



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Child Protection, Safeguarding Children and Promoting Welfare Policy

Coordinator	Sarah Garvin
Review Frequency	Annually
Policy First Issued	June 2011
Last Reviewed	July 2023
Agreed by LT on	July 2023
Does this policy need to be agreed by Trustees? If yes, which committee?	Yes Board of Trustees
Agreed by Trustees on	4 th October 2023
This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint, Staff Planner, Staff Training
Parents	Academy website
Students	Student Planner, assemblies, Collective Time, display

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1. Aims and rationale

The academy adheres to the following guidance:

- *Keeping Children Safe in Education (2023)*
- *Working Together to Safeguard Children (2018)*
- What to do if you are worried a child is being abused 2015: Advice for practitioners
- City and Hackney Safeguarding Children Partnership (CHSCP) and the Safeguarding in Education Team, Hackney Education, safeguarding procedures.

This policy needs to be read in conjunction with other policies, in particular:

- Challenging Bullying policy no.28
- Substance Misuse policy no.33
- SEND and Inclusion policy no.24
- E-Safety policy and Acceptable Use Agreement for Students no.26
- Use of Reasonable Force policy no.37
- Academy Security policy and procedures no.59
- Trips and Visits policy no.3
- Promoting Equality policy no.29
- Extra-Curricular policy no.43
- Sex and Relationships Education policy no.10
- Medical illness Procedures Managing Medicines policy no.4
- Code of Conduct policy no.17
- Whistle Blowing Policy no.70
- Data Protection and Freedom of Information Policy no. 65
- Mental Health and Wellbeing Policy no. 66
- Searching and Screening no. 62

All policies are available on the academy website and in the policy folder in the staff shared area.

The academy acknowledges that **all** staff working in, or on behalf of, the academy community are in a unique position to identify and ensure early help for vulnerable students and those who are suffering, or likely to suffer, significant harm, taking appropriate and timely action to ensure that students are kept safe in, and outside of, the academy.

All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to be protected from harm and can expect us to provide them with a safe and secure environment.

The academy adopts a multi-agency approach to safeguarding, working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

IMPORTANT: Please refer to Appendix 1 (External Visitors Meeting with Students) for guidance and academy requirements for this. For further information about Police in Schools, refer to Appendix 10.

2. Key terminology



- a. **Safeguarding and promoting the welfare of children** is defined as: protecting children from maltreatment; preventing impairment of children's health and/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. (*Keeping Children Safe in education 2023*)
- b. **Child Protection (CP)** refers to the processes undertaken to protect children who have been identified as suffering, or at risk of suffering, significant harm.
- c. **Child abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- d. **Staff** refers to all those working for, or on behalf of, the academy, full time or part time, in either a paid or voluntary capacity.
- e. **Child/student** ordinarily refers to all young people who have not yet reached their 18th birthday. Our remit includes those sixth formers who are 18 or 19 years old.
- f. **Parent** refers to birth parents and other adults who are in a parenting role with parental responsibility, for example step-parents, foster carers and adoptive parents.

3. Principles

The academy is committed to:

- a. Promoting a safe, caring environment in which children can learn and thrive.
- b. Establishing and maintaining an environment where students feel safe and secure, are encouraged to talk and are listened to seriously.
- c. Ensuring that all staff are appropriately trained in safeguarding and child protection, according to their roles and responsibilities.
- d. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively.
- e. Supporting vulnerable students, those in difficult circumstances and those who have been abused in accordance with their agreed protection plans.
- f. Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers working with students.
- g. Raising student awareness of child protection and equipping them with the skills they need to keep them safe.
- h. Developing realistic attitudes to the responsibilities of adult life, especially childcare and parenting skills.
- i. Establishing working relationships with families and other agencies, benefiting from sharing information on a need-to-know basis within legal data protection protocol.
- j. Supporting students for the duration of their time at the academy. Students are considered children up to the age of 18. However, when a student is deemed to be vulnerable even though they are 18 or older and in the 6th form, this policy will apply.
- k. Inter-agency working, which will operate within the statutory guidance including supporting Section 17 and 47 assessments where it is felt to be appropriate.

4. Roles and responsibilities

4.1 Board of Trustees

The Board of Trustees is responsible for ensuring that the academy:



- a) Complies with legislation relating to child protection (including online safety and the academy's internet filtering and monitoring systems).
- b) Has a safeguarding policy which includes the child protection policy and that procedures are in place which safeguard and promote the wellbeing of its students.
- c) Has a policy which is reviewed at least annually and is made available on the academy website.
- d) Adheres to safer recruitment protocol and that appropriate checks are carried out on new staff and volunteers.
- e) Is aware of its duties in relation to the PREVENT agenda showing due regard to the need to prevent people from being drawn into terrorism and other forms of extremism.
- f) Trains staff to understand that they have a statutory duty to notify a member of the safeguarding team should they have a concern about a student's welfare.
- g) Has a member of the Leadership Team that acts as the Designated Safeguarding Lead (DSL) with responsibility for safeguarding, ensuring that they have enough time to carry out the role.
- h) Has at least one trained person who can deputise for the DSL if absent.
- i) Has a named trustee leading on safeguarding.
- j) Ensures staff are aware of their statutory duty to report Female Genital Mutilation (FGM) to a member of their safeguarding team who will then report it to the police.
- k) Ensures that all members of staff, along with volunteers and trustees, read and understand how to carry out their role according to Part 1 of 'Keeping Children Safe in Education' (KCSIE) 2023 including annex A.
- l) Has safeguarding arrangements which consider the procedures of the Local Authority as set up by the City and Hackney Safeguarding Children Partnership (CHSCP).
- m) Teaches students the importance of safeguarding, including online safety, as part of a broad and balanced curriculum.
- n) Has a nominated trustee to be responsible for liaising with Hackney Education and/or partner agencies in the event of allegations of abuse being made against the Headteacher.

4.2 The nominated trustee for Child Protection and Looked After Children

The nominated trustee for Child Protection and Looked After Children is responsible for ensuring:

- a) Regular contact with the academy's DSL.
- b) Awareness of current responsibilities in relation to Child Protection by attending appropriate professional development activities.
- c) That the Academy has an effective policy, which complies with current legislation, and supporting the academy in this.
- d) Confidentiality, since trustees must not be given details relating to individual child protection cases or situations.
- e) The DSL and the Headteacher provide an annual report for the board of trustees, including details of any changes to the policy and procedures and training undertaken by all staff and trustees.
- f) That all students are taught about safeguarding.

4.3 The Headteacher

The Headteacher will ensure that:

- a) The policy and procedures adopted by the Board of Trustees are fully implemented and followed by all staff.



- b) Sufficient time and resources are allocated to the DSL to carry out their role effectively, including the assessment of students and attendance at strategy discussions and other relevant meetings.
- c) All staff and volunteers know how to raise concerns about poor or unsafe practices in regard to students, and that such concerns are handled sensitively and effectively in a timely manner in accordance with the academy's Whistle Blowing Policy (no. 70)
- d) All staff have access to and understand the academy's Safeguarding Policy, have read at least Part 1 of KCSIE September 2023 plus annexes, and understand how to carry out their role.
- e) Student welfare is addressed through the curriculum.
- f) Key staff and trustees have completed safer recruitment training.
- g) The procedure for managing allegations against staff, including the Headteacher, is known to staff.
- h) The academy operates its procedure for managing allegations effectively, referring relevant concerns to the Local Authority Designated Officer (LADO).
- i) Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service (DBS).
- j) A senior leader is appointed to deputise in dealing with allegations against staff in their absence.

4.4 The Designated Safeguarding Lead (DSL)

The DSL is responsible for providing leadership and vision in respect of safeguarding and child protection.

In matters relating to referrals the DSL will:

- a) Refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals.
- b) Act as a source of support, advice and expertise within the academy.
- c) Liaise with the Safeguarding and Leadership Teams to inform them of any issues and on-going investigations, ensuring that there is always cover for the DSL role.

In matters relating to training, the DSL will be trained to:

- a) Recognise how to identify signs of abuse and know when it is appropriate to make a referral.
- b) Have knowledge of the escalation policy, the LADO role, how to conduct a child protection case conference and be able to attend and contribute to these.
- c) Ensure that all staff receive regular safeguarding and child protection updates and have training at least annually.
- d) Keep detailed, accurate and secure written records.
- e) Obtain access to resources, attend refresher training courses annually and DSL training every two years.
- f) Understand and take responsibility for the academy's internet filtering and monitoring systems.

