

Child Protection and Safeguarding Policy

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Child Protection and Safeguarding Contacts

The Designated Safeguarding Lead is: Dan Collis, dcollis@mulberryschoolstrust.org.

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The Designated Lead for Looked after Children is: Sue Adams
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The Designated Prevent Co-ordinator is: Dan Collis Dcollis@mulberryschoolstrust.org

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Nominated Local Advisory Body Member for Safeguarding is: David Gracie and can be contacted via Cassie Pitts, PA to Executive Principal, cpitts@mulberryschoolstrust.org

The Virtual School Head Teacher for Tower Hamlets is: David Cregan:
David.cregan@towerhamlets.gov

Local Authority Designated Officer for Allegations (LADO) for London Borough of Tower Hamlets

The LADO for contact is: Melanie Benzie.
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In the event of not being able to contact Melanie Benzie, then please contact the Child Protection Advice Line in the first instance on 020 7364 3444 or the Education Safeguarding Manager:
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Child Protection and Safeguarding Policy

Introduction and Context

Purpose of the Policy

Everyone working with children or young people has a responsibility to understand what safeguarding means and what their responsibilities are in relation to keeping children and young people safe.

The purpose of this policy is to provide all stakeholders with information about safeguarding children and young people, and to give guidance on the procedures to follow should there be any concerns that comes to your notice about the safety of a child or young person attending the school.

Our Policy

There are six main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy.
- The signs of abuse that staff and volunteers should look out for.
- Roles and responsibilities for safeguarding.
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children.
- How the academy will ensure that all staff and volunteers are appropriately trained and checked for their suitability to work within the academy.
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our school provides a safe environment for children to learn and develop.

Our Responsibilities

Mulberry Academy Shoreditch is committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment. This policy sets out how Mulberry Academy Shoreditch will deliver these responsibilities.

This policy should be read in conjunction with 'Keeping Children Safe in Education' (September 2020), which is statutory guidance to be read and followed by academies and colleges, and alongside 'Working together to safeguard children' (Sept 20), a guide to inter-agency working to safeguard and promote the welfare of children. All staff **must** read Keeping Children Safe in Education 2020 – Part 1 as part of the Safeguarding INSET in September, prior to the school opening.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy also complies with our funding agreement and articles of association.

We will follow the procedures set out by Tower Hamlets Local Safeguarding Children Board: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

Our Principles

We believe that our school should provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development of the individual child. We have a child centred and co-ordinated approach to safeguarding.

We recognise the importance of providing an environment within our school that will help children feel safe and respected.

We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to.

We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Safeguarding arrangements in our academy are underpinned by four key principles:

- Safeguarding is everyone's responsibility: all staff, Trust Directors, Local Advisory Body members and volunteers should play their full part in keeping children safe; and
- A child centred approach: a clear understanding of the needs and views of children. This means that that everyone should consider, all times, what is in the **best interests** of the child
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- To work with our partners and all external agencies to support children at all times

Scope

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, Trust Directors, Local Advisory Body members, volunteers, contractors and external service or activity providers.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment
- 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

Safeguarding Roles and Responsibilities

All staff, volunteers, Trust Directors and Local Advisory Body members have responsibility for the following:

- To provide a safe environment in which children can learn.
- To identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, report any concern and to work with other services/agencies as needed.

- To keep themselves updated with the systems within academy which support safeguarding that were explained to them as part of their induction. This includes knowing the role, and working with, the Designated Safeguarding Lead.
- To ensure they receive appropriate child protection and safeguarding training which is regularly updated.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support Social Workers to take decisions about individual children.

