



Sidney Stringer Primary Academy
Child Protection and Safeguarding Policy
September 2018

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1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

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

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Sidney Stringer Primary Academy.

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Sidney Stringer Primary Academy's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Sidney Stringer Primary Academy's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Sidney Stringer Primary Academy is committed the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.

- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Sidney Stringer Primary Academy in line with Keeping Children Safe in Education (September 2018) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Sidney Stringer Primary Academy understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(September 2018\)*¹](#)
- Working Together to Safeguard Children (June 2018)*
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(2015\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

2.7 This policy should be read in conjunction with the following policies;

¹ Guidance marked with an asterisk (*) is statutory.

Behaviour policy, Attendance policy, Anti-bullying, Esafety policy, Preventing Radicalisation and Extremism Policy and Safer Recruitment policy

Links to these policies can be found in Appendix A.

2.8 Scope

- 2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Sidney Stringer Primary Academy. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Sidney Stringer Primary Academy will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and MAT Board

- 3.1.1 The school has a Governing body lead to take leadership responsibility for safeguarding. This role is carried out by Jos Parry the Chair Of Governors. Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;
- Ensure that they comply with their duties under legislation;
 - Ensure that policies, procedure and training in Sidney Stringer Primary Academy are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
 - Ensure that Sidney Stringer Primary Academy takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
 - Ensure that Sidney Stringer Primary Academy has an effective child protection policy, that it is published on Sidney Stringer Primary Academy's website or available by other means and review this annually;
 - Ensure that Sidney Stringer Primary Academy has a staff behaviour policy or Code of Conduct;
 - Ensure that all staff undergo safeguarding and child protection training on induction;
 - Put in place appropriate safeguarding responses for children who go missing from education;
 - Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
 - Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
 - Respond to allegations of abuse against the head teacher.

3.2 The Role of the Headteacher

3.2.1 The head teacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Sidney Stringer Primary Academy to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Sidney Stringer Primary Academy is The Head Teacher Emma McCann. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Sidney Stringer Primary Academy;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;

- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Sidney Stringer Primary Academy;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of Sidney Stringer Primary Academy community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Sidney Stringer Primary Academy; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

3.4 The Role & Responsibilities of all Staff within School

- 3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Sidney Stringer Primary Academy;
- Have a responsibility to provide a safe environment, where children can learn;
 - Should know what to do if a child tells them that he/she is being abused or neglected;
 - Will be able to identify indicators of abuse;
 - Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Sidney Stringer Primary Academy that support safeguarding and child protection;
 - Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;

- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning,

Type of abuse	Information
	into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

4.7 Sidney Stringer Primary Academy recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Sidney Stringer Primary Academy believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 Sidney Stringer Primary Academy will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances;

² Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Sidney Stringer Primary Academy have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Sidney Stringer Primary Academy’s Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child’s welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children’s social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children’s social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child’s presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure on Cpoms and where it will be passed to the safeguarding lead.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Sidney Stringer Primary Academy is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Sidney Stringer Primary Academy to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 16 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

5.8 Sidney Stringer Primary Academy understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Sidney Stringer Primary Academy will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by including it in initial safeguarding and Behaviour management training and providing regular raining updates.

5.8.2 Sidney Stringer Primary Academy will work to prevent peer on peer abuse by:

- Regularly reaffirming the academy values within the academic and pastoral curriculum.
- Ensuring issues of abuse will be addressed with all students via the PSHE curriculum and assemblies
- Ensuring this policy and the academy anti bullying policy will be communicated to parents, students, staff and governors.
- Staff being vigilant throughout the day during lessons and at breaks whilst on duty.
- Applying sanctions in line with the anti-bullying policy.

5.8.3 In the event that an allegation of peer on peer abuse is made, Sidney Stringer Primary Academy will investigate this by

- The referring member of staff should report the alleged or suspected abuse on the CPOMS record of alleged victim and perpetrator.
- The safeguarding lead will lead the investigation. Written statements will be taken from all parties involved, including any potential witnesses, and interviews conducted as relevant and appropriate to the context of the allegation.
- Should the allegation prove to be justified, the perpetrator will receive an appropriate sanction, which could include: exclusion from school; referral to Social Care; permanent exclusion.
- Parents/Carers of the victim and the bully will be informed of the incident and the actions taken.
- Meetings with the parents of the victim and bully will take place if necessary.
- All actions will be recorded on the CPOMS record of both victim and perpetrator.

