

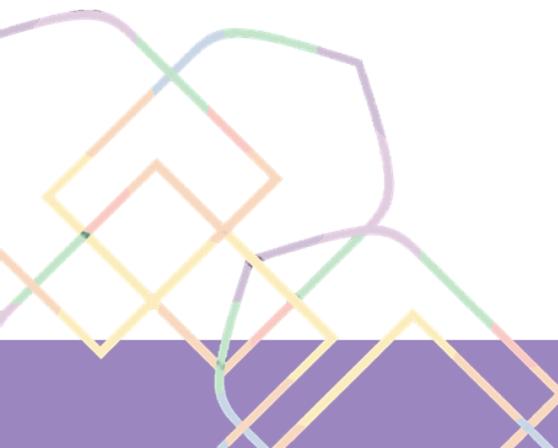


Bluecoat Beechdale  
Academy

Belong, Believe, Achieve

Bluecoat Beechdale Academy

Safeguarding Statement of Practice 2020



## Procedure for Safeguarding and Child Protection

The procedure reflects current legislation, accepted best practice and complies with the government guidance: **Working Together to Safeguard Children April 2015** and **Keeping Children Safe in Education 2019**

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads who are responsible for safeguarding and child protection at Bluecoat Beechdale Academy are:

Name	Role	Mobile Number	Email
Shonagh Reid DSL	Assistant Principal	07714563804	<a href="mailto:sreid@bluecoatbeechdale.uk.com">sreid@bluecoatbeechdale.uk.com</a>
Melanie Ennis ADSL	Advanced Safeguarding Lead	07714563813	<a href="mailto:mennis@bluecoatbeechdale.uk.com">mennis@bluecoatbeechdale.uk.com</a>
Gemma Anderson Deputy DSL	Attendance Improvement Manager	07714563811	<a href="mailto:ganderson@bluecoatbeechdale.uk.com">ganderson@bluecoatbeechdale.uk.com</a>
Clare Grange Deputy DSL	Leader of Transition	07714168469	<a href="mailto:cgrange@bluecoatbeechdale.uk.com">cgrange@bluecoatbeechdale.uk.com</a>
Tracey Fisher Deputy DSL	Student Support Leader	07714563832	<a href="mailto:tfisher@bluecoatbeechdale.uk.com">tfisher@bluecoatbeechdale.uk.com</a>
Amanda Bertram Deputy DSL	Safeguarding & LAC Mentor	07849091990	<a href="mailto:abertram@bluecoatbeechdale.uk.com">abertram@bluecoatbeechdale.uk.com</a>
Melanie Beecher	Head of Year: Year 9	07714563833	<a href="mailto:mbeecher@bluecoatbeechdale.uk.com">mbeecher@bluecoatbeechdale.uk.com</a>
Sam Sandhu	Student Support Base worker		<a href="mailto:ssandu@bluecoatbeechdale.uk.com">ssandu@bluecoatbeechdale.uk.com</a>
Lee Clinton	Head of Year: Year 8	07753309275	<a href="mailto:lclinton@bluecoatbeechdale.uk.com">lclinton@bluecoatbeechdale.uk.com</a>

DSLs can also be contacted via the main school reception (01159 135211)

The named Governor responsible for safeguarding is Daniel Gray contactable via 07450136043 or via email as below:

[Daniel3gray@icloud.com](mailto:Daniel3gray@icloud.com)

Other policies that may need to be taken into account are:

- *Attendance*
- *PSHE and Citizenship*
- *Drugs Education*
- *Behaviour Management (including physical intervention and touching)*
- *Anti-harassment*
- *Inclusion and special needs*
- *Confidential reporting/whistle blowing*
- *Health and safety*
- *E-safety*
- *Conduct of employees*

Schools should give effect to their duty to safeguard and promote the welfare of their students under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

## Introduction

At Bluecoat Beechdale Academy the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all students is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting students from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all students' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2015 and Keeping Children Safe in Education 2020.

### The aims of this procedure are to:

- confirm that the students' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, support staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's procedure for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct and other agencies and, where appropriate with similar services in neighbouring authorities.