In matters relating to raising awareness the DSL will:

- a) Work with the Board of Trustees to ensure that this policy is updated and reviewed annually.
- b) Ensure that parents are made aware of this policy which alerts them to how and when the academy makes referrals.
- c) Ensure that child protection files are forwarded securely and separately from a student's main file to the new educational establishment when a student moves



schools, keeping the social worker informed, within the time frame of five working days from the school move.

4.5 The Deputy Designated Safeguarding Leads

The Deputy DSLs are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students.

4.6 All staff

All staff are expected to:

- a) Know the names and understand the role of the DSL and members of the safeguarding team.
- b) Understand and comply with this safeguarding and child protection policy.
- c) Read and understand 'Part 1' of 'Keeping Children Safe in Education' (KCSIE) September 2023, including annex A.
- d) Address any bullying and inequality incidents, including sexual harassment, that may occur and follow the academy's reporting procedures.
- e) Refer online safety concerns to a member of the safeguarding team.
- f) Behave in accordance with the academy Staff Code of Conduct and adhere to the Email and Internet Usage policy and Guidelines for staff policy.
- g) Be aware of the academy's obligation to pay "due regard to the need to prevent people from being drawn into terrorism" and follow the academy's usual safeguarding procedures for reporting a concern relating to extremism or radicalisation.
- h) Be aware of the academy's statutory duty to inform the police of any reported incident of Female Genital Mutilation (FGM).
- i) Monitor vulnerable students, reporting emerging concerns swiftly to the DSL, deputy DSL or any member of the safeguarding team (See Appendix 9).
- j) Wear their InVentry staff lanyard.
- k) Ensure that students respond correctly to the emergency evacuation system.
- l) Be kept informed about child protection responsibilities and procedures through induction, briefings, emails and awareness training.
- m) Attend a training session on child protection awareness as part of their induction programme, receive and read a copy of KCSIE (2023) Part 1 and be signposted to other relevant policies.
- n) Contribute to and shape safeguarding arrangements and policy at any time by discussing ideas with the safeguarding lead or a member of the safeguarding team.
- o) Keep a record of any incident that could compromise them as a member of staff such as being touched inappropriately by a student or being followed on social media.
- p) Know that inappropriate behaviour towards students is unacceptable and ensure that their conduct towards students is beyond reproach.
- q) Know that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the academy staff and a student under 18 is a criminal offence.

4.7 Parents' Responsibilities

The academy is committed to ensuring:

- a) Strong links with parents to secure continuity of care.
- b) Parents know how to keep the academy informed of any health/safety concerns relating to their child or other students.
- c) Parents are supported to work within the expectations of this and other policies.



- d) Parents/visitors attending concerts, graduations, drama productions and any other event at the academy, do **not** take photos/record videos during the event, to safeguard the students and staff who are involved.

4.8 Visitors

All staff and visitors are required to use the DBS linked InVentry visitor management system, wear the appropriate lanyard and adhere to the academy visitors safeguarding procedures. Visitors that are wearing a red lanyard must be accompanied by a member of staff. If staff see unaccompanied visitors wearing a red lanyard, they must accompany them to main reception so that a member of staff can be assigned to them. Visitors coming to present to students and staff must complete a visitor's form to ensure appropriate vetting and suitability.

5. What to do if a student discloses to you

1. Listen carefully to what the student is telling you; you must facilitate the conversation even if you feel uncomfortable doing so.
2. Take the student seriously. You do not have to decide if the information they are telling you is true.
3. Avoid direct (leading) questions which may put ideas in the student's mind: use 'describe', 'tell me about' instead.
4. Clarify what you have been told by repeating what the student has said to you.
5. Reassure the student that they have done the right thing in telling you.
6. Make a written record of the conversation. Date and sign any notes. If this is not possible during the conversation, do so as soon as possible afterwards.
7. Tell the student what happens next, namely that you will need to pass the information on to the DSL or the Deputy DSL and that someone will speak to the student again before they go home that day. You must not promise confidentiality.
8. Do not leave the student on their own after the disclosure: make sure they are either delivered to their next lesson or are supervised by a member of staff until the DSL or a Deputy DSL can take over.
9. Inform the DSL or a Deputy DSL **in writing** via e-mail to safeguarding@clapton.hackney.sch.uk, and pass on any signed notes made.
10. Inform the DSL or a Deputy DSL **in person** that a written referral has been made to the safeguarding inbox to ensure it is picked up as a matter of urgency.

See Appendix 2a Disclosure procedures. All staff have a copy of these procedures.

6. Referring a disclosure of abuse or a student who is at risk of serious harm

- When a student lets you know that they have been abused or are at risk of serious harm, this is known as a direct disclosure.
- When a third party lets you know that a student has been abused or is at risk of serious harm, this is known as an indirect disclosure.
- A disclosure may be accompanied by visible signs of discomfort or distress in a student (See Appendix 4 – Signs and indicators).
- Any student at the academy could become a victim of abuse and staff should maintain an attitude of 'It could happen here'.
- In an emergency situation, staff should contact the Headteacher, or a Deputy Headteacher, who will call the police.
- Anyone who receives a disclosure of abuse, alleged abuse or risk of serious harm, or who suspects that abuse may have occurred, must report it **immediately**, in writing via



the safeguarding academy email (safeguarding@clapton.hackney.sch.uk) and in person, as a matter of urgency. The DSL or a Deputy DSL will then check whether it is safe for the student to leave the academy at the end of the day. It is, therefore, vital that the information is passed on immediately. No member of staff should leave the academy without having passed on the information.

- In the absence of the DSL or deputy DSLs, the matter must be brought to the attention of the Headteacher or to any member of the Leadership Team on duty.
- Staff should use the quickest means for submitting a written account of the disclosure or suspected abuse to the DSL or the Deputy DSL. This is usually email. Emailed statements are accepted as a signed version from the member of staff passing on the information. These e-mails may later need to be printed and signed if, for example, there is police involvement. The written record must include the student's exact words, where possible, and the date and time of when the disclosure or emerging concern occurred.
- Any notes made by a member of staff during a disclosure from a student must also be signed, dated and passed to the DSL, or a Deputy DSL, immediately.
- The member of staff passing on the account of a disclosure or suspected abuse must then immediately inform the DSL or a deputy DSL **in person** that a written referral has been made and whether this has been emailed. This is to ensure that a referral is not missed and that it is picked up as a matter of urgency.
- The DSL or Deputy DSL will immediately refer cases of suspected abuse or an allegation of abuse to Hackney Social Services MASH (Multi-Agency Safeguarding Hub).
- Concerns which do not constitute abuse or risk of serious harm should be directed to the relevant Head of Year/Progress in writing before the end of the school day.
- Staff must take further action if they feel the academy has not acted appropriately or robustly to safeguard its students. In the first instance, staff should raise their concerns with the Deputy Headteacher with oversight for safeguarding. If it is felt that the Deputy Headteacher has not acted to safeguard students, the member of staff should speak to the Headteacher. If it is felt that the Headteacher has not acted to safeguard students, staff should refer their concern to the Chair of Board of Trustees. Staff may also contact the LADO, Social Care, the **NSPCC whistleblowing line 0800 028 0285** help@nspcc.org.uk or the police. (See Appendix 7 for contact details)

7. Social Workers meeting with students

- Following a disclosure of abuse or serious risk of harm, a social worker may need to visit a child at the academy. These visits, in some cases, may occur without parental consent and may be undertaken without the supervision of a member of the school staff. Social workers have the legal right to meet with children under these circumstances if assessing under Section 17 and 47 of the Children's act (2004).
- The DSL/Deputy DSL should request written confirmation from the social worker that they are investigating under Section 17 or 47 of the children's act before allowing them to meeting a child without parental consent.
- If a social worker advises that they have parental consent to meet with a student, a member of the safeguarding team will contact the parent to confirm before the meeting takes place.
- The DSL/Deputy DSL should agree the meeting in advance and should provide a suitable, private room.



- Before the meeting, DSL/Deputy DSL should explain to the student that they will be meeting with a social worker and give them the opportunity to have a member of staff sit with them for part or all the meeting if they would like.
- If staff have concerns about the behaviour of a social worker when on the academy site, they should report this immediately to the Headteacher. The Headteacher or DSL will then escalate the concern via Children's Social Care.