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by ;

- deployment of strategies to improve the self-esteem of and offer care for the victim e.g. inter-agency work (Education Welfare Service), resolution meetings, rewards, listening and valuing what the victim says, providing opportunities for confidential conversations with learning mentors etc;
- deployment of strategies to change the behaviour of the perpetrator e.g. inter-agency work resolution meetings, behaviour support plans, mentoring etc;

- 5.8.5 Sidney Stringer Primary Academy will never pass off peer on peer abuse as 'banter' or 'part of growing up'.
- 5.8.6 Sidney Stringer Primary Academy acknowledges that different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include students being sexually touched/assaulted or being subject to initiation/hazing type violence.
- 5.8.7 Sidney Stringer Primary Academy will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Sidney Stringer Primary Academy has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online.

See MAT esafety policy

<http://www.sidneystringerprimary.org.uk/images/Policies/RADSSP-MAT-E-Safety-Policy-SSPA--RPA.pdf>

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;

- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Sidney Stringer Primary Academy.

5.10.2 Sidney Stringer Primary Academy adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

5.10.3 Please see Control and Restraint policy

http://www.sidneystingertrust.org.uk/files/Policy/MAT_Control_and_Restraint.pdf

5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

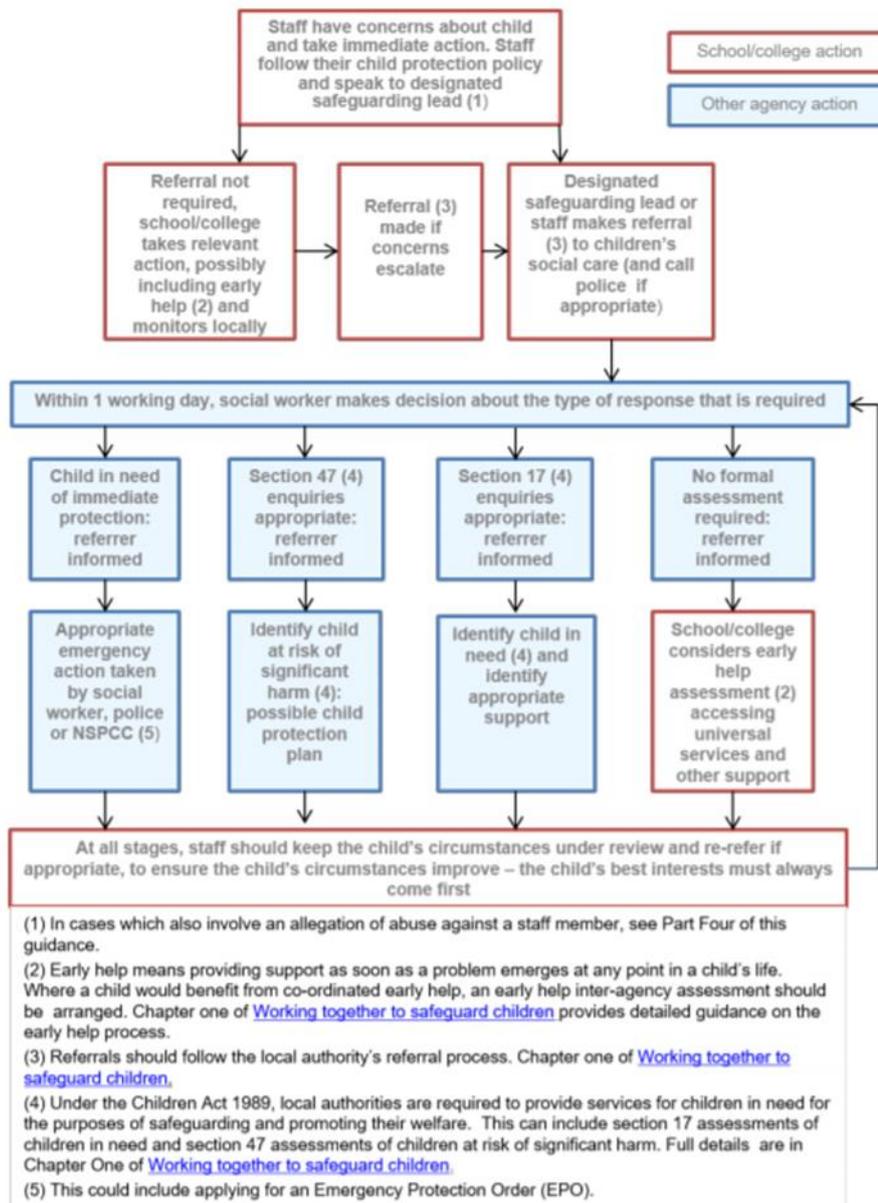
MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [LSCB's Escalation Policy](#). to ensure that our concerns have been addressed and that the situation improves for the child.