## Responsibilities

### i. The governing body:

- has trained link governors for:
  - Safeguarding and Child Protection – Daniel Gray who will attend training/updates every three years
  - Looked after Children – Daniel Gray
- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Principal – Sarah Bailey
- will ensure that the school has a child safeguarding procedure, single central record, staff behaviour procedure, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers..
- should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE/Citizenship and Relationships and Sex Education (RSE).

- will ensure that the school create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2020).
- has appointed a member of staff of the school's leadership team to the role of designated safeguarding lead.
- will ensure the school keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will ensure that all staff, Governors and volunteers have undergone appropriate safeguarding training and receive face to face updates on an annual basis.
- will make sure that the safeguarding and child protection procedure is available to parents and children on request
- will ensure this procedure and practice complements other policies as detailed above
- will ensure that key staff are fully supported re. their well being

**ii. The Principal** will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the procedure will be updated annually, and be available publicly either via the school or college website or by other means.
- designated staff review procedure when the NCSCP update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- a single central database of all staff, governors, contractors and volunteers, and their safeguarding training dates is maintained and that this list confirms that all personnel who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of students, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- Staff undergo child safeguarding training which is updated regularly, in line with advice from the NCSCP.
- Guidance for visitors is in place that puts the safeguarding of students at the centre and is applied to all visitors irrespective of their status

**iii. DSL, Shonagh Reid, Assistant Principal**

**will:**

- have her role explicitly defined in her roles and responsibilities
- lead the team of trained Deputy DSLs as detailed above, oversee and quality assure their work

- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years and attend the LA Safeguarding Network meetings
- liaise with relevant agencies in accordance with the NCSCP procedures when referring a student where there are concerns about possible abuse or harm (Children and Families Direct for a City referral telephone 01158 765600 or the Nottinghamshire Multi-Agency Safeguarding Hub (MASH) for a County referral telephone 0300 500 80 90).
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer at Loxley House telephone 01159 8765501
- be able to access the contents of the NCSCP procedures and personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with students in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a student who is 'looked after'

#### **Ensure that:**

- all staff receive safeguarding and child protection updates (for example via staff bulletins, briefings, CPD sessions and staff meetings) as required but at least annually
- written records of concerns are kept, even if there is no immediate need for referral; and reviewed
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the students' other files, and accessible only by the Principal/DSLs
- student records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- CP records are transferred securely and a receipt obtained from the receiving school
- any absence letters are dated and clearly signed by a teacher/tutor, and that if: there are concerns about attendance and a student's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2016 is adhered to. Please see Attendance Procedure for the school's approach to tackling CME
- where a student is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what when taking in isolation would appear to be low level concerns and appropriate action is taken
- where there are existing concerns about a student, and they transfer to another school in this authority, a copy of information held e.g. a CAF is forwarded under confidential cover and separate from the student's main file to the DSL in the receiving school.
- where a student has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
  - the DSL is informed immediately