The DSL is responsible for ensuring staff are aware of their responsibilities as follows:

- Knowing who the Designated Safeguarding Lead is: Dan Collis (in his absence, Jennie Montgomerie, the Deputy Head of School or Kendra Healy, the Safeguarding Officer).
- Raising any concerns with the Designated Safeguarding Lead. **If at any point there is a risk of immediate serious harm to a child a referral should be made to Tower Hamlets children's social care immediately. Anyone can make this referral by phoning 020 7364 5006.**
- Attending training as and when required.
- Being alert to the signs of abuse and their need to refer any concerns to the Designated Safeguarding Lead.
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Knowing the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the Designated Safeguarding Lead.
- Listening to, and seeking out, the views, wishes and feelings of students
- Sharing information and working together to provide students with the help they need
- Referring to the Principal any concerns about another member of staff, or if the concerns are about the Principal, referring them to Mulberry Schools Trust.
- Raising concerns about poor or unsafe practice and potential failures in the school's safeguarding regime through the school's Whistle Blowing Policy.
- Being aware of Tower Hamlets safeguarding procedures and ensuring the Tower Hamlets Local Safeguarding Children Board (THSCB) procedures are followed: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>.
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency.

Mulberry Schools Trust, Local Advisory Body members and school Leadership are responsible for:

- Ensuring that there is an effective Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff
- Ensuring all staff are given a mandatory induction when they start, which includes familiarisation with child protection and safeguarding responsibilities, procedures to be followed if anyone has concerns about a child's safety or welfare,

- Staff must ensure they have read the staff handbook and know who the Designated Safeguarding Lead is. All staff will be required to sign 'Safeguarding Roles and Responsibilities' and return this document to HR.
- Ensuring that policies and procedures adopted by Mulberry Academy Trust and Local Advisory Body members, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Ensuring that we have a Designated Safeguarding Lead for child protection, and that they have access to appropriate training, updated every two years and attend annual updates to gain further knowledge and skills.
- Ensuring that we have a nominated Local Advisory Body member, to liaise with the Local Authority Designated Officer for Tower Hamlets and any partner agencies in the event of allegations of abuse made against the Principal.
- Ensuring all staff receive the appropriate training, and keep up to date, in line with advice from Tower Hamlets Local Safeguarding Children Board (THSCB).
- Ensuring that staff understand and adhere to the Code of Conduct when carrying out their duties.
- Notifying the children's Social Care department if there are concerns over unexplained absences of a student.
- Informing the local authority when a private fostering arrangement is in place.
- Managing security within the school and reviewing it annually.
- Ensuring that important policies, such as those for behaviour and bullying, are kept up to date.
- Have an overview of the numbers of safeguarding and child protection referrals made from the Principal, who reports (anonymously) to Mulberry Academy Trust about the school safeguarding activity over the previous term/year.
- Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children.
- Ensuring at least one person on any appointment panel has undertaken appropriate safer recruitment training.
- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required, and ensuring volunteers are appropriately supervised.
- Ensuring procedures are in place to handle allegations against members of staff and volunteers.
- Ensuring there are procedures in place to handle allegations against other children.
- Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at school and externally through counselling and/or other services.
- Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the academy's development. Ensuring through the curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the school's Designated Safeguarding Lead (and deputy DSL), and are aware of other support mechanisms such as ChildLine etc.
- Appointing a Designated Lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.
- Making this policy available to parents and carers as appropriate.

- Ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
- Ensuring all staff have regular reviews of their own practice to ensure they improve over time.
- Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.

Types of Abuse

Children who may Require Early Help

Staff and volunteers working within the school need to be able to identify children in need of early help.

Staff and volunteers should consider following the procedures identified for initiating early help (see section 5) for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- has returned home to their family from care and is a privately fostered child
- is at risk of being radicalised or exploited
- is frequently missing/goes missing from care or home
- is at risk of modern slavery, trafficking or exploitation
- is showing early signs of abuse and/or neglect

Child Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by infiltrating harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children. There are four types of child abuse as defined in 'Keeping Children Safe in Education' (September 2020) as follows:

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that

are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises – in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Emotional abuse

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

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking

- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level; sexual drawings or languages
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)

- acting in a sexually explicit way towards adults

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may include a failure 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 caregivers)
- ensure access to appropriate medical care or treatment
- neglect of, or unresponsiveness to, a child's basic emotional needs

It can be difficult to recognise neglect, however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- being constantly dirty or 'smelly'
- constant hunger, sometimes stealing food from other children
- losing weight, or being constantly underweight
- inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised
- not having many friends
- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments

Child protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

In addition to physical, sexual, emotional abuse and neglect, the following are further risks to children and young people identified in Keeping Children Safe in Education and risks that staff need to be aware of and be vigilant about:

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty").