Actions where there are concerns about a child



6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Sidney Stringer Primary Academy keeps all safeguarding files electronically, using a system called CPOMs.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by Sidney Stringer Primary Academy is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information; http://www.sidneystringertrust.org.uk/files/Policy/MAT_Data_Protection_-_May_2018_-_GDPR.pdf

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Sidney Stringer Primary Academy.

7.2 Parents can withdraw consent at any time and must notify Sidney Stringer Primary Academy if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Early Help

8.1 Sidney Stringer Primary Academy is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Sidney Stringer Primary Academy works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Early help can be reached via the

Harmony Hub,
Clifton Street
Hillfields
Coventry CV1 5GR

8.2 Sidney Stringer Primary Academy works within the LSCB ['Right Help, Right Time'](#) framework, available on the LSCB website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Sidney Stringer Primary Academy has committed to training staff throughout the academic year. All staff members will be made aware of Sidney Stringer Primary Academy's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at Sidney Stringer Primary Academy will;

Initial Safeguarding training upon induction into the academy; refresher training annually; mental health; peer on peer abuse; e-safety bulletins; DSL training; DSL briefings; Governor training and updates.

9.3 Sidney Stringer Primary Academy recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancing and 'sexting'⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment

10.1 Sidney Stringer Primary Academy is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Sidney Stringer Primary Academy reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

⁵ Also known as 'youth produced sexual imagery'.

10.7 All safer recruitment practices at Sidney Stringer Primary Academy comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See Safer Recruitment policy for further details.

http://www.sidneystingertrust.org.uk/files/Policy/MAT_Safer_Recruitment_Policy.pdf

11 Allegations of abuse against staff

11.1 Sidney Stringer Primary Academy takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, '[Managing Allegations against Staff and Persons in a Position of Trust](#)'.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the **Chair of Governors and Executive Principal** without delay. 11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.3 If a concern or allegation of abuse arises against the Executive Principal, it must be reported to the Chair of the Multi-Academy Trust Board of Directors, without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found at the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Sidney Stringer Primary Academy in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not resigned.

11.9 Whistleblowing

11.9.1 Sidney Stringer Primary Academy operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Sidney Stringer Primary Academy's safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 Sidney Stringer Primary Academy recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at Sidney Stringer Primary Academy will receive the following as part of our promotion of safeguarding across the curriculum:

- easy access to staff to share any concerns they might have
- robust PSHE and protective behaviours programme and assembly schedule which address issues of safeguarding
- teaching about internet safety
- one to one and small group teaching and mentoring as appropriate, focussing on personal aspects of safeguarding
- visitors and guest speakers
- performances and workshops
- parental support via information sharing and Early Help
- access to counsellor

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Sidney Stringer Primary Academy recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Emma McCann

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Sidney Stringer Primary Academy is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2018), Sidney Stringer Primary Academy is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- 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; and
- communication barriers and difficulties in overcoming these barriers.⁶

⁶ Keeping Children Safe in Education, September 2018

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

15.2 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

15.3 'Reasonable in the circumstances' means using no more force than is needed.

15.4 Control means 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 a classroom.

15.5 Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

15.6 All members of school staff have a legal power to use reasonable force.

15.7 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

15.8 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

15.9 In addition to the general power to use reasonable force described above, Head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;

- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

15.10 If a member of staff suspects a particular risk surrounding a student, ie, possession of a weapon or drugs, then a senior member of staff should be contacted immediately to deal with the student.

15.11 Force cannot be used as a punishment.

15.12 All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people.

15.13 All incidents where reasonable force has been used should be formally recorded immediately after the incident.

15.14 While the Academy is not required to obtain the consent of parents to use force on a pupil, parents will be informed on the same day of serious incidents involving the use of force. They will be invited into the academy for a meeting to discuss the incident in detail.