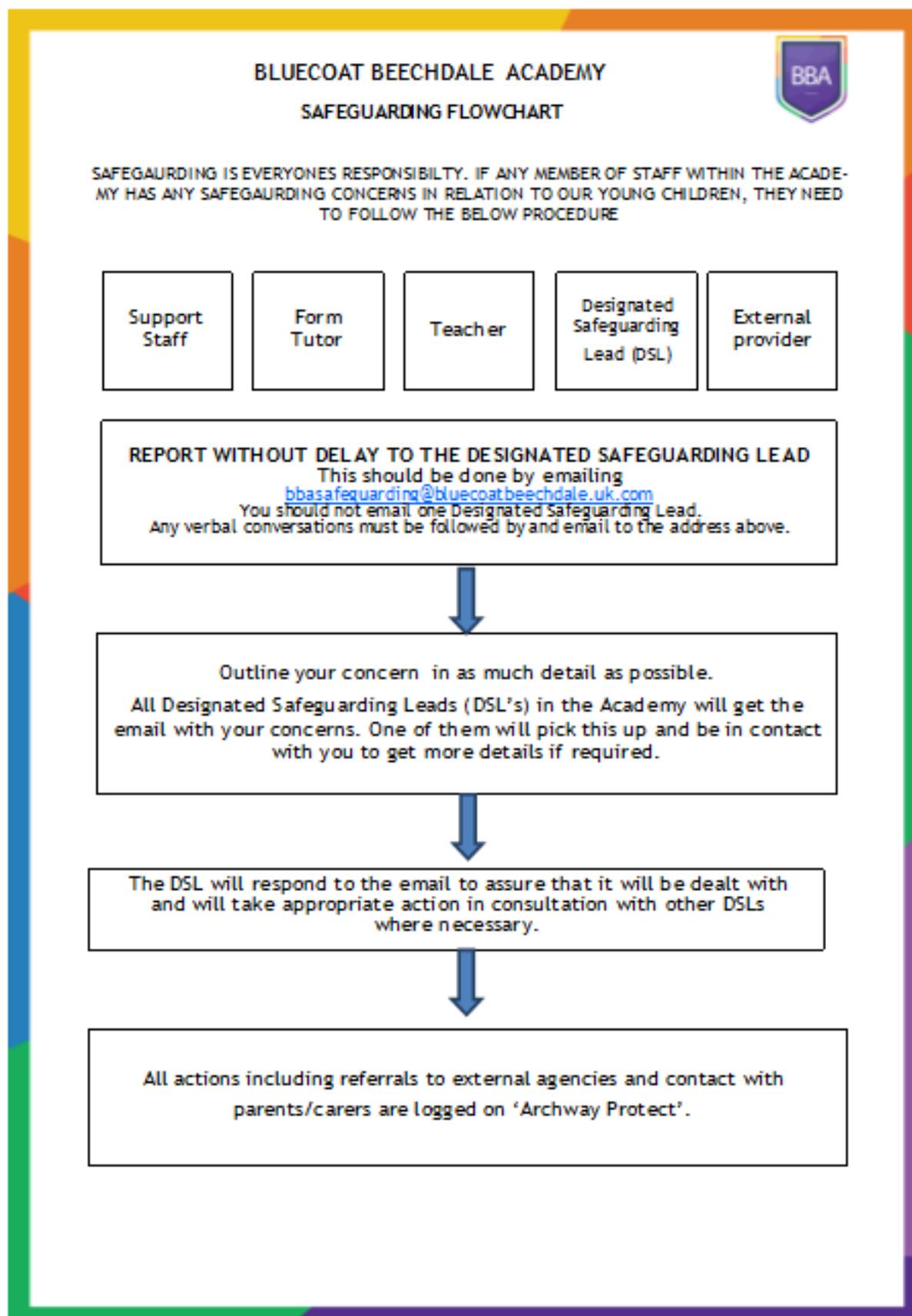
- their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

#### **iv. The staff**

All staff, teaching and non-teaching, volunteers and others working in school need to:

- be fully aware of the school's procedure and sign each year to say that they have read it, alongside Part 1 of the KCSIE 2020 and also "What to do if you're worried that a child is being abused: advice for practitioners guidance." (2015) 3.8.1 in the Staff Handbook
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the DSL, with other agencies
- be aware that despite the requirement to share information with DSLs they can make their own referral to children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a student discloses to them
- know how to record concerns and what additional information may be required.
- undergo child safeguarding training which is updated regularly in line with advice from the NCSCP, plus regular updates as required via staff bulletins, briefing, CPD and staff meetings at least annually)
- maintain an attitude of 'it could happen here' and to help develop 'a culture of vigilance'

## Safeguarding Flowchart



## **Whistleblowing and Reporting Allegations**

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Procedure.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000

### **Allegations against the Principal**

Where an allegation is made against the Principal, the Chair of the AAB must be informed as well as the Senior Designated Safeguarding Lead on **0115 9135211**

### **Allegations against other members of staff**

If a member of staff is concerned about the conduct of other adults in the school to the Principal without delay (or where that is not possible to the Vice Principal. Should that not be possible, to the DSL)

### **Supply Teacher**

Where a concern is raised about a supply teacher, it is the responsibility of staff at BBA to investigate the incident. BBA staff will do so and liaise with the LADO.