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead or the Deputy (DSL)

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

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Interventions with individuals who have been highlighted as a concern may include:

- increased adult support, supervision and encouragement
- mentoring programmes
- signposting to positive activities in and out of academy
- behaviour support/anger management programmes
- attendance support
- counselling
- intensive family support or parenting programmes with a Preventing Violent Extremism element
- links with relevant voluntary or religious organisations for theological/education programmes
- support from the Safer Schools Police Officer or Prevent Team
- advice on online safety (for students and parents)
- referrals to targeted youth support, CAMHS or the Youth Crime Prevention Worker

Prevention work which is embedded into the curriculum and extracurricular activities includes:

- Work on community cohesion, tolerance and anti-violence addressed throughout the curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- Open discussion and debate of issues and the law in a supportive environment
- Critical appraisal of sources/internet resilience/identifying propaganda – relevant for all subjects but especially when using the internet for research
- Programmes of study which highlight British Values
- Social and emotional aspects of learning
- Anti-bullying work including work with Stonewall to tackle homophobia.
- Learning for Life curriculum with focus on building positive relationships, free from violence (including focusing on reducing violence against women/domestic violence)
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charities/community work
- Positive activities such as Enrichment
- Ensuring consistent messages between home and the school

Domestic violence and abuse

This may come to your notice through disclosure by a pupil at the school; you may see bruising that is unlikely to have been caused by the usual rough and tumble that children often engage in.

Bullying and harassment

This includes harassment based on discrimination against a protected characteristic: any form of harassment by an adult to a child or by one child to another is unacceptable. Where pupils use derogatory language based on a protected characteristic such as race, religion, gender, sexual orientation, gender identity, physical disability etc, it must be reported.

Children missing in education

When children go missing, particularly repeatedly, this can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Female Genital Mutilation

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old, however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include;

- low level of integration into UK society

- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elders from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of academy to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include;

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

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify the Police when they discover that FGM appears to have been carried out or preventing it from happening to a girl under 18. This will usually come from a disclosure. Under no circumstances should the school staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the Designated Safeguarding Lead, rather than the Police.

Forced Marriage and Honour Based Violence

Prevention of Forced Marriage

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage. Where staff have concerns or become aware that Forced Marriage or abuse may take place or is taking place, they should discuss this with the Designated Safeguarding Lead or the Deputy (DSL) will take action, as appropriate.

What is forced marriage?

A forced marriage is a marriage in which one or both spouses do not or, in the case of some adults with learning or physical disabilities, cannot consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Honour based violence

So-called honour based violence occurs in communities where the concepts of honour and shame are fundamentally bound up with the expected behaviour of families and individuals, particularly that of women. The term describes a form of domestic violence motivated by the notion of 'honour' and includes practices such as breast ironing. The victim can be subjected to long term low level physical abuse and bullying as 'punishment' for 'bringing dishonour on the family' and, in some extreme cases, may be killed.

Where staff have concerns or become aware that honour based violence or abuse may take place or is taking place, they should discuss this with the Designated Safeguarding Lead or the Deputy (DSL) who will take action, as appropriate.

Peer on Peer Abuse

The school has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness and clear expectations and consequences for unacceptable behaviour, together with visible staff presence around the school.