15.15 Support will be provided by the academy for staff and pupils involved in a serious incident where restraint has had to be used.

For further details see:

MAT control and Restraint policy

Behaviour Policy

16 Children with Medical Needs and Administration of Medicine

Sidney Stringer Primary Academy will strive to meet the medical needs of students in accordance with the *Supporting children with medical conditions policy*.

http://www.sidneystingerprimary.org.uk/images/Supporting_medical_conditions_policy_SSP.pdf

17 Site Security

17.1 Measures will be adopted to aid the safety and security of staff, pupils and visitors to the academy, as well as helping to reduce the potential for arson, theft and vandalism.

17.2 Building security procedures will include arrangements to ensure as far as is reasonably practicable that unauthorised visitors are prevented from entering the

academy premises and that, should these systems fail, procedures are in place to deal with unauthorised visitors should they gain access.

17.3 Any visitor working with children who is not DBS cleared must be accompanied by a member of staff at all time.

17.4 All visitors must report to the reception desk on arrival. – signage on site advises of this.

17.5 All visitors are issued with a badge to be worn at all times. This includes parents, helpers, contractors, LA staff and any other person that is not academy staff. Along with a badge, visitors are also issued with details of whom they should contact if they are concerned about the welfare of any student whilst on site.

17.6 Any person on site without a badge will be asked to accompany a member of staff to the Reception desk or asked to leave the site.

17.7 Any refusal will be reported immediately to Site Services and the Business Manager. Any aggression will be reported to the police.

17.8 Visitors will not remove any items of academy property without the express permission of academy staff.

17.9 For their own safety any authorised visitors will be given appropriate information on the academy's health & safety procedures such as parking, fire safety and first aid.

18 Summary

The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies;

The school adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

<http://www.proceduresonline.com/covandwarksscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)

All policies can be found on the Sidney Stringer Primary academy website

- Anti – Bullying Policy
http://www.sidneystingerprimary.org.uk/images/Anti_Bullying_Policy_SSP_15.pdf
- Anti-Discrimination and Harassment Policy

- Attendance Policy
<http://www.sidneystingerprimary.org.uk/images/Policies/Attendance-Policy-2017.pdf>
- Behaviour Policy
http://www.sidneystingerprimary.org.uk/images/Policies/Behaviour_policy.pdf
- Supporting medical conditions policy
http://www.sidneystingerprimary.org.uk/images/Supporting_medical_conditions_policy_SSP.pdf
- Complaints Policy
http://www.sidneystingertrust.org.uk/files/Policy/MAT_Complaints.pdf
- Data Protection Policy and Privacy Notice
http://www.sidneystingertrust.org.uk/files/Policy/MAT_Data_Protection.pdf
- Equalities Policy
<http://www.sidneystingerprimary.org.uk/images/Policies/Equality-Objectives-and-plan-18-19.pdf>
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
- ESafety Policy
<http://www.sidneystingerprimary.org.uk/images/Policies/RADSSP-MAT-E-Safety-Policy-SSPA--RPA.pdf>
- Intimate Care Policy
- IT Policy
- PSHE Policy
- SEND Policy
- Staff
- Using Outside Visitor Policy
- DFE 'Keeping children Safe in Education' (September 2018)
[Keeping Children Safe in Education \(September 2018\)](#)
- Local Safeguarding Children Board's Policies:
<http://www.proceduresonline.com/covandwarksscjb/contents.html>
- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
[MAT Maintaining positive relationships with parents and visitors Spring 18-21.pdf](#)
[MAT Complaints Autumn 2016-19.doc](#)
- Data Protection Policy and Privacy Notice
http://www.sidneystingertrust.org.uk/files/Policy/MAT_Data_Protection_-_May_2018_-_GDPR.pdf
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
- Health & Safety Policy
[Health Safety Policy Sept 17 MAT.pdf](#)
- Safer Recruitment Policy
[Safer Recruitment Policy.doc](#)
- Staff Code of Conduct
- [MAT Code of conduct for all staff Sept 18-19.doc](#)
- Trips and Visits Policy
http://www.coventry.gov.uk/downloads/file/17774/educational_visits_guidance_sept_15
[Educational visits and residential activities - off site.doc](#)
- Use of Reasonable Force Policy

[MAT Control and Restraint - Sept 16 - 19.doc](#)

- Whistleblowing Policy

[MAT Whistleblowing Jan 2017-18.doc](#)

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

*We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy, whether it is in the Academy or on off-site activities. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** Academy. This means that **anyone** who knows that bullying is happening is expected to tell the staff.*

As an Academy we take bullying seriously. Students and parents should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

All incidents of bullying will be seen as important and will be dealt with in a sensitive, consistent and urgent matter. Sanctions and counselling will be put in place. Students will be encouraged to feel able to report ALL incidents of bullying and to support each other when witnessing incidents. Friends of victims will be encouraged to report bullying if they are aware of it, even if the victims ask them not to. In all cases the victims will be given support to reassure them.