### **School Visitors; Procedure and Procedures**

The Governing Body assures all visitors a warm, friendly and professional welcome to Bluecoat Beechdale Academy, whatever the purpose of their visit. The School has a legal duty of care for the health, safety, security and wellbeing of all students and staff. This duty of care incorporates the duty to "safeguard" all students from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and senior staff to ensure that this duty is uncompromised at all times. In performing this duty, the Governing Body recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The School therefore requires that ALL VISITORS (without exception) comply with the following procedures. Failure so to do may result in the visitor's escorted departure from the school site.

All visitors to the school will be asked to bring formal identification with them at the time of their visit.

They must follow the procedure below:

- Once on site, all visitors must report to the main reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.

- At main reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request and a photocopy will be made.
- All visitors will be required to wear a visitor's badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to main reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are a regular visitor who is registered on the school's single central record.

### **Regular Visitors:**

The School will hold a list of visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).

All regular visitors will have had to evidence the following:

- They have a current clear enhanced DBS check and a copy of this has been registered on the Schools Single Central Record
- A current clear DBS children's' barred list check has been undertaken AND  
visitors on the regular visitor list MUST follow the same procedures on entry to the premises (i.e. come to main reception and sign in the visitors' book). A copy of the regular visitor list will be kept behind reception at all times.

All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).

Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.

At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.

### **Managing Allegations against other students**

If a disclosure made to a member of staff indicates that there is a case of student to student abuse, this should be reported immediately to the DSL who will follow the school's safeguarding procedures as necessary.

### **Mobile Phone and Camera Use**

At Bluecoat Beechdale Academy we have a separate procedure in respect of Mobile Phone and Camera use in the IT Acceptable Use Agreement for students and parents.

### **Prevention in the Curriculum**

- The school recognises the importance of developing students' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students are taught to, for example:
  - safely explore their own and others' attitudes

- recognise and manage risks in different situations and how to behave responsibly
- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their:
- personal safety and well-being and develop effective ways of resisting pressure;
- including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- Internet Safety
- Relationships and sex education

## **Further Supporting Information:**

### **Personal Relationships**

Under no circumstance is it acceptable for a member of staff to form a relationship with a student attending Bluecoat Beechdale Academy. This applies to all students, including those who are aged 16 and over (whether in Year 11 or in any Archway Trust Sixth Form).

### **One to one work**

Staff involved in working with students on a one to one basis should ensure that they are visible whenever possible. This means using an open plan room or working in a room with the door open or a window in the door. Both parties should be comfortable with the arrangement for one to one work and parents should be aware that this is part of the provision at school. Under no circumstances should a student be allowed to enter the staff room or a staff work room. This will be regularly monitored by the Senior DSL.

### **Offering a lift to a student**

Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort. It should not be necessary, other than in exceptional circumstances, where all other options have been exhausted, to give a lift to a young person. If this is the *last option*, the member of staff must liaise with a member of SLT prior to offering a lift and must then be accompanied by a colleague with the young person seated in the back of the car. Parents of the young person must know about this arrangement and be in agreement with it.

### **Email/Mobile Telephone numbers**

Under no circumstance should staff give out personal email addresses or mobile telephone numbers to students at the school. There are school mobiles telephones available for staff to use on school trips, the numbers of which can be given to students for emergency purposes.

### **Protecting personal information**

Developments in recent years with regards to the use of Social Networking Sites have necessitated clear guidance to staff. The DFE has published a guide entitled 'Cyber bullying: Supporting School Staff' which raises some key points:

- Many school employees use the web and social networking services such as Facebook, WhatsApp, and LinkedIn for work-related projects or for personal use. While school employees are private individuals, they also have professional reputations and careers to maintain. Additionally, employees are required not to do anything to endanger the health and safety of their colleagues or others. Staff are strongly advised, in their own interests, to take steps to ensure that their personal data is not

accessible to anybody who does not have permission to access it. Privacy on the internet seldom means communications are entirely private, even messaging.

- Staff who have a social networking account must not have students as 'friends' as this may allow access to personal information. Equally, staff must not be 'friends' or associates on social networking sites with ex-students such as Facebook or LinkedIn, unless their time of leaving the school exceeds 3 years.

## **Power and positions of trust**

All adults working with children and young people are considered to be in a position of trust, as a consequence of their knowledge, position and/or the authority invested in their role, and this equally applies to adults who act in a voluntary capacity.

