



Wise Owl Trust

Safeguarding & Child Protection Policy

OHDA – Version 2

Approved by Wise Owl Trust: December 2017

Due for review: September 2018

Safeguarding and Child Protection Policy

Updated January 2018

SUMMARY

The Government has defined the term 'safeguarding children' as:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

The **World Health Organisation** says that:

"Child abuse" or "maltreatment" constitutes 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.'

NSPCC similarly specify:

"cruelty to children" or "child abuse" as 'behaviour that causes significant harm to a child. It also includes when someone knowingly fails to prevent serious harm to a child. All forms of cruelty are damaging – it can be harder to recover from the emotional impact than from the physical effects.'

All adults who come into contact with children in academy have a duty to ensure the safety of all children, and to report anything that they are concerned about.

In event of a concerns for the safety of a child:

- Report immediately to the Designated Safeguarding Lead Ms Hayley Brooker or in her absence, one of the team of DSPs – Mrs Val Byrne, Miss Jeanette Turner, Mrs Denise Hughes, Miss Amanda Hatton, Ms Carolyn Manock, Joe Pritchard, Paul Roberts
- Do not speak with the parents
- Do not promise the child that it will be kept a secret
- Do not question the child – this may jeopardise future investigations / prosecution

Any concerns or questions, please contact the Designated Safeguarding Lead:

Ms Hayley Brooker – Principal
Who can be found via – Academy Office
Who can be contacted on - 0161 223 2805

In her absence:
**Mrs Val Byrne, Miss Jeanette Turner, Mrs Denise Hughes, Miss Amanda Hatton,
Ms Carolyn Manock, Mr Joe Pritchard or Mr Paul Roberts** – DSP Team
Who can be found via – Academy Office
Who can be contacted on – 0161 223 2805



1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in Old Hall Drive Academy are working together to safeguard and promote the welfare of children and young people. This policy was ratified by the Governing Body at its meeting on 7th March, reviewed in September 2017 and will be reviewed again in September 2018 or when government guidance advises updates. See Appendix C for a summary of a 'good' safeguarding academy.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to address any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the academy will be vigorously challenged.
- 1.3 The Principal **Ms Hayley Brooker** or in her absence, the authorised member of senior staff **Mrs Val Byrne (Officer for Safeguarding and Child Protection)** has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of **Old Hall Drive Academy** This policy complements and supports other relevant academy and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 academies/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2016', **Old Hall Drive Academy** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 **Old Hall Drive Academy** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our academy is committed to the principles outlined in 'Working Together to Safeguard Children March 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 2.2 The academy is committed to supporting the delivery of effective early help using The Multi-Agency Levels of Need and Response Framework and the Early Help Assessment process which is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay



safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.4 Old Hall Drive Academy will exercise diligence and prevent any organisation or speaker from using the academies facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 3.3 Personal Health and Social Education, Citizenship and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 Old Hall Drive Academy takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg CSE, Radicalisation and Extremism, Forced Marriage, Honour Based Violence, FGM and Breast Ironing.
- 3.5 All pupils will know that there are adults in the academy whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 Old Hall Drive Academy views attendance as a safeguarding issue and in accordance with the academy's Attendance Policy, absences are rigorously pursued and recorded. The academy/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.



- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The academy will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Old Hall Drive Academy in accordance with the Academy Register Regulations (secondary academies only).
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. KEEPING RECORDS

- 5.1 Old Hall Drive Academy will keep and maintain up to date information on children on the academy roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The academy record will also include a chronology of any other significant event in a child's life.

6 ROLES AND RESPONSIBILITIES

- 6.1 The Principal of **Old Hall Drive Academy** will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified (Ms Hayley Brooker) and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff, visitors and volunteers are made aware of the academy's safeguarding policy and arrangements. They are required to read our policy and



sign a document agreeing to act in accordance with our safeguarding procedures, before they are allowed into the academy to work with children.

- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the academy's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the academy/setting prospectus.
- The Safeguarding and Child Protection policy is available on the academy's website.
- The academy co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.2 The Governing Body of the academy will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the academy's leadership team is designated to take lead responsibility for safeguarding within the academy. (Ms Hayley Brooker)
- The academy's safeguarding policy is regularly reviewed and updated and the academy complies with local safeguarding procedures.
- The academy operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the academy's safeguarding processes as part of induction.
- Ensure that the academy co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.3 The Designated Senior Member of Staff for Child Protection is Ms Hayley Brooker and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the academy. The Designated Lead will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the academy carries out its safeguarding duties.
- Provide support and training for staff and volunteers



- Ensure that the academy's actions are in line with the MSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the academy's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the academy's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Executive Principal about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the academy. Keep a copy of the file. Ensure permission is given for the child's next school to access their CPOMS records.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

7.1 The academy's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" 2016.

7.2 The Principal and governing body will ensure that all staff and volunteers in supplementary academies using the mainstream academy site will have been vetted and checked (will not apply for all academies and settings).

8. WORKING WITH OTHER AGENCIES

8.1 **Old Hall Drive Academy** has developed effective links with other relevant agencies, for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates as required with any enquiries regarding child protection issues. The academy will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from academy.
- It has been agreed as part of any child protection plan or core group plan.#



9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Principal or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10 TRAINING FOR STAFF AND VOLUNTEERS

10.1 In accordance with “Keeping Children Safe in Education” 2016, all staff will receive training, as part of their induction.

10.2 All staff should receive appropriate child protection training which includes the following:

- Basic safeguarding information about the academy’s policies and procedures,
- Signs and symptoms of abuse (emotional and physical),
- Indicators of vulnerability to radicalisation
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

10.3 The Designated Safeguarding Lead and the team, will receive refresher training every two years. All staff will receive appropriate child protection training which is updated annually or when there is new government guidance or updates.

10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Breast Ironing, Domestic Abuse, Child Sexual Exploitation, E-Safety, Trafficking and Preventing Violent Extremism.

11 RECORDING AND REPORTING CONCERNS

11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the academy’s safeguarding recording system CPOMS (Child Protection Online Monitoring System)

12 INFORMING PARENTS/CARERS

12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will



be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

12.2 Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.

12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Principal will seek advice from Children's Social Care.

13. DOMESTIC ABUSE

13.1 The academy is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the academy's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

13.5 We are now working in partnership with GMP (Greater Manchester Police) through Operation Encompass. If there is an incident of domestic violence where police have attended and children have been present in the home, police officers will alert school before 9am the following day so that relevant staff can be alerted and can support the child appropriately.

14. FORCED MARRIAGE

14.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this academy. The academy is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

14.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the academy's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.



14.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

15. FEMALE GENITAL MUTILATION

15.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

15.2 The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

15.3 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

16. BREAST IRONING

16.1 Breast Ironing - Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse. Staff working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to FGM, breast ironing is classified as physical abuse therefore staff will follow Manchester Safeguarding Children's Board Procedures if they have concerns.

17. PREVENTING RADICALISATION and VIOLENT EXTREMISM

17.1 Old Hall Drive Academy values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Old Hall Drive Academy seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

17.2 Old Hall Drive Academy is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in this academy are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised. The academy actively builds students' resilience against radicalisation through the curriculum and the academy ethos which promotes British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.



18. E-SAFETY

18.1 Old Hall Drive Academy has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in academy is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the academy's management information and business administration.

18.2 The internet is an essential element in 21st century life for education, business and social interaction and Old Hall Drive Academy has a duty to provide children and young people with quality access as part of their learning experience.

18.3 It is the duty of Old Hall Drive Academy to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

18.4. Old Hall Drive Academy will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

19. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

19.1 The Designated Person will be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

19.2 All reports for a child protection conference will be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

20. PEER ON PEER ABUSE – See Appendix F

20.1 Staff should recognise that children are capable of abusing their peers. Governing bodies should identify procedures to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. Old Hall Drive Academy has clear procedures on how victims of peer on peer abuse will be supported.

20.2. Sexting

Sending sexually suggestive photos and/or videos via mobile or over the internet illegal. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary. Where adults are involved in sharing or creating photos of under 18s, this constitutes child sexual abuse, and will be reported to the police. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.



However Old Hall Drive Academy takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through sessions which are focus on online safety. The academy recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

20.3. Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. Electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

20.4. Prejudiced Behaviour relating to the 9 protected characteristics

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

20.5. Gender based violence/sexual assaults

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. The Brook Sexual Behaviours Traffic Light Tool is used to determine the level of intervention necessary to deal with each incident.

20.6. SEND pupils

The welfare of all pupils' is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in positive way. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considerate and sensitive approach in order that we can support all of our pupils.

20.7. Initiation / Hazing



Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team, gang etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps should be followed to clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

21. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

21.1 The academy follows the government guidance 'Keeping Children Safe in Education' – 2016 when dealing with allegations made against staff and volunteers.

21.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

22. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

22.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

22.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

23. SERIOUS CASE REVIEWS



23.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

23.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

23.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

23.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.

23.5 If required, Old Hall Drive Academy will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

24. VISITORS

24.1 All visitors, including visiting speakers, are subject to the academy's safeguarding protocols while on site and will be supervised at all times.

25. BOOKINGS

25.1 Old Hall Drive Academy operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the academy's facilities to disseminate extremist views or radicalise pupils or staff.

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk



Academy Policies:

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- ICT and Access to the Internet
- Extended Academy's Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visits
- Special Educational Needs and Disabilities
- Toileting and Intimate Care
- Disability Discrimination
- Anti-bullying
- Supporting Pupils with Medical Conditions
- Physical restraint
- Confidentiality
- Code of conduct

MSCB Policies and guidance (on MSCB website @ www.mscb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information



The following definitions are from *Working Together to Safeguard Children (2015)*

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

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 an illness in a child.

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 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, 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:



- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



A 'Good' Safeguarding Academy

The leadership, staff and governing body are committed to a safe academy which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The academy is a place where 'Every Child Matters'.
- Tolerance, understanding and respect for others are core values of the academy.
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately.
- The academy/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The academy has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Multi Agency Levels of Need, Response Framework and Early Help processes are embedded into the academy's practices and procedures and multi-agency information is accurate and up-to-date.
- Effective School Improvement Plans and effective academy self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The academy/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The academy/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.



PUPIL TRACKING

- The progress and attendance of vulnerable pupils is carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the academy is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The SEAL programme is effectively implemented by all staff and pupils.
- The academy promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organisation of teaching and learning and ethos in settings and academy's contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- The academy has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after academy, trips etc.



WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the academy staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the academy's support for children and families.
- The academy actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The academy does not exclude pupils but tries to find alternative ways of supporting them.
- The academy does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.



Specific Safeguarding Issues (as outlined in 'Keeping Children Safe in Education - April 2014')

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking



Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE)

This involves exploitative situations, contexts and relationships where young people 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 and 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 coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber 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.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Breast Ironing

Breast Ironing also known as 'Breast Flattening' is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to Female Genital Mutilation (FGM), breast ironing is classified as physical abuse.



Peer on Peer Abuse

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard,

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

At Old Hall Drive Academy we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

It is important not to criminalise behaviour that is a perfectly normal and a healthy part of growing up. Staff members will need to use their professional judgement and refer to the Brook Traffic Light Tool for guidance.



Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.
-

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.



Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

**Policy Addendum – 'staff will refer to the UKCCIS for further guidance with regards to sexting and procedures to be followed'*.*

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PSHE/SMSC



curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child (ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Any peer on peer allegation must be referred to a Designated Person immediately, following the Academy's child protection procedures. Advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