We also teach children about the dangers of bullying through our curriculum.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Criminal exploitation (including involvement in county lines)

We recognise that young people are vulnerable and that there is always the possibility that they can be enticed/ attracted into becoming a conduit for criminal activity of various kinds with or without their knowledge.

Staff will be alert to changes in behaviour or attendance patterns and report any concerns to the DSL.

We work with parents/carers, police, where appropriate, and young people themselves to heighten their awareness of potential risks and dangers to their well-being through allowing themselves to become involved in crime and to support them positively.

See Behaviour Policy for further details

Domestic abuse –

The negative effects of Domestic Abuse upon families, children and young people are well documented.

Sidney Stringer Primary Academy works with West Midlands Police as part of Operation Encompass. www.opertaionencompass.org.

The DSL will be informed of any incidents of Domestic Abuse reported to the police involving families of Sidney Stringer students.

We will support students and families as appropriate. This might include individual mentoring or counselling for students. On occasion, families will also be offered an 'Early Help' protocol as a form of support.

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

Fabricated or induced illness

We recognise that fabricated or induced illness can be a symptom of underlying issues for a child or young person.

If we suspect that a student is fabricating illness, the student will be positively encouraged to speak with a trusted member of staff. The issue will be discussed with parents and every attempt made to identify its cause, which will then be addressed, as necessary. The Education Welfare Officer will be informed of concerns and actions taken by school and parents/carers.

Should a child or young person self-harm, they will be encouraged to speak with a preferred trusted member of staff. Parents will be informed and appropriate support put in place. This could include: internal mentoring or counselling; referral to GP; referral to NHS local School Nurse; referral to CAMHS

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith-based abuse

The some of the values of Sidney Stringer Primary Academy are Respect, Determination and Cooperation. They reflect British Values of:

- Democracy.
- The rule of law.
- Individual liberty.

- Mutual respect.
- Tolerance of those of different faiths and beliefs.

These values are promoted via our academic curriculum, tutorial programme and are at the heart of our academy ethos.

Contravention of these values, will result in a student receiving individual or small group mentoring in cultural understanding, School Values, British Values and sanctioning, as appropriate.

If a child or young person is believed to be at risk of harm as a consequence of his/her or family's faith or belief, then the academy will liaise with family and any outside agencies, as appropriate.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female genital mutilation

Sidney Stringer Primary recognises the legal responsibility of staff to report any incidents of FGM to the police in addition to the DSL, as it is illegal to practise the procedure in the UK and also to take a female to another country, in order to conduct FGM.

Students will be encouraged to discuss any concerns they have, privately.

Staff will be alert to visible behaviours or attendance pattern which suggest concerns re FGM and will discuss with families, as appropriate.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced marriage

Whilst it is acknowledged that arranged marriage is quite common and accepted within certain cultures, forced marriage is illegal and Sidney Stringer Academy will promote the difference through the pastoral curriculum.

Students are encouraged to discuss any concerns they might have with a trusted member of staff. They are also informed of appropriate actions to take should they feel that they are at risk of being forced into a marriage, either in this country or abroad.

Should the academy believe that a student is at risk of being forced into an unwanted marriage, police and social Care will be informed.

<https://www.gov.uk/guidance/forced-marriage>

Gangs or youth violence

Sidney Stringer Primary Academy recognises that conflict can affect any school.

We aim to:

- understand the problems that young people are facing in school and in their local community;
- consider possible avenues of support;
- work with local partners

Through our PSHE programme we aim to teach conflict resolution, awareness of risky situations, the consequences of violence and coercive and abusive relationships.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Gender-based violence

Violence of any kind will not be accepted at Sidney Stringer Academy. All violence, including Gender Based violence against women and girls and homophobic violence, will be dealt with in accordance with the Academy's Behaviour policy and incidents reported to external agencies as appropriate.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Hate

Sidney Stringer Primary Academy will promote British Values through the academic and pastoral curricula.