### **This means that adults should:**

- ensure that an unequal balance of power is not used for personal advantage or gratification;
- maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others; and
- report and record any incident where their behaviour may be misinterpreted with a senior manager at the earliest opportunity.

### **This means that adults should not:**

- use their position to gain access to information for their own or others' advantage;
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people; or
- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

## **Propriety and Behaviour**

All adults have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people with whom they work or come into contact with. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour. The behaviour of an adult's partner/spouse or of other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

Adults in contact with children should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

### **This means that adults should:**

- follow any codes of conduct deemed appropriate by Bluecoat Beechdale Academy and/or their professional body;
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people.

### **This means that adults should not:**

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model; or
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

## **Physical Contact**

Many jobs within the children's workforce require physical contact (including personal care) with children as a part of their role; however, it is crucial that adults only touch children in ways which are appropriate to their professional or agreed role and responsibilities. Not all children and young people feel comfortable about physical contact and adults should not make the assumption that it is acceptable practice to use touch as a means of communication.

### **This means that adults should:**

- be familiar with and follow any recommended guidance and protocols;
- treat children with dignity and respect
- always explain to a child the reason why contact is necessary and what form that contact will take (especially important when physical intervention to manage a child's behaviour is required);
- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- never touch a child in a way that may be considered to be indecent;
- always be prepared to report and explain actions and accept that all physical contact is open to scrutiny;
- not indulge in horseplay;
- work within Health and Safety regulations;
- be aware of cultural or religious views about touching and always be sensitive to issues of gender; and
- understand that physical contact in some circumstances can be easily misinterpreted.

### **What about other physical contact with students?**

The most recent guidance (January 2016) about use of reasonable force (contained within the January 2016 DfE guidance: 'Behaviour and Discipline in Schools') states that 'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom'. **It is not illegal** to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact and adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view physical contact might be associated with such experiences and lead to actions being misinterpreted. Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration should be given to the needs of the child, and the member of staff must complete the Safeguarding Concern Form and pass the information immediately to a DSL.

All children have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a child. It is not acceptable under any circumstance to use sarcastic, demeaning or insensitive comments towards children and young people or to use corporal punishment.

**This means adults should:**

- not use force as a form of punishment;
- try to defuse situations before they escalate;
- inform parents of any behaviour management techniques used with their child at the earliest opportunity;
- adhere to the behaviour management procedure in place within the educational setting, and be mindful of factors that may impact upon a child or young person's behaviour, such as bullying or abuse, and take appropriate action where necessary.

This means that childcare, schools and education settings should have in place appropriate behaviour management policies, and where appropriate, have the capacity to develop positive handling plans in respect of an individual child or young person, in consultation with the child's parents or carers.

## **Physical Intervention**

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using physical intervention techniques. This refers to the 'positive intervention' techniques and training undertaken by staff working in Student Support.

The use of physical intervention must be avoided wherever possible. It should only be used if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of any harm that they may cause.

Staff must be aware that the use of unwarranted physical force is likely to constitute a criminal offence. In all cases where physical intervention is employed, the incident and subsequent actions should be documented and reported to senior staff. In line with the behaviour management procedure, written and signed accounts of all those involved, including that of the student, should be maintained by the APM, together with senior staff. The parents/carers should be informed by senior staff on the same day that the incident took place.

## **Vulnerable Groups**

Some children and young people may be particularly vulnerable to abuse and harm. The DSLs should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. DSLs should also ensure that staff working with children are alert to signs which may indicate possible abuse or harm.

## **Child Sexual Exploitation**

### **Statutory definition of Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can include non-contact activities, and the internet can facilitate these potential offences. CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012).

### **Who is at risk?**

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse. The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people. In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. The school adheres to the following: UKCCIS Guidance; Sexting in schools and colleges, responding to incidents and safeguarding young people (2016) and the DfE Guidance: Child Sexual Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017.

## **Female Genital Mutilation**

Female genital mutilation 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 elder 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

Symptoms of FGM

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-school 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 a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, 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

### **Mandatory Duty on Teachers to Report Disclosures on FGM about a female under 18 personally to the police:**

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

### **Preventing Radicalisation**

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

### **Training**

All staff have received PREVENT training on line and new staff are required to complete this as part of their induction process. Records of this training are kept and maintained by the DSL.