The school seeks to educate all students on healthy relationships through the curriculum however we recognise that, despite this, we need to be alert to peer on peer abuse. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate, and it is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy

Any allegation of peer on peer abuse must be referred to the Designated Safeguarding Lead (DSL) or Deputy (DSL), and advice and guidance will be sought from Children's Social Care where necessary. Where it is clear a crime has been committed, or there is a risk of a crime being committed, the Police will be contacted. The school will respond to unacceptable behaviour to prevent reoccurrence and work with external agencies where appropriate. For example, if a student's behaviour negatively impacts on the safety and welfare of others then safeguards will be put in place to promote the well-being of the students affected.

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

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; which
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people under the age of 18 receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs or groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of violence, coercion, intimidation or enticement, and includes unwanted pressure from peers to have sex, sexual bullying including online bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Boys and young men and girls and young women can be victims of CSE. Key indicators of children being sexually exploited may include:

- going missing for periods of time or regularly coming home late
- regularly missing education or not taking part in education
- displaying inappropriate sexualised behaviour
- receiving unexplained gift or gifts from unknown sources
- associating with other young people involved in exploitation
- having multiple phones
- mood swings or changes in emotional wellbeing
- seen at strange meeting places (hotels or known places of concern)

- having older boyfriends/girlfriends who are believed to be a risk to children
- self-harming/drug or alcohol misuse
- physical injuries (e.g. bruising suggestive of sexual assault)
- secretive behaviour

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

These include:

- **Inappropriate relationships** – Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- **Boyfriend/Girlfriend** – Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafes or shopping centres. A seemingly consensual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- **Organised exploitation and trafficking** – Victims are trafficked through criminal networks, often between towns or cities, and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Sexting

Sexting is inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of students. Although sexting is typically voluntary at first, it raises many serious legal and social concerns, especially when the images are spread beyond the control of the sender. Sexting can result in humiliation, bullying and harassment of students. The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about both the legal and social dangers of sexting.

Definition

The term 'sexting' is derived from texting and refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication devices or applications, such as mobile phones, tablets, email, social networking sites and instant messaging services.

Legal Implications for Students

Sexting may breach laws that prohibit the creation, distribution or possession of child pornography regardless of whether all parties involved consent to the images being taken and shared, or whether the images are sent to other minors, even minors of the same age.

By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

Sexting may also fall under 'sexual harassment' under the Commonwealth *Sex Discrimination Act 1984* or if more than one 'sext' is sent to a recipient this may also constitute unlawful stalking. It is also an offence under the Malicious Communications Act 1988.

Sexting may also be considered a form of cyberbullying when nude or sexually suggestive images are uploaded and shared on the internet and social media. This is especially the case where images are shared past the intended audience or when accompanied by nasty comments.

Implementation

All staff members are required to notify the Designated Safeguarding Lead immediately upon becoming aware that sexting by a student is likely to have occurred. The allegation will first be investigated by the Designated Safeguarding Lead and the parents of all students involved will be contacted.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

County lines. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Modern slavery: child slavery occurs when a child is exploited for someone else's gain. It can include child trafficking, child marriage and child domestic slavery.

Mental Health

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Consultants however, are well placed to observe children when visiting schools and learner centres and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

- If consultants have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's or centre's child protection policy and speaking to the designated safeguarding lead or a deputy.

Grooming

This is a process by which adults and other children, especially older children, use to establish control over a child with the ultimate purpose of exploiting them. The grooming can be for:

- Sexual exploitation
- Criminal exploitation
- Fundamentalism and terrorism.
- The process of grooming for sexual exploitation involves:
- Targeting the victim – often someone who is vulnerable, lonely, emotionally needy, lacking in confidence or self-esteem
- Gaining the victim's trust – groomers are very patient and invest a great deal of time in gaining trust. They have the long-term gain in mind.
- Filling a need – making the victim feel better about themselves; giving attention and also gifts and presents.
- Isolating the victim – creating situations where the victim is alone with the groomer and, little by little, cutting the victim off from friends and family.
- Sexualising the relationship – this occurs where the groomer has created sufficient emotional dependency so that the victim does not resist/cannot resist.
- Maintaining control - this is possible because through the processes above, the victim no longer trusts anyone else and trusts the groomer above all, which enables the groomer to manipulate the victim and control them completely.
- Grooming for criminal exploitation or into fundamentalism is not very different. These also involve careful targeting, gaining trust, isolating the victim, filling a need, providing propaganda to make the victim willing to commit crimes, includes desensitising them to violence, and maintaining control.

Those individuals involved in grooming children are adept at convincing adults around them, and

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Relationships with Pupils

It is important to remain polite and respectful towards pupils but on no account to form friendships either in person or on social media. If pupils at the school or close relatives, such as a parent,

request you to join their social media circle, although this will be unlikely, you must refrain from doing so.

To keep yourself safe from false allegations, ensure that you are never alone in a room or a lift with a pupil from the school. Never offer to give lifts or gifts, no matter how small, to a pupil.

In addition, if, in your role, you need to enter changing rooms or toilets, make sure that you knock and check that there is no-one inside. Wait till the rooms or toilets are vacated before entering.

Be a positive role model and professional in your behaviour towards other staff, pupils and visitors.

You should ensure that you do not make any physical contact with a child or young person at the school.

Do not take pictures or videos of pupils either deliberately or by accident.

How to Report Concerns

Clear procedures on reporting any concerns are given to all staff/volunteers in school. This is done as part of the staff induction training. All child protection and/or safeguarding concerns should be reported to Dan Collis, Designated Safeguarding Lead, immediately or Jennie Montgomerie, the deputy DSL or Kendra Healy, the Safeguarding Officer. Any concern should also be sent via the CP email address: childprotection@mulberryacademyshoreditch.org or CPOMS. The DSL (or a deputy) will be available during term time. A useful flowchart of actions to take where there are concerns about a child is also reflected in Appendix A (Keeping Children Safe in Education', September 2020).

What to do if a child discloses any form of abuse to you

It is important to take the following action if a child decides they want to confide or disclose to you:

- Follow the school's protocol and avoid if possible being on your own with the child
- If this is not possible
- Do not promise to keep it a secret – be clear that you will have to pass on the information
- Do listen to what they have to say
- Do not judge the child or show your own emotions i.e. do not show disgust; feelings of abhorrence or shock at what you are being told
- Do not give views about the allegations or the person about whom allegations are being made
- Reassure the child that they have done the right thing in speaking about what they are experiencing
- Reassure the child that whatever is happening to them is not their fault
- Take notes of what they say; if you are not able to write it down while they are disclosing, then do so as soon as possible after they have spoken to you
- Do not ask leading or probing questions or try to investigate it further yourself – this will be done by safeguarding professionals
- Any questions being asked should be to seek clarification only

Taking Action

If at any time it is considered that a child has suffered harm or is likely to do so, a referral should be made to Tower Hamlets Duty Team on 020 7364 2972/2904/5601/5605 (out of hours telephone number, 020 7364 4079) or the Police Child Abuse Investigation Team on **101**. Call **999** if you are concerned a child needs immediate protection. If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

Student Disclosure of Abuse or Radicalisation

At Mulberry Academy Shoreditch we have a clear procedure for reporting concerns. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on. Staff members will allow them to speak freely and will not ask investigative questions.

The staff member will tell the student what will happen next. It is the duty of the member of staff to inform the Designated Safeguarding Lead what has been discussed. The staff member will write up details of the conversation with the student as soon as possible via an email to the Designated Safeguarding Lead.

All safeguarding concerns should be recorded promptly and passed to Dan Collis or Jennie Montgomerie or Kendra Healy.

Staff should **not** wait until the following school day to report a concern. Information will be shared on a need to know basis only.

Issues or concerns will not be discussed with colleagues, friends or family.

Suspecting that a Student is at Risk of Harm

It is not always easy to recognise that a child is being hurt or is at risk, so abuse is often undetected. There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the student opportunity to talk.

Staff should pass on these early concerns. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead, Dan Collis or Jennie Montgomerie, Deputy DSL or Kendra Healy, Safeguarding Offer.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **Anti-Bullying Policy** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. The academy acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

Notifying Parents/Carers

The school will normally seek to discuss any concerns about a student with their parents/carer. The Designated Safeguarding Lead or Deputy DSL Safeguarding Lead will make contact with the parent/carer in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents/carers could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

Referral to Children's Social Care

The Designated Safeguarding Lead or deputy DSL will make a referral to the relevant Children Social Care/Tower Hamlets MASH if it is believed that a student is suffering or is at risk of suffering significant harm.

Contact Tower Hamlets Duty Team on 020 7364 2972/2904/5601/5605 (out of hours telephone number, 020 7364 4079).

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

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.

A close family relative is defined as a 'grandparent, brother, sister, aunt or uncle' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead or deputy DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Reporting Directly to Child Protection Agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead Dan Collis or Jennie Montgomerie, the deputy DSL, and the Principal are unavailable.
- They are convinced that a direct report is the only way to ensure the student's safety.

At Muberry Academy Shoreditch we also liaise with a wide variety of outside agencies, many of which are able to see students weekly. Examples of the wider agencies we liaise with include; multi-agency locality teams, school health nurses, Breakout, Safe and Sound, Child and Adolescent Mental Health services (CAMHS), Educational Welfare Officers, the Police and other services. We encourage families, students and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

All initial contacts where staff, or volunteers wish to make a request for general advice, information or a service for a child who may be a child with additional complex needs should be made either by contacting Dan Collis, or Kendra Healy.

The Designated Safeguarding Lead, Dan Collis or Jennie Montgomerie, the Deputy DSL, should be advised of any such contacts.

Visitors and the Use of school Premises

At Mulberry Academy Shoreditch we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the academy's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to students are consistent with the ethos of the academy and do not marginalise any communities, groups or individuals
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- activities are matched to the needs of students
- activities are carefully evaluated by the academy to ensure that they are effective

Any guest speakers or external agencies will be provided with a details of safeguarding within academy and how to contact our Designated Safeguarding Lead on arrival at the school, and will be appropriately supervised at all times.

When an agreement is made to allow non-academy groups or organisations to use the academy premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and, in the event of any behaviour not in-keeping with this policy, the academy will contact the Police and terminate the arrangement.

Recruitment of Staff and Volunteers

The school will ensure that Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of the candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. **The school will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.**

The types of checks undertaken will be in accordance with the guidance given in the Keeping Children Safe in Education (September 2020) document.

Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the Keeping Children Safe in Education (September 2020) document.

When an enhanced DBS certificate is required it will be obtained from the candidate before or as soon as is practicable after the persons appointed.

The school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

The school will keep a single central record in accordance with the regulations given in the Keeping Children Safe in Education (September 2020) document.

Recruitment and/or deployment checks will be undertaken, as stated in the Keeping Children Safe in Education (September 2020) document, for the following:

- Individuals who have lived or worked outside the UK
- Agency or third party staff
- Trainee/staff teachers
- Volunteers
- Contractors

The school will carry out all relevant checks if it is concerned about an existing member of staff and **refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.**

Dealing with Allegations against Existing Staff and Volunteers who Work with Children

We will prevent people who pose risks to children from working in our academy by ensuring that all individuals working in any capacity at our academy have been subjected to safeguarding checks in line with the statutory guidance **Keeping Children Safe in Education: Statutory Guidance for Academies and Schools, September 2020.**

At Mulberry Academy Shoreditch we recognise the possibility that adults working in the academy may harm children. Any concerns about the conduct of other adults in the academy should be taken to the Principal without delay (or where that is not possible to the designated safeguarding lead); any concerns about the Principal should go to Mulberry Academy Trust who can be contacted via the PA to the Principal.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed the best way to ensure that children are protected. Allegations against staff should be reported to the Principal. Allegations against the Principal or the designated lead officer should be reported to Mulberry Academy Trust. Where any member of the school staff or any volunteer has concerns that a person has caused harm or poses a future risk of harm to vulnerable groups, including children they must take action in accordance with the academy Policy. Under its duty of care for its employees, the school will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The school will ensure its obligation for confidentiality when an allegation has been made.

Managing Situations and Exit Arrangements

For the following issues:

- Resignation and 'settlements' agreements
- Record keeping
- References
- Timescales
- Oversight and monitoring
- Suspension
- Information sharing
- Following a criminal investigation or prosecution
- On conclusion of a case
- In respect of malicious or unsubstantiated allegations

The school will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children Safe in Education (September 2020) document.

Training for all Staff to Raise Awareness and Increase Understanding

Every year all staff (including non-teaching and volunteers) must undertake the Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to Dan Collis, the Designated Safeguarding Lead and Deputy DSL immediately.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will undergo relevant updated child protection training every two years.

All staff members of the school will undergo annual safeguarding and child protection training (whole school training) which is regularly updated. They will also receive regular updates via bulletin, email and staff briefings.

All staff members must read part 1 of Keeping Children Safe in Education 2020. They must also sign the staff handbook acknowledgement form confirming they have read this.

Staff members who miss the whole academy training will be required to undertake other relevant training arranged on an alternate day by the school.

We will ensure that staff members provided by other agencies and third parties, e.g. supply staff and contractors, have received appropriate information commensurate with their roles before starting work. They will be given the opportunity to take part in whole school training if it takes place during their period of work for the school.

The Designated Safeguarding Lead will provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

The school will maintain accurate records of staff induction and training.

Establishing a safe environment in which children can learn and develop

We recognise that, because of the day-to-day contact with students, academy staff are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk, and are listened to. This can happen during Tutor Time, during learning for life sessions or simply with any member of staff.

We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through our learning for life programme and through the school engaging in national and local initiatives such as; anti-bullying awareness days, e-safety programmes, and other programmes which raise their awareness and increase their understanding.

Anti-Bullying

Mulberry Academy Shoreditch has a zero tolerance policy with regard to any type of bullying or gender based violence and will encourage all students and parents/carers to report bullying to a member of staff immediately, in order that effective action can be taken.

We aim to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied.

Please refer to the academy's Anti Bullying Policy for further details. The school will also work in partnership with relevant organisations, such as the Lesbian, Gay, Bisexual and Transgender (LGBT) for advice and guidance as appropriate.

Online Safety

We are thoroughly committed to improving student's e-safety awareness at Mulberry Academy Shoreditch. Our Acceptable Use Policy is signed up to by all students and staff and the school will apply appropriate filters and monitoring systems as deemed to be reasonable.

If a student, parent/carer or member of staff has a concern relating to on line safety students are encouraged to report it. They can report it directly to Jennie Montgomerie, Designated Safeguarding Lead (DSL) or Deputy (DSL), at the school.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- At the time of admission to the school we will seek signed consent (photographs and personal images consent form) from parents/carers and students for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them

Parents, carers or relatives may only take still or video images of students in the school organised activities with the prior consent of the school. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

Confidentiality and Sharing Information

Staff should only discuss concerns with the Designated Safeguarding Lead, or the deputy DSL, the Principal or Mulberry Academy Trust (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need to know basis.

All staff will understand that **child protection issues warrant a high level of confidentiality**, not only out of respect for the student and staff involved but also to ensure that anything being released into the public domain does not compromise evidence.

Storage and Handling of Records

Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1988. Child protection records will be stored in a locked facility accessed only by the Principal and the Designated Safeguarding Lead. Any electronic information will only be made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media such as a CD or flash drive, these items will also be password protected and kept in locked storage.

Child protection information will be stored separately from the student's academy file will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new school or college they will be sent separate from the student's file and under a confidential cover.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Principal or Designated Safeguarding Lead. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

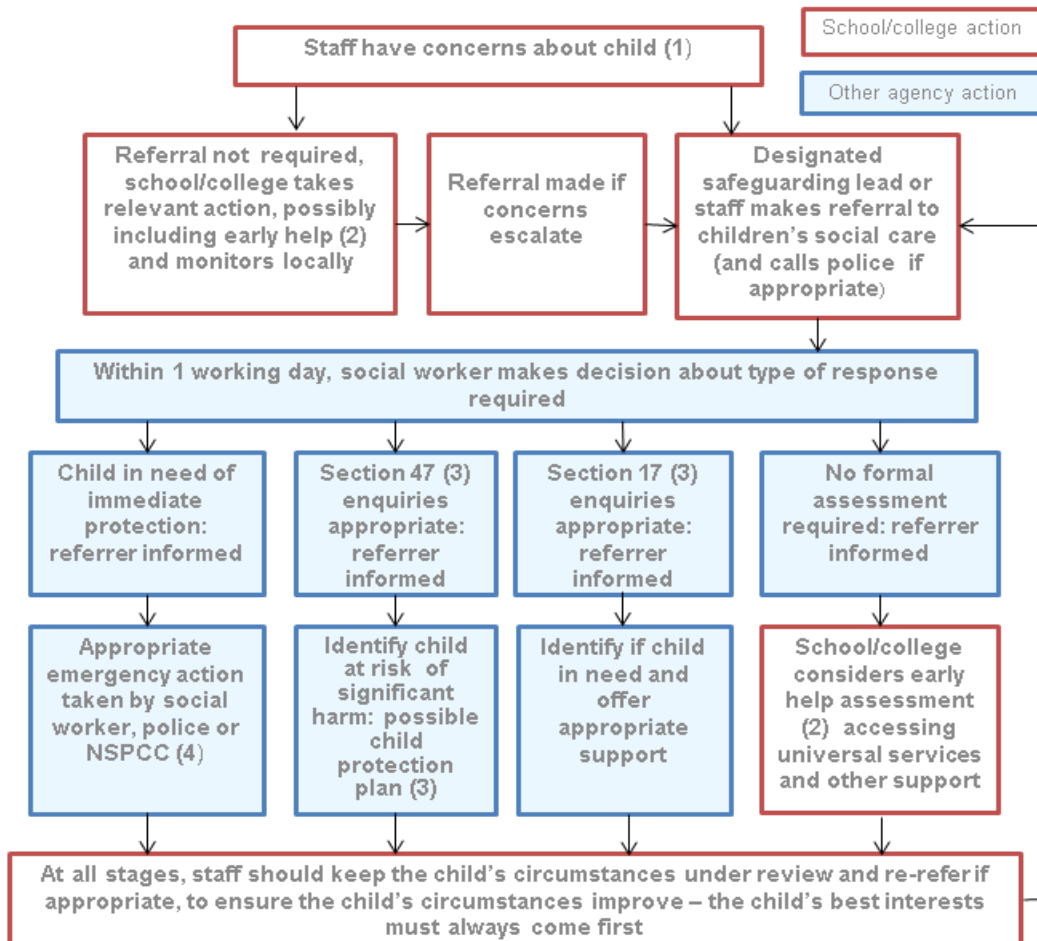
Management of the Policy

The school will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011.

Currently **Keeping Children Safe in Education**: statutory guidance for academies and colleges (September 2020) and the departmental advice; **what to do if you are worried a child is being abused** – Advice for practitioners (September 2020). Nothing written in this policy overrides the academy's duties under such legislation.

Mulberry Academy Trust will oversee the policy, ensure its implementation and review its content on an annual basis.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).