8. Extended Academy activities and off-site arrangements

- All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.
- Where extended activities are provided and managed by the academy, the academy's safeguarding, child protection policy and child protection procedures apply.
- If other organisations provide services or activities on site on behalf of the academy, relevant staff will check that they have appropriate procedures in place, including safer recruitment procedures.
- If disclosures or concerns arise outside of academy hours and/or offsite when different working conditions are in operation, staff should seek to: 1) establish if the student is in any immediate danger and, if so, call the police on 101 or 999 if it is an emergency; 2) make contact with a member of the academy's safeguarding team if possible to discuss appropriate actions and 3) make contact with Social Care if they are unable to make contact with someone from the academy's safeguarding team and follow advice given. (See Appendices 6 and 7 for contact details).
- A written account should be made in the usual way for handling a disclosure.
- The academy will contact the Local Authority Designated Officer (LADO) to disclose any allegations or safeguarding concerns relating to an external organisation using the academy site.

9. Confidentiality

When information is disclosed which indicates that a student has been abused or is at risk of harm, staff must not promise to keep this information a secret and have a duty to pass this on using academy procedures as described on page 8 of this policy.

Students must be informed that the information is being passed on. Information relating to a student must only be shared on a need-to-know basis in the interest of safeguarding the student.

10. Categories and signs of abuse

Types of abuse and neglect

Abuse is any form of maltreatment of a child. Abuse occurs by neglecting a child, by inflicting harm or by failing to act to prevent harm.

Children may be abused in a family, in an institutional or community setting, by those known to them or, more rarely, by those not known to them such as people encountered on the internet. Children may be abused by an adult, adults, another child or children.



The categories of abuse and neglect in Appendix 4 are recognised and defined by 'Working Together to Safeguard Children (June 2018) and are used as part of the assessment criteria for registering children/young people as subject to a Child Protection Plan.

The more signs and indicators evident, the greater the likelihood of abuse.

11. Child Sexual Exploitation (CSE)

CSE refers to exploitative situations, contexts and relationships where young people receive something such as food, accommodation, drugs, alcohol, gifts, money or affection in exchange for engaging in sexual activities. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious organised crime by gangs and groups. Students may not consider themselves as being exploited and signs of abuse may not be obvious. Children sexually exploited may uncharacteristically have lots of money to spend, move away from established friendship groups, connect with other vulnerable young people, go missing for periods of time, arrive home late and miss school. Concerns relating to CSE should be referred using the academy's usual referral procedures.

12. County Lines

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves Child Criminal Exploitation (CCE) as gangs use children and vulnerable people to courier drugs and money.

Children as young as 12 years can be exploited by gangs to courier drugs out of their local area; 15-16 years is the most common age range. Both males and females are being exploited.

A young person's involvement in County Lines activity often leaves signs. A young person might exhibit some of these signs, either as a member, or as an associate, of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them.

Some indicators of County Lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school and/or being found out of area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling older individuals or groups
- Leaving home without explanation
- Suspicion of physical assault/ unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

If staff have concerns about a student, they should follow the academy's normal safeguarding procedures.



The DSL/Deputy DSLs will inform the police immediately if they think that any student is involved in, or at risk of being involved in, County Lines. The concern will be discussed with parents prior to contact with the police, unless doing so would place the child at risk.

13. Anti-Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, it can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying, should be reported and recorded and will be managed through our anti-bullying procedures. The academy's policy on the prevention and management of bullying (policy 28) sets out how we support victims and bullies and the stages and protocols that need to be followed. If the bullying is particularly serious, or the bullying continues even after anti-bullying procedures have been applied, the Headteacher and the DSL will consider implementing safeguarding procedures.

14. Child-on-child abuse: children who harm others

Child-on-child abuse occurs when a child intentionally threatens, harms or causes distress to another child. Staff should, in the first instance, use the academy's anti-bullying policy to ascertain whether the actions of one child towards another should be addressed using the academy's anti-bullying procedures or whether the behaviour constitutes a more serious safeguarding concern.

Typical forms of child-on-child abuse are:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting, or sending Youth Produced Sexual Imagery
- Encouraging other children to engage in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sharing Youth Produced Sexual Imagery
- Gender related issues
- Bullying
- Sexualised touching
- Violence
- 'Upskirting'
- Gang initiation
- Hazing - the practice of rituals and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group. Hazing is seen in many



different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

Indicators of child-on-child abuse may include:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular students
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualised behaviours
- Vague disclosures

All incidents of child-on-child abuse which constitute a safeguarding concern will be investigated either by the DSL or Deputy DSLs or a member, of the safeguarding team.

Students are educated through PSHCE and Collective Time to recognise and report child-on-child abuse and to not engage in it.

15. Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them



If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate.

16. Female Genital Mutilation (FGM)

- FGM involves cutting, and sometimes sewing, a girl's genitalia, normally without anaesthetic. This can take place at any time from birth onwards and is an irreversible procedure.
- The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.
- The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl under 18, who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

Professionals have a mandatory duty to report such offences, whether disclosed or suspected, to the police. This must be done by reporting any FGM related concern to the DSL or a Deputy DSL using the academy's safeguarding procedures who will then forward the concern to the police.

Some common indicators of FGM are:

- signs of pain or discomfort, especially when seated
- frequent visits to the toilet constantly,
- vaginal blood loss
- excuses to avoid PE and other physical activity
- refusal to use the school showers
- evasive or fearful if you enquire if they are unwell
- student assures you that they are fine when they clearly are not.

Potential signs that a student may be at risk of FGM include:

- The student's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the student's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the student out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)



- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Further information about the FGM duty can be found here:

www.safeguardingschools.co.uk/female-genital-mutilation-fgm/

17. Domestic Abuse

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.
- Children can be victims of domestic abuse.
- They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

18. Forced marriage

- Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen following coercion, intimidation, threats and possibly physical and sexual abuse.
- Forced marriage, here or abroad, is a crime, which must be reported to both the police and Children's Social Care.
- Forced marriage is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Indicators of Forced marriage

- Nervousness about a holiday abroad
- Repeated talking about a holiday abroad
- Direct disclosure to a member of staff
- Failure to apply for any post 16 provision or attend post 16 interviews
- Students forced into marriage may also be victims of 'honour-based violence'.

19. Honour Based Violence (HBV)

The academy is committed to educating students and staff about the risks of Honour Based Violence.

- Some young women may become victims of 'honour-based violence'. This is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community'.
- 'Murder or violence in the name of so-called honour' are murders/violence in which predominantly females are killed/harmed for actual or perceived immoral behaviour, being deemed to have breached the honour code of a family or community, causing shame.



- The honour code means that women must follow rules set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable.
- Breaking the rules is seen as destroying the good name of the family and is deserving of punishment at the discretion of male relatives.
- Honour is an unwritten code of conduct that involves loss of face on someone's part if offended, especially in groups where loyalty is considered paramount.
- Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV is particularly likely to exist.

Indicators of honour-based violence

- Withdrawal of student from the academy by those with parental responsibility
- Student being prevented from attending higher education
- Truancy
- Request for extended leave or the student does not return from an overseas visit
- Surveillance by siblings or extended family members at school
- Decline in behaviour, engagement, performance or punctuality, poor exam results, especially for a previously motivated student
- Decline in physical demeanour

20. Breast Ironing

- Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear.
- Usually carried out by mothers on their daughters to protect them from rape and sexual harassment as, in certain African cultures, men believe that as soon as a girl has breasts, they are ready to have sexual relationships.

Indicators of breast ironing

- an unwillingness to get changed for PE
- pain when moving
- flattened breast area

21. Children Missing Education (CME)

- Children Missing Education are defined as children of compulsory school age who are not on a school roll, nor being educated otherwise or are on roll but do not attend.
- A child missing from education is a potential indicator of abuse and neglect, including sexual abuse and exploitation.
- Absence must be closely monitored, and Children's Social Care informed where children go missing on repeated occasions and/or are missing for periods during the academy day.
- Staff must be alert to signs of children at risk of travelling to conflict zones, FGM and forced marriage, referring all cases of concern to the Children Missing in Education team at Hackney Education and Children's Social Care.
- Where parents express a wish to 'home educate' their child, the academy will inform Hackney Education and Schools who will implement the 'Elective Home Education'



procedure. The academy must complete the notification of parental decision to electively home educate.

CME referral details

At Clapton Girls' Academy, we follow the guidance in *Keeping Children Safe in Education* (September 2023).

1. Should a student go missing, especially if repeatedly, from the academy, the Attendance officer will inform the DSL and contact the Children Missing Education Team.
2. The DSL will consider if further action/support is required including notifying the police.
3. The academy will inform the CME Team of any student admission or a student removed from our roll within five days using the Statutory Notification of Admission/Deletion online form, so that the LA can identify and safeguard children missing from education.
4. The academy will inform the Children Missing in Education Team at Hackney Education of any student who fails to attend the academy 'regularly' or does not attend school for 10 consecutive days without authorisation.
5. We will ensure that students who are expected to attend the academy but fail to take up their place are referred to the local authority.
6. When a student leaves our academy, we will contact the receiving school to verify that the student has been taken on their roll before removing them from ours.
7. Staff are trained to know the signs and triggers for FGM, forced marriage and travelling to conflict zones.
8. Procedures are in place to inform the local authority when the academy plans to take students off roll who:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. will remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to the school afterwards)
 - e. are permanently excluded.

22. Preventing radicalisation

Staff will be given Prevent strategy training to help them understand the issues of radicalisation so that they are able to recognise the signs of vulnerability to any type of radicalisation and know how to respond accordingly in order to support the young person concerned and prevent radicalisation. This information forms part of the annual safeguarding training.

Staff and visitors to the school must refer all concerns about students who show signs of vulnerability or radicalisation to the DSL or a Deputy DSL.

When there are significant concerns about a student, the DSL in liaison with the Headteacher will report the incident to Hackney's Prevent Lead.

If at any stage there is a concern that a young person is at imminent risk of harm Children's Social Care, **101** at any time, or **999** for immediate response, should be contacted.

If it is suspected that someone is engaged in terrorist activity, the police or anti-terrorist hotline should be contacted on **0800 789 321**, ideally in consultation with the academy's DSL or a Deputy DSL.



To comply with the Prevent Duty, as outlined in (*Keeping Children Safe in Education*, September 2023) the academy ensures that the relevant staff:

- Assess the local risks of being drawn into radicalisation including addressing any supporting extremist ideology
- Identify individual students who may be at risk
- Have training on Prevent awareness so that they are able to advise and support other members of staff
- Teach the academy's CAIR values alongside British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on social media
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Students who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they must follow our procedures set out in Appendix 2a of this policy which includes discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information about the Prevent Duty can be found here:

[Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#)

23. Online Safety

Risk associated with online activity can be categorised into 4 areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material.
- Contact: being subjected to harmful online interaction with other users.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or



financial scams. If pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We have policy guidance in place to ensure our ability to protect and educate students and staff in their use of technology. This is located on the academy website, in student and staff planners and in the policies folder on SharePoint.

- Students participate in online-safety awareness sessions via Collective Time, PSHCE, assemblies and in ICT lessons.
- The academy recognises that some people use mobile phone and computer technologies to harm children, harm ranging from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, web cam photography or face-to-face meetings, and is proactive in minimising these risks.
- Cyber-bullying by students via emails and texts is treated as seriously as any other type of bullying and addressed through the academy's anti-bullying procedures.
- The academy uses the support of its safer schools' police officer where this is felt to be appropriate.
- The DSL works with the IT Network Manager and School Business Manager and other key staff, to ensure that the academy has effective filtering and monitoring systems in place to quickly identify any contraventions. The academy's use of social media is closely controlled to ensure the safety of its students.
- Students are not permitted to access chat rooms and social networking sites in school and parents are briefed on how to keep their children safe when using social media outside of school.
- All publicised information adheres to our safeguarding and child protection procedures. See Policy No. 26 - Online Safety Policy and Acceptable Use Agreement for Students and Policy No. 55 - Staff ICT Acceptable Use Policy.

24. Sexting and sharing of Youth Produced Sexual Imagery

It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed. This includes:

- A person/student under 18 who creates a sexual image of themselves and shares it with another person/student under 18.
- A person/student under 18 who shares an image of another under-18-year-old with another person/student under 18 or an adult.
- A person/student under 18 who is in possession of sexual imagery created by another person/student under 18.

Examples of sexual images:

- naked student
- topless girl
- image which displays genitals
- sex acts including masturbation
- overtly sexual images of young people in their underwear.

What happens in response to the sharing of Youth Produced Sexual Imagery (YPSI).

- When an electronic device is identified as containing an indecent image of a child (anyone under the age of 18) the member of staff will confiscate the electronic device without viewing the image and pass it straight to either the DSL, Deputy DSL or a member of the safeguarding team.



- Even if the image is shared consensually between two children of a similar age, it must be referred to a member of the safeguarding team for discussion and appropriate support given to the student.
- Images must only be viewed on a need-to-view basis in the interest of safeguarding the student. A written record should be kept of any images viewed.
- The concern is discussed with parents, unless to do so would place the young person at risk.
- If there is a concern that the student is at risk of harm, a member of the safeguarding team contacts social care and/or the police.
- The academy will delete images (from devices and social media) or ask the student to do so, if we decide that involving other agencies is not necessary.
- We will alert Child Exploitation and Online Protection (CEOP), our Safer School's Police Officer, and will seek advice regarding how to get images deleted when shared to a wider more public audience.
- Ongoing support is provided to the student.

The matter is always referred to the police and/or social care if the incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, e.g. SEND
- images which show atypical sexual behaviour for the child's developmental stage
- violent acts
- images which show sex acts and include a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide).

See also: **UKCCIS Guidance: Sharing nudes and semi-nudes: How to respond to an incident (2020)**

25. Searching and screening

Please refer to the Screening and Searching policy (no.62)

26. Positive handling and use of force

Please refer to Use of Reasonable Force policy (No.37)

27. Students and mental health

The academy's mental health policy offers advice and guidance to staff, students and their parents on how to support people experiencing a mental health difficulty, signposting to the most appropriate sources of help, and how to refer to the relevant agencies. The policy offers advice on how to manage specific mental health concerns, such as the risk of suicide, in the context of confidentiality in relation to information sharing. For more information, please see Mental Health and Wellbeing policy (no.66).

A mental health issue is defined as 'a disturbance of function in one area of relationships, mood, behaviour or development of sufficient severity to require professional intervention' (Dept. of Health 1995).



Positive mental health is defined as “a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (WHO - World Health Organisation 2014)

Mentally healthy students can develop emotionally within what could be described as the normal range. Some students develop behavioural problems which fall outside of this normal range and they could be described as experiencing mental health problems or disorders. These disorders can seriously impair academic performance.

We aim to enhance students' social and emotional development and foster their mental wellbeing by responding appropriately to their needs and supporting students to develop emotional resilience.

We recognise that circumstances such as parental mental illness, drugs and alcohol misuse and neglect can have a significant impact on a student's mental wellbeing and place them at risk but are often kept hidden. The academy aims to cultivate a climate of trust where students feel able to share concerns and receive appropriate support through multi-agency working.

Students who self-harm are referred for a range of support, from onsite therapeutic input, to offsite agencies such as CAMHS (Child and Adolescent Mental Health Service). Referrals can be completed by a range of members of staff with responsibility for student welfare in consultation with the SENDCO, the academy's Mental Health Lead, the DSL, Deputy DSLs and Engagement and Intervention Lead. (See also: Medical/ Illness Procedure and Managing Medicine Policy no 4.)

28. Student Information

In order to keep students safe and provide appropriate care for them, our academy requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions).
- If the child is or has been subject to a child protection or care plan.
- Name and contact details of GP.
- Any other factors which may impact on the safety and welfare of the child.

All child protection information is stored and monitored securely on our safeguarding software. There is restricted access to this information.

29. Private Fostering

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



28 days or more. We have a mandatory duty to report to the local authority where we are aware, or suspect, that a child is subject to a private fostering arrangement. There is no duty for anyone, including the private foster carer or social worker to inform the academy. However, it should be clear to the academy who has parental responsibility.

Staff should notify the DSL if they suspect a private fostering arrangement. The DSL will contact the family and check that they are aware of the academy's duty to inform the HLT.

30. Allegations against a member of staff

- An allegation is information or a concern which suggests that an adult working with children and young people has:

Behaved in a way that has harmed, or may have harmed, a child

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

Behaved towards a child or children in a way that indicates that he or she is unsuitable to work with children

- The academy adheres fully to procedures for dealing with allegations against staff in *Keeping Children Safe in Education (2023)*
- As well as protecting children from abuse, staff need to be protected from false or unfounded accusations.
- Allegations concerning staff who no longer work at the academy, or historical allegations, must be reported to the police.
- It is essential that high standards of concern and professional responsibility are adopted regarding alleged child abuse and are similarly displayed when adults working in school are accused, no matter how difficult this may be.
- If an allegation is made against a member of staff, the Headteacher (or their deputy in their absence) should contact the LADO and, if needed, the Hackney Human Resources Advice and Consultancy. They will decide whether the incident should be referred to Children's Social Care and/or the police. If this is agreed, the Headteacher should inform Children's Social Care by telephone and follow this with written confirmation within 24 hours.
- In addition, the Headteacher should inform the Chair of Board of Trustees and/or the designated trustee for child protection. Should the allegation be against the Headteacher, a Deputy Headteacher or the DSL should contact the Chair of Board of Trustees and the LADO.
- If for any reason it is decided that a referral to Hackney Social Care Services is not appropriate, it will be necessary to address matters in accordance with the academy's disciplinary procedures in liaison with the academy's HR Advisor. This may include an internal investigation.
- Should staff have concerns at any point about this process, they can contact the LADO directly. Staff can also contact the **NSPCC Whistleblowing line 0800 028 0285** help@nspcc.org.uk
- Where no further action is required, details and decisions should be recorded in a confidential file and the LADO and chair of governors must be informed.
- If there are any concerns about safeguarding practices within the academy, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Headteacher, their deputies, the DSL or a Deputy DSL.



- Anyone harming, or posing a risk of harm to a student, or if there is a reason to believe this to have happened, will be referred to the Disclosure and Barring Service (DBS).
- The academy will seek guidance from Hackney Education for matters which are unclear.

31. Whistle blowing if you are concerned about a colleague's conduct

- Any member of staff who is concerned about the conduct of another member of staff or adult on the academy premises should contact the Headteacher as part of our whistleblowing procedures (See also Whistleblowing policy No.70)
- If concerns are about the Headteacher and/or the DSL, the Chair of Board of Trustees should be contacted.
- Staff may also report their concerns directly to Children's Social Care or the police if they believe direct reporting is necessary to secure action.

Staff may naturally be concerned about the implications of reporting a concern about a colleague but must remember that their primary duty is to safeguard the child.

32. Safer recruitment

The academy complies with Keeping Children Safe in Education (2023) and DBS requirements for safer recruitment. See: Recruitment and Selection Policy (no. 58).

33. Educating students about safeguarding and risk management

Through Personal, Social, Health and Citizenship Education (PSHCE) lessons and other curriculum opportunities, students are taught to understand, manage and overcome a variety of risks they may encounter. Students are regularly taught about online safety, anti-bullying procedures and how to keep themselves safe in a range of situations.

All students know who the DSL is, that they have the right to speak to them or any member of the safeguarding team in confidence and how to arrange this. Students are constantly reminded that confidentiality cannot be guaranteed, but also that they will be listened to and supported, taking into consideration their views and wishes.

PSHCE is delivered over the academic year to all year groups through one fortnightly bespoke PSHCE lesson and Focus Days as well as through assemblies, Collective Time and the wider curriculum. The academy is committed to ensuring that students are given opportunities to discuss a wide range of issues relevant to them, particularly those that relate to students being able to safeguard themselves.

34. Public Sector Equality Duty

Our Promoting Equality (including PSED) policy is set out in a separate policy (no.29) and acknowledges that repeated incidents or a single serious incident of discrimination, harassment or victimisation, against a member of the academy community, who is considered to have a 'protected characteristic' will be considered as an anti-equalities issue. See policy 29 for more information.

35. Students who have a child protection plan or for whom we have child protection concerns

The number of students on a child protection plan varies. There are also other students about whom we have child protection concerns who are not on a child protection plan.



We support students by:

- Following the guidance set out in any child protection plans (CPP).
- Ensuring they know, and are comfortable with, whom they can approach for help or if they have specific concerns.
- Monitoring their welfare carefully, including talking to them regularly about their wellbeing.
- Attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request this.
- Monitoring their attendance carefully and reporting any unexplained absence to social care.
- Monitoring their academic grades carefully to try to ensure they are making good progress at the academy.
- Enlisting the support of, and liaising with, other agencies as appropriate.
- Checking that they have access to all elements of academy life, including visits and other activities.
- Informing their Head of Year/Progress, the Deputy DSLs and other members of the safeguarding team that they are on a CPP so they know to register immediately any concerns, however minor, with the DSL.
- Discussing the progress and wellbeing of CP students at weekly safeguarding meetings.

36. Looked After children (LAC)

The DSL is our Designated Teacher for Looked After Children. We monitor all students who are looked after by the local authority (whether they are Hackney LAC or out of borough LAC), in light of the research that shows that these students fare less well in education than their peers.

To narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in, and following, the guidance set out in the student's Personal Education Plan (PEP)
- Arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly
- Offering in-school support such as anger management, assertiveness or social skills training as appropriate
- Targeting Pupil Premium funding specifically to support children in care
- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to social care
- Monitoring their academic grades carefully to ensure they are making good progress at the academy and using this information to inform ePEPs (electronic Personal Education Plans) for Hackney's Virtual School
- Informing their Head of Year/Head of Progress that they are on the looked after register without breaching confidentiality so that they know to register any concerns speedily to the safeguarding team
- Being careful not to accept any under achievement just because the child is 'looked after'



- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work by providing the resources needed
- Enlisting the support of, and liaising with, other agencies as appropriate
- Liaising with the student's virtual Headteacher, who has a responsibility for the educational progress of looked after students
- Checking that they have access to all elements of academy life, including visits and other activities, and giving LAC students the opportunities to take part in self-esteem projects or residential trips/visits organised by the academy as and when appropriate
- Working closely with the SENDCO where appropriate and if further support is needed
- Keeping a record of those students who are looked after by someone other than a parent, adopted or on Special Guardianship Plans. We offer them support that is appropriate to their particular circumstances

37. Young Carers

The DSL keeps a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer support to these students appropriate to their individual situation in consultation with Hackney Young Carers. This support could contain elements of the support offered to students looked after by the local authority.

38. Special Educational Needs and Disabilities (SEND)

SEND students face additional challenges which could put them at risk of being abused or neglected which could go unnoticed. Children with SEND may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their caregiver may mean they have no-one to tell. Our SENDCO is key in briefing staff about students who are SEND and who have vulnerabilities. We aim to ensure that the voice of the child is heard or sought, and we consider the 'unthinkable'.



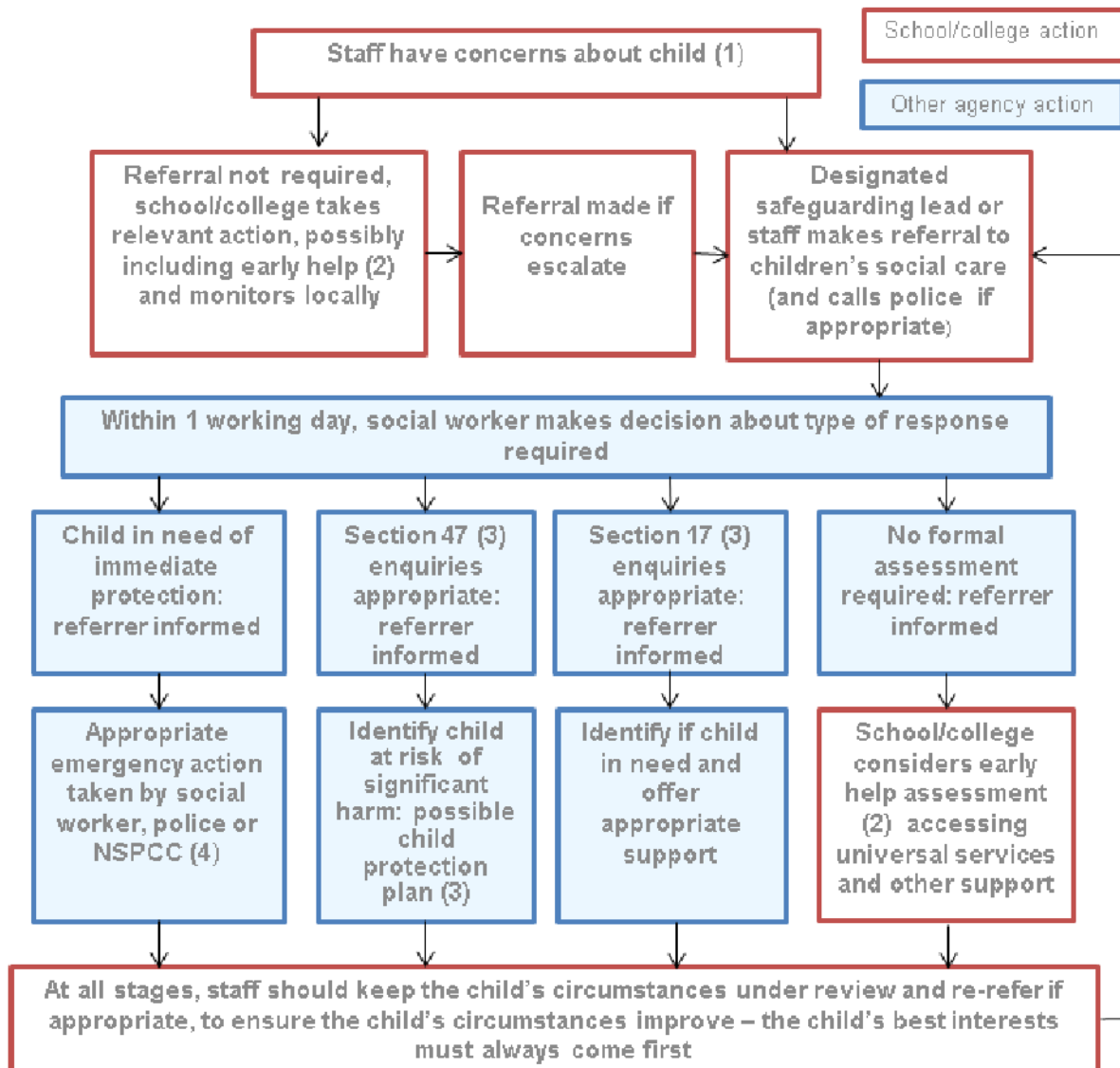
Appendix 1 - External Visitors meeting with students

All meetings
Any professional visitor who wishes to meet with a student at Clapton Girls' Academy must have a current, valid DBS certificate, their passport as photo ID, a pre-arranged meeting time and a staff contact name.
Professionals who attend the academy without a pre-arranged meeting must be referred to SSOD or the Leadership Team before meeting with a student.
Meeting with police officers
If a police officer arrives at the academy and asks to meet with a student, a member of the Leadership Team must contact parents before the meeting takes place and request their attendance.
If a parent is not contactable and the meeting with the police officer is urgent, the academy will arrange an appropriate adult to attend the meeting. Examples of appropriate adults are, but not limited to: other adult family members or relatives who are listed as contacts on SIMs or a social worker.
A member of the Leadership Team or Safeguarding Team may accompany meetings, unless a parent specifically asks staff not to be present.
For further information about Police in Schools refer to Appendix 10.



Appendix 2 Actions where there are concerns about a child

Actions where there are concerns about a child





Appendix 2a Disclosure procedures

1 – 10 of how to handle a child protection disclosure

1. Listen carefully to what the student is telling you; you must facilitate the conversation even if you feel uncomfortable doing so. Ask for your lesson to be covered if necessary by contacting Student Reception.
2. Take the student seriously. You do not have to decide if the information she is telling you is true.
3. Avoid direct (leading) questions that may put ideas in the student's mind. Use 'describe', 'tell me about' instead.
4. Clarify what you have been told by repeating what the student has said to you.
5. Reassure the student that they have done the right thing in telling you.
6. Make a written record of the conversation. Date and sign any notes. If this is not possible during the conversation, do so as soon as possible afterwards.
7. Tell the student what happens next, namely that you will need to pass the information on to Ms Garvin (Designated Safeguarding Lead), Ms Bergame, Mr Norrington or Ms Begum (deputy Designated Safeguarding Leads), and that someone will speak to the student again before they goes home that day. You must not promise confidentiality.
8. Do not leave the student on their own after the disclosure: make sure they are either delivered to her next lesson, or are supervised by a member of staff until the DSL or a deputy DSL can take over.
9. Inform the DSL or a deputy DSL in writing, either by e-mail or on a safeguarding referral form, and pass on any notes made. DSL and DDSLs can be emailed directly on safeguarding@clapton.hackney.sch.uk
10. Inform the DSL or a deputy DSL in person that a written referral has been made to ensure it is picked up as a matter of urgency.



Appendix 3 - Sample of the Child Protection page (page 4) in the staff planner 2022-23

Our academy's commitment to Child Protection:

In order to raise achievement, promote student well-being and keep a focus on enjoying learning, we ensure that our safeguarding and child protection procedures are clearly communicated to all staff, students and visitors. We believe that the safer a student feels, the more successful at learning they will be.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and recognise that safeguarding incidents can happen anywhere; therefore, we follow our procedures to ensure that students receive effective support, protection and justice. While working in our academy, we expect all staff, including visitors and governors, to take care of our students and follow our procedures. We expect students to be respectful to all staff, to each other, to visitors and governors.

Designated Safeguarding Lead (DSL) Sarah Garvin.

Anna Feltham, Headteacher, has overall accountability for Child Protection and Safeguarding.

The Child Protection, Safeguarding Children and Promoting Welfare Policy is no.14 in the policy folder on the shared drive.

You can also view it here: [Policies — Clapton Girls' Academy \(claptongirlsacademy.com\)](https://www.claptongirlsacademy.com/policies)

Please ensure that you and any visitors you bring onto the academy site, follow the procedures we have in place regarding safeguarding, including displaying your staff ID badges and lanyards at all times.

All members of staff sign the safeguarding confirmation document located in student reception to confirm that they have read Keeping Children Safe in Education Part 1 plus annex A, and are aware of all of the academy's safeguarding procedures and agree to follow them.



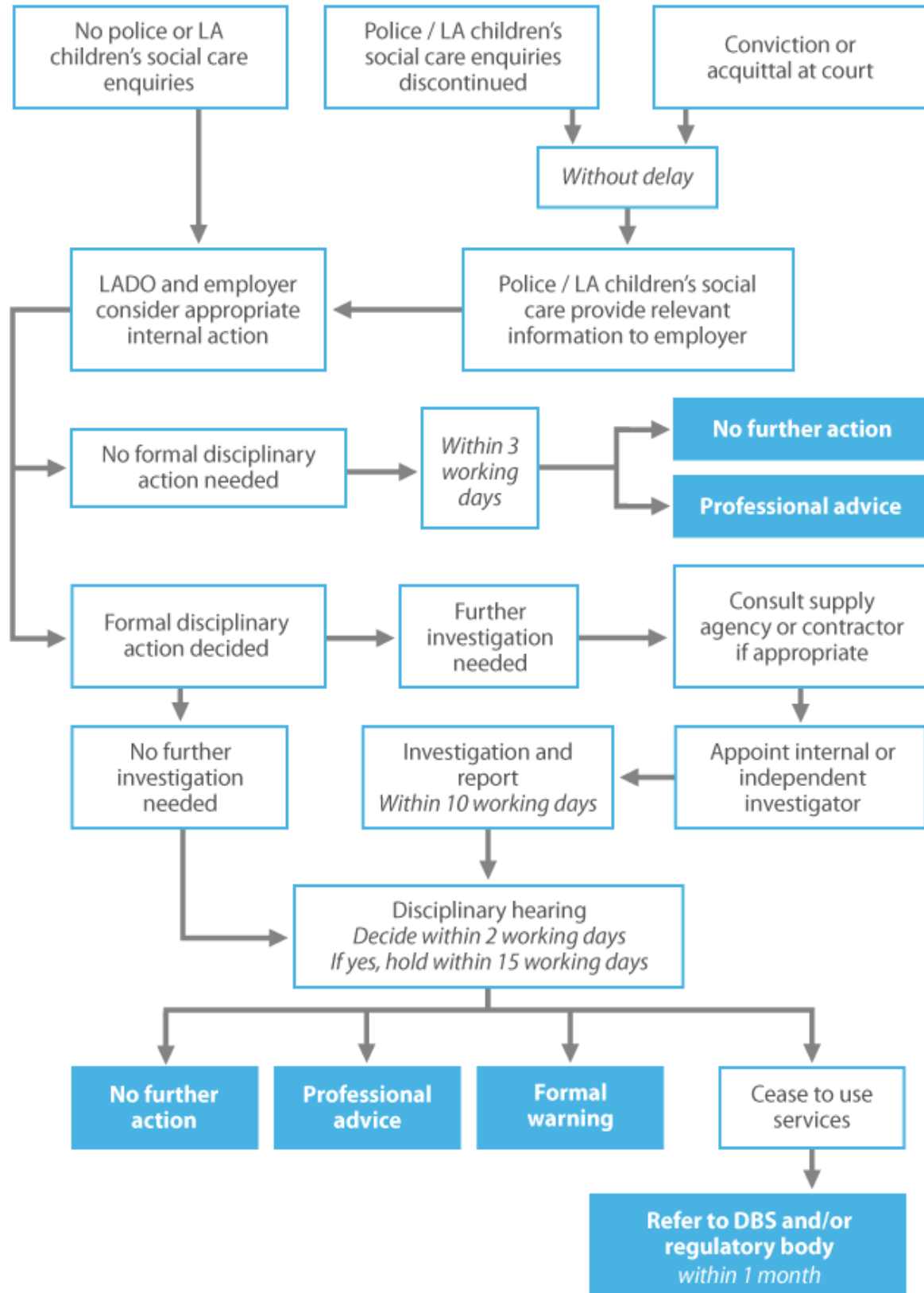
Appendix 4 – Abuse: signs and indicators

<p>SIGNS OF SEXUAL ABUSE</p> <ul style="list-style-type: none"> * Sudden Changes in behaviour or school performance * Displays of affection in a sexual way inappropriate to age * Tendency to cling or need reassurance * Tendency to cry easily * Regression to young behaviour, such as thumb sucking, playing with discarded toys, acting like a baby. * Complaints of genital itching or pain * Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger * Unexplained gifts of money * Depression and withdrawal * Apparent secrecy * Wetting, day or night * Sleep disturbances or nightmares * Chronic illness, especially throat infections and venereal diseases * Anorexia or bulimia * Unexplained pregnancy * Fear of dressing, e.g. for sport * Phobias or panic attacks * Self-harm 	<p>SIGNS OF EMOTIONAL ABUSE</p> <ul style="list-style-type: none"> * Physical, mental and emotional development lags * Admission of punishment which appears excessive * Over-reacting to mistakes * Continual self-deprecation * Sudden speech disorders * Fear of new situations * Inappropriate emotional responses to painful situations * Neurotic behaviour (for example rocking, hair twisting, thumb sucking) * Self-mutilation * Fear of parents being contacted * Extremes of passivity or aggression * Drug/solvent abuse * Running away * Compulsive stealing, scavenging
<p>SIGNS OF NEGLECT</p> <ul style="list-style-type: none"> * Constant hunger * Poor personal hygiene * Poor state of clothing * Emaciation * Frequent lateness or non-attendance at school * Untreated medical problems * Destructive tendencies * Low self-esteem * Neurotic behaviour * No social relationships * Running away * Compulsive stealing or scavenging 	<p>SIGNS OF PHYSICAL ABUSE</p> <ul style="list-style-type: none"> * Unexplained injuries or burns particularly if they are recurrent * Improbable excuses given to explain injuries * Refusal to discuss injuries * Untreated injuries * Admission of punishment which appears excessive * Bald patches * Withdrawal from physical contact * Arms and legs covered in hot weather * Fear of returning home * Fear of medical help * Self-destructive tendencies * Aggression towards others * Running away



Appendix 5 Allegations/concerns against staff disciplinary/ suitability process

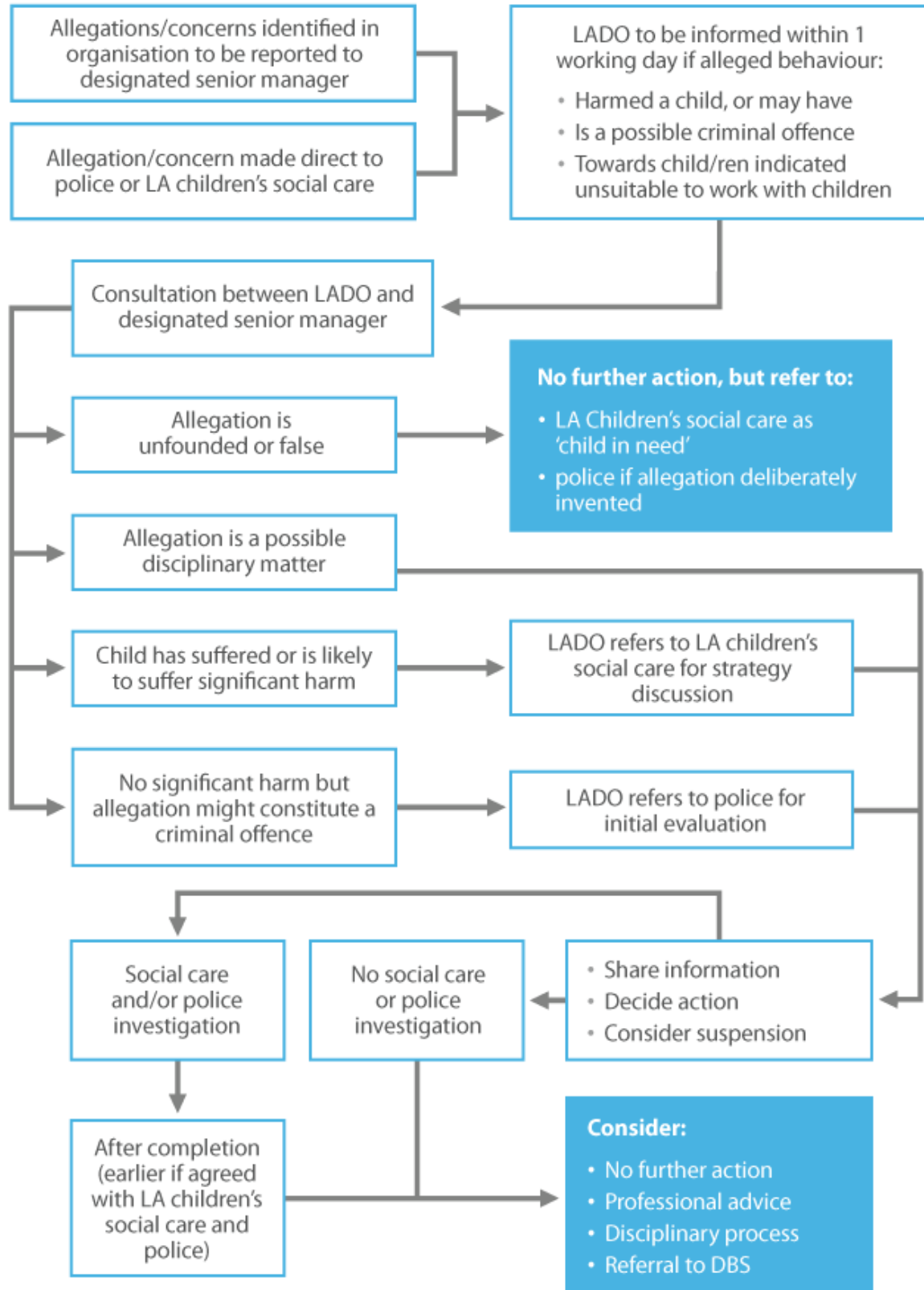
Allegations / Concerns Against Staff Disciplinary / Suitability Process





Appendix 6 Allegations/concerns against staff child protection process

**Allegations / Concerns Against Staff
Child Protection Process**





Appendix 7 - Important Contacts in Hackney

Children's Social Services	First Response Team for social care referrals and advice Access & Assessment Line 0208 356 5500 (during office hours) or, in emergencies outside office hours, 020 8356 2710 .
CAMHS (Child and Adolescent Mental Health Services)	Homerton Row Team Children & Young People's Centre 15 Homerton Row, E9 6ED Tel: 0203 222 5600 Fax: 0203 222 5792
Safer Schools Partnership	Central East BCU (<i>Hackney & Tower Hamlets</i>) Stoke Newington Police Station, Hackney, N16 8DS w: www.met.police.uk Call 101 if child safe but urgent situation Call 999 if emergency
NSPCC	NSPCC whistleblowing line 24-hour Helpline 0808 800 5000 0800 028 0285 help@nspcc.org.uk
OFSTED	08456 404 040 Email: enquiries@ofsted.gov.uk
Hackney Education and Schools	James Sykes Education Safeguarding Consultant - Schools. Safeguarding in Education Team. 020 8820 7285 james.sykes@hackney.gov.uk
Local Authority Designated Officer (LADO)	Liezel Leroux liezel.leroux@hackney.gov.uk 020 8356 8082
Children Missing in Education	Hackney Education , 1 Reading Lane, E8 1GQ Billy.Baker@hackney.gov.uk 0208 820 7060
Hackney's Prevent Co-ordinator	Prevent (Counter Extremism) Education Officer Tracey Thomas 0208 356 8104 tracey.thomas@hackney.gov.uk Madeleine weeks madeleine.weeks@hackney.gov.uk 020 8356 6523
School Nurse Team	Ann Onugha ann.onugha@nhs.net



Appendix 8 - Additional important contacts within the academy

Designation	Staff name	Contact details
Safeguarding Trustee Chair of Trustee	Dipti Mouj Frances Feeney	cga@clapton.hackney.sch.uk
Overall Safeguarding role Headteacher	Anna Feltham	afeltham@clapton.hackney.sch.uk Ext 201
Designated Safeguarding Lead (DSL) Assistant Headteacher	Sarah Garvin	sgarvin@clapton.hackney.sch.uk Ext 249

Wider safeguarding team members

Deputy Headteacher Engagement and Mental Health Lead	Andreanna Bangura	abangura@clapton.hackney.sch.uk Ext 240
Heads of Year	Year 7 Tamara Chambers Year 8 Rebecca Samuel Year 9 Lucy Bennett Year 10 Ysobel Greenlees Year 11 Adetutu Onasanwo Year 12 Seeta Baker Year 13 Shahania Begum	tchambers@clapton.hackney.sch.uk Ext 286 rsamuel@clapton.hackney.sch.uk Ext 220 lbennett@clapton.hackney.sch.uk Ext 218 ygreenlees@clapton.hackney.sch.uk Ext 255 aonasanwo@clapton.hackney.sch.uk Ext 213 Sbaker@clapton.hackney.sch.uk Ext 285 sbegum2@clapton.hackney.sch.uk Ext 248
Deputy DSLs	Karine Bergame Geethu Jayapal (maternity leave) Rory Norrington Hamida Begum	safeguarding@clapton.hackney.sch.uk
SENDCO and Head of Learning Support	Colin Gall	cgall@clapton.hackney.sch.uk Ext 207

Appendix 9 – Safeguarding staff within the academy



Safeguarding



Mr Gall
Assistant Headteacher
SENDCO & Inclusion



Ms Garvin
Safeguarding Lead
Assistant Headteacher



Ms Bergame
DDSL* &
Behaviour Lead
Assistant Headteacher



Ms Chambers
Head of Year 7 &
Transition



Ms Samuel
Head of Year 8



Ms Bennett
Head of Year 9



Ms Greenles
Head of Year 10



Ms Onasanwo
Head of Year 11



Ms Begum
Head of Year 12



Ms Baker
Head of Year 13



Ms Begum
Engagement
Intervention Lead /
DDSL*



Ms Bangura
DDSL* &
Inclusion & Engagement
Deputy Headteacher



Mr Norrington
DDSL*



Ms Anokye
Student Support Centre
Manager &
Home School Liaison
Worker

* Deputy Designated Safeguarding Lead



Appendix 10 – Police in Schools

This appendix was written in consultation with students, staff, governors and parents.

1. Safeguarding first

Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

The academy acknowledges that all staff working in, or on behalf of, the academy community are in a unique position to identify and ensure early help for vulnerable students and those who are suffering, or likely to suffer, significant harm, taking appropriate and timely action to ensure that students are kept safe in, and outside of, the academy.

All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to be protected from harm and can expect us to provide them with a safe and secure environment.

The academy adopts a multi-agency approach to safeguarding, working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

2. The role of the Safer Schools Police Officer (SSPO)

SSPOs are trained specifically to work with young people in schools and are different to other members of the police force.

The main role of the SSPO is to support student safety, work in partnership with the school and ensure the wellbeing and needs of students are at the forefront of anything that they do.

The SSPO works closely with academy staff and parents to ensure that all students can attend the academy and be educated in a safe and supportive environment. The work they do with the academy includes:

- Supporting staff and students with the active prevention of bullying.
- Challenging bullying and/or anti-social behaviour in the community.
- Providing guidance for students about their legal rights and staying safe, including advice on issues such as e-safety.

While we recognise that the Safer Schools team may support with wider site safety under supervision of academy staff, only the academy's designated Safer Schools' Police Officer and designated Safer Schools' Sergeant have permission from the academy to hold unsupervised meetings with students.

All meetings between the SSPO and Safer Schools' Sergeant and students will take place in P28, a mentoring room or a Leadership Team or Head of Year office.

3. Academy approach to police visits from officers other than the SSPO

The Academy accepts that the police have specific powers to access the academy site (see sections 4a and b below). If the police must execute these powers, the academy, and its staff, will always do everything in their power to advocate for the safety and wellbeing of our students.



a. Pre-arranged visits from police officers

All pre-arranged police visits are logged at main reception and an overview is maintained by Human Resources. Pre-arranged police visits are required when the police need to support a victim of crime or to gather more information about a police incident.

Before police arrive at the academy, a member of the Leadership Team or the safeguarding team will inform the Headteacher of the visit, contact the parent of the student that the police want to visit and encourage them to attend the academy site to supervise the visit. If this is not possible, parental consent for the visit to take place will be sought and a member of the Leadership Team or the safeguarding team will act as an appropriate adult to supervise the visit. The above applies in all situations except where the parent may be the cause of the discussion or where contacting the parent could increase any current risk to the student involved.

b. Hackney Education guidance on police visits from officers other than the SSPO

Clapton Girls' Academy follow the below guidance from Hackney Education where police visits from officers other than the SSPO are required:

- Emergencies where the police arrive or are called to deal with a clear and present danger should go ahead in all circumstances.
- Any pre-planned police visits to a school should have a reason which should be given and the visit approved by the headteacher before the visit takes place; visits and the reason for the visit must be recorded.
- Records of police visits to schools should be reviewed termly at trustee level.
- If police want to talk to a child, they should have the parent present in the majority of cases (the exception being when the parent may be the cause of the discussion)
- Any police officer needing to speak to a child in school should have parental and headteacher permission prior to speaking to the child and the parent or a responsible adult should be present.
- There should be no arrests on school site unless there is an emergency involving clear and present danger.
- There should be no pre-planned arrest on a school site. For any issues involving the arrest of a child, the police should involve the parent and arrange for this to occur elsewhere, or in exceptional circumstances it could be on the school site with parent present and Headteacher permission.

4. Hackney Education guidance on police visits under warrant and without a warrant

At CGA, the majority of police visits are focused on the safety of students. Interviews with the police have been to support students that have been victims of crime. In the unusual event that police are required to enter the academy with or without a warrant for reasons beyond this, the following applies:

a. Entry under warrant:

Police powers in relation to schools and the right to enter school premises

If an offence is suspected and the academy refuses to co-operate, the police can apply to a magistrate for a warrant to enter and search school premises. The magistrate must be satisfied that there are reasonable grounds for believing certain conditions exist (e.g. a serious arrestable



offence has been committed) and that access would be refused or that the purpose of the search would be frustrated.

If the police have a warrant for search or arrest, the Headteacher must allow it to be executed. To resist would be obstruction and would constitute an offence. The Headteacher, or the senior member of staff present, must ask to see the warrant so that they can check exactly what the document authorises the police to do. They must also check whether there are any restrictions on police powers (for example, what parts of the premises can be searched or what the police can remove).

b. Entry without a warrant:

Police have several powers to enter premises without a warrant, e.g.:

- to arrest a person for an arrestable offence, e.g., possessing or selling drugs or committing a sexual offence
- to prevent death or injury
- to prevent serious damage to property
- to deal with or prevent a breach of the peace.

Entry onto private property in order to prevent a breach of the peace will almost always be at the invitation of the owner. Therefore, if the police are exercising their statutory powers, a Headteacher should not resist, since to do so could result in the offence of obstructing a constable in the execution of his or her duty. Police officers have a right under the Offensive Weapons Act 1996 to enter school premises to search for articles with a blade or point and other offensive weapons, if they have reasonable grounds for suspecting that such articles are in the school. If found, such weapons can be seized by the police.

5. Recording and Monitoring

Recording student contact from the SSPO

Details of all 1:1 meetings between students and the SSPO will be recorded by the SSPO and then summarised in a log maintained by the Child Protection administrator. The date, time and reason for the meeting, any agreed actions, contact with the parent and which member of CGA staff any relevant information has been shared with will be recorded.

Recording police visits from officers other than the SSPO

Details of all police visits are logged on the visitors log at main reception. The name and badge number of the police officer/s, the reason for the visit, who gave consent and student details will be recorded. Where there are safeguarding concerns the details of the visit are also logged on the open case spreadsheet by the Child Protection administrator.

Monitoring

The log of 1:1 meetings with the SSPO and police visits will be monitored by the Designated Safeguarding Lead and the headteacher. It will also be reviewed by trustees at termly safeguarding meetings.

6. Additional information



The NSPCC provides additional guidance for schools and colleges in the below documents:

[2491596 C&YP schools guides.indd \(npscc.police.uk\)](https://www.npscc.police.uk/2491596-C&YP-schools-guides.indd)

The guidance in this appendix is in line with Code A and C of the PACE codes (below):

[Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/282222/police-and-criminal-evidence-act-1984-pace-codes-of-practice)

The academy follows the guidance below with regards to calls made to the police:

[When to Call the Police – Safe4Me](https://www.safe4me.org.uk/when-to-call-the-police)