### **Honour Based Violence**

So-called 'honour-based' abuse (formally honour based violence) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of this behaviour is abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of honour based abuse, they must contact the DSL as a matter of urgency.

### **Peer on Peer Abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Bluecoat Beechdale Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Management Procedure.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

At BBA we will support the victims of peer on peer abuse through the usual channels of pastoral support; the Year Leader will work closely with the student and his/her family and refer to additional agencies such as counsellors as necessary.

BULLYING INCIDENT IS REPORTED

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graph TD; A[BULLYING INCIDENT IS REPORTED] --> B[YEAR LEADER INVESTIGATES AND TAKES APPROPRIATE ACTION. CONTACT HOME TO BE MADE WITH BOTH VICTIM AND AGGRESSOR  
(RESTORATIVE PRACTISES TO BE FOLLOWED IN ALL INSTANCES SHOULD THIS BE SUITABLE)]; B --> C[LOG AS NEUTRAL ENTRY FOR AGRESSOR (IF FIRST TIME OFFENCE AND NO FURTHER SANCTIONS DEEMED NECESSARY) ON G4S UNDER 'BULLYING LOG- BULLYING REMARK' THEN INDICATE THE TYPE OF BEHAVIOUR DISPLAYED IE HOMOPHOBIC, APPEARANCE  
IF THE AGRESSOR HAS A PREVIOUS NEUTRAL ENTRY WITHIN THE ACADEMIC YEAR THEN A NEGATIVE POINT MUST BE ISSUED (UNDER SPECIFIC BULLYING BEHAVIOUR IN NEGATIVE SECTION ON G4S AND TAKE APPROPRIATE ACTION IE PARENTAL MEETING AND ILU)]; C --> D[LOG AS NEUTRAL ENTRY FOR VICTIM AND PLACE NOTE IN DIARY TO HAVE FOLLOW UP MEETING WITH THEM WITHIN 2 WEEKS TO CHECK NO REPEAT INCIDENCES]; D --> E[RECORD FOLLOW UP MEETING WITH VICTIM BY 'EDITING' THE ORIGINAL NEUTRAL ENTRY FOR THE VICTIM AND BRIEF OUTCOME OF THE FOLLOW UP MEETING. SAVE AND CLOSE THE ENTRY];
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YEAR LEADER INVESTIGATES AND TAKES APPROPRIATE ACTION. CONTACT HOME TO BE MADE WITH BOTH VICTIM AND AGGRESSOR

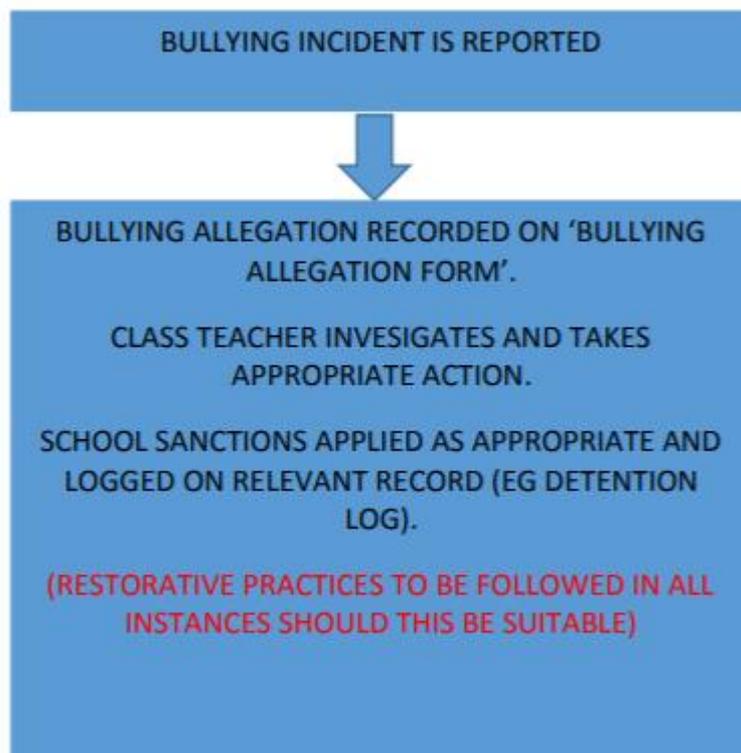
(RESTORATIVE PRACTISES TO BE FOLLOWED IN ALL INSTANCES SHOULD THIS BE SUITABLE)