Any concerns will be reported to the DSL and appropriate protocol followed in accordance with Preventing Radicalisation, Anti- Bullying and Behaviour policies.

<W:\Policies\MAT\MAT Preventing Radicalisation and Extremism Policy Sept 16-19.pdf>

<http://educateagainsthate.com/>

Homelessness

Sidney Stringer Primary Academy recognises the pressures and issues created for children and young people if they are in a position of being homeless.

Every effort will be made to support the child and young person. This could take the form of: provision of study facility for homework; extra catch-up support, if necessary; mentoring; offer of Early Help to family; liaison with relevant external agencies.

(So-called) 'Honour-based' violence

So-called 'Honour-based' violence is a crime. This will be made clear to students within the PSHE curriculum. Students will be encouraged to report any concerns they have regarding potential or actual 'honour based' violence to a trusted member of staff.

Any concerns which the academy might have will be referred to the DSL, who will take appropriate action in informing police and Social Care.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the academy's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

We acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs, for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people.

Staff are trained in Prevent awareness as part of Safeguarding Training.

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection and refer to the DSL if they have any concerns. The DSL will assess whether to refer the student to Channel for support. Should a student be considered to be at immediate risk of harm or of harming others, the Police and Social Care should be informed without delay.

The academy internet is filtered to prevent students accessing sites which might put them at risk of being radicalised.

The PSHE Programmes include strategies used to attract young people and dangers of radicalisation and encourage them to challenge it.

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

<W:\Policies\MAT\MAT Preventing Radicalisation and Extremism Policy Sept 16-19.pdf>

Relationship abuse

Sidney Stringer Primary Academy expects all students and staff to demonstrate the values of Respect, Determination to be the best that they can be and to show Integrity. Any abuse of a relationship will be managed in accordance with the relevant policy.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

[Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

Sexual violence or sexual harassment (including peer-on-peer abuse)

Peer on Peer abuse will not be treated as immature 'banter', but will be dealt with in accordance with the Academy Behaviour and Anti-Bullying policies. Sexual violence or sexual harassment will be reported to Social Care and, if necessary, the Police.

Sexting

Students will be taught the dangers and legal implications of sexting. They will be supported in protecting themselves via individual and small group mentoring if appropriate. Devices containing inappropriate images will be confiscated and the parents/carers of perpetrators will be informed. Sanctions will be in accordance with the Behaviour Policy.

If it is believed that a young person is in an abusive situation or that there is communication of images involving an adult, then external agencies will be informed.

<https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>

Trafficking and modern slavery

Staff will be alert to attendance patterns and behaviours of students. Should there be any indications that a student might be involved in trafficking, the academy will notify Social Care and the Police.

If it is believed that any student or member of his or her family is in a situation which could be considered to be modern slavery, then the academy will inform the Police.

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

Sidney Stringer Primary Academy recognises that there are several reasons why a child might miss education and these include:

- failing to be registered at a academy at the age of five;
- failing to make a successful transition;
- exclusion;
- mid-year transfer of education provision;
- families moving into a new area.

The academy also accepts that there are some students who might be particularly vulnerable to missing education.

The academy will promote the importance of attendance to parents and students.

Should attendance become a concern, the academy will act in accordance with the Academy Attendance Policy and requirements stipulated in Government statutory guidance:

<https://www.gov.uk/government/publications/children-missing-education>

Should a child or a young person go missing during the school day, then specific protocol(s) will be followed. See following for details:

<http://www.sidneystingerprimary.org.uk/images/Policies/Attendance-Policy-2017.pdf>

Children Missing from home or care

Sidney Stringer Primary Academy acknowledges that when a child goes missing or runs away they are at risk and also that Looked After Children are particularly vulnerable.

The academy will attempt to support students prior to their feeling the need to run away, and inform family, unless it is felt that they are in immediate danger from family. In which case, a referral to MASH will be made.

Should a child run away, then the academy will work with family/carer and outside agencies towards ensuring the safety and well-being of the child or young person. Upon return, they will be monitored and supported as necessary.

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late
- being picked up;

- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Reasons why some people hesitate to report abuse

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

Why children can't tell about abuse

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it's normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse

- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

Why refer?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection