/guidelines on the conduct of searches e.g. when items go missing. This may include agreement on searching bags collectively and individually and should make a clear statement about the unsuitability of asking children to remove clothing to conduct a search. The Academy may wish to consider when/if they would invite parents in to help discover lost items.

20. Curriculum/Academy

21.1 Creating and maintaining a 'safe' environment

The Academy should identify its response to the risk assessment areas identified as requiring attention especially for child protection issues:

- The physical safety aspects
- The personal safety aspects
- Creating a listening environment
- Creating a 'no secrets' environment
- Becoming a 'telling' Academy

- Creating an environment where there is respect and care demonstrated to others
- Assertiveness - helping pupils feel able to ask for help when they need it.

21.2 Curriculum issues

Particular reference should be made to specific learning opportunities in the Academy's curriculum which may impact on helping children to protect themselves and each other from abuse, and from becoming abusers themselves.

- Particular curriculum guidelines might be referred to in:
 - Health Education
 - PSHE
 - RE
 - Sex education
 - Special educational needs

In addition to:

- Anti-bullying
- Equal Opportunities
- E-safety

Areas to consider may include what the Academy offers to pupils in terms of how they:

- Gain an understanding of human relationships and development through the life cycle;
- Help promote good parenting through teaching about child development and childcare;
- Build up self-esteem by experiencing a positive learning environment where they are encouraged and offered opportunities to succeed;
- Learn to solve problems and deal with a range of challenging situations;
- Develop in a supportive environment where everyone is valued and respected;
- Are able to express emotions and feelings, and deal respectfully with the emotions and feelings of others.

The Performing Arts (Drama and Dance).

The Academy will ensure that the content and themes of dramatic performances are appropriate for a school age setting and are appropriate to the age group that are performing in the production.

21. Miscellaneous

22.1 Bullying

- The Academy's anti-bullying policy should make clear the connection with child protection and this connection might be reiterated here.

22.2 Supporting children and families

- Children undergoing a child protection referral and investigation will need much more support than in general and Academies may wish to set up support systems and procedures in advance.
- Staff will need to make themselves available for such children to express their concerns in a confidential way - if they so wish.
- The minimum the Academy can offer is a secure classroom environment in which the child feels valued and protected.
- The Academy may offer support to the family of a child involved in a child protection investigation - but staff will need to remember the limits of confidentiality placed on them, and that the welfare of the child is paramount.

22.3 Training

- Academy should be committed to the training and updating of the designated teacher as a priority.
- Designated Leads and other designated staff should refresh their Level 2 training every 2 years.
- All staff full-time and part-time, support staff (and regular volunteer helpers) should have access to appropriate training every three years.
- Induction of all new staff should involve training in child protection issues.
- Governors should be aware of the need for a child protection policy and of its review, and of their specific responsibilities in connection with allegations against staff.
- A record of those trained may be found in the single central record.

24. Safer Recruitment

The Academy will take steps to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities. The Academy will carry out a DBS check for staff who work with children, take proportionate decisions on whether to ask for any checks beyond what is required and ensure volunteers are appropriately supervised. For further information please see our Recruitment and Selection Policy and Procedure.

25. Guidance for this Policy

This policy should be read in conjunction with the following documents:

- The Children Act 1989; Children Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2022
- Use of Reasonable Force DfES (2013)
- Prevent Duty Guidance: for England and Wales (2015)
- Disqualification Under the Child Care Act 2006
- Data Protection Act 2018
- Local Safeguarding Children's Board - Child Protection Procedures.
- DfEE Circular 9/94. The Education of Children with Emotional and Behavioural Difficulties.

- DfEE Circular 10/95: Protecting Children from Abuse.
- DoH: Working Together to Safeguard Children HMSO 1999.
- The School Staffing (England) regulations 2009
- DfEE Circular 10/98 – Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.
- Education for a Connected World 2020 – UK Council for Internet Safety
- Human Rights Act 1998
- Equality Act & Public Sector Equality Duty 2010

A record of those trained may be found in the single central record.

23. Review of Policy

The policy should be reviewed at least annually. There should be procedures in place for monitoring or evaluating its effectiveness in the use of child protection procedures and maintaining a safe environment for children.