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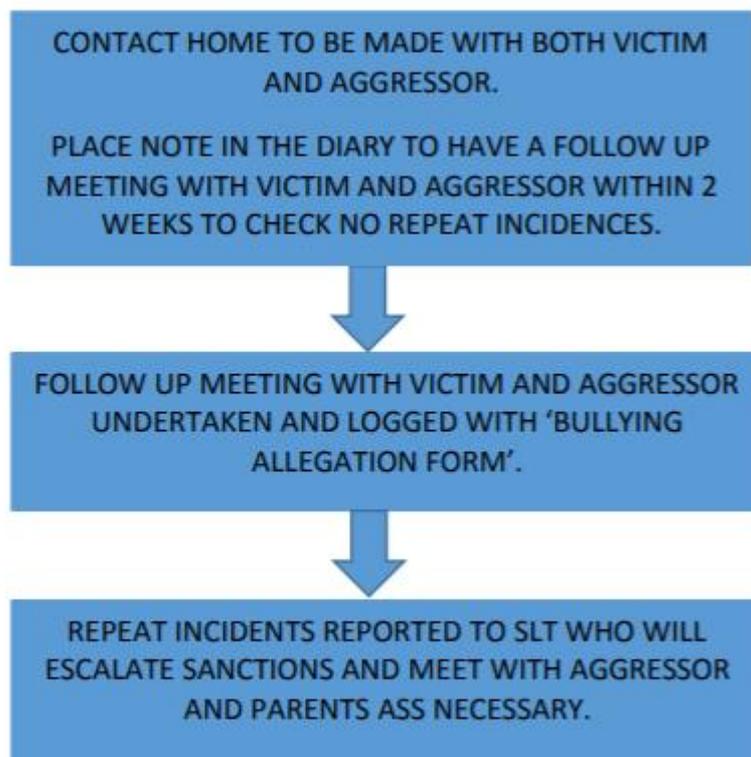
IF THE AGRESSOR HAS A PREVIOUS NEUTRAL ENTRY WITHIN THE ACADEMIC YEAR THEN A NEGATIVE POINT MUST BE ISSUED (UNDER SPECIFIC BULLYING BEHAVIOUR IN NEGATIVE SECTION ON G4S AND TAKE APPROPRIATE ACTION IE PARENTAL MEETING AND ILU)

LOG AS NEUTRAL ENTRY FOR VICTIM AND PLACE NOTE IN DIARY TO HAVE FOLLOW UP MEETING WITH THEM WITHIN 2 WEEKS TO CHECK NO REPEAT INCIDENCES

RECORD FOLLOW UP MEETING WITH VICTIM BY 'EDITING' THE ORIGINAL NEUTRAL ENTRY FOR THE VICTIM AND BRIEF OUTCOME OF THE FOLLOW UP MEETING. SAVE AND CLOSE THE ENTRY



**WHERE BULLYING ALLEGATION IS UPHELD:**



**Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

## 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, uncle or aunt' 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 school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead 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.

## Mental Health

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

At BBA we have staff who are Mental Health First Aid Trained who offer support for our young people. Whilst they are not able to make a diagnosis, they can offer immediate support and strategies and can sign post to external agencies.

In the event that MHFA staff feel that a student is in a crisis we will seek emergency support via CAHMS and A&E where necessary.

Wellbeing is a large part of our pastoral curriculum as well as our PSHE curriculum and we have a range of resources around school so that students can self-refer.

## Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for students. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable students.

Examples of this are:

- **School counsellor**
- **CGL**
- **CAHMS**
- **School nurse**
- **PSCO PC Gummer**

## Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Keeping Children Safe In Education 2020 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited' <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Children who may have been trafficked <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with Looked After Status and Children Missing from Home and Care
- NSPCC <https://learning.nspcc.org.uk/safeguarding-child-protection>