



The People Development Academy

Child Protection and Safeguarding in Education Policy

This Policy is for staff and learners within the Academy and not for intended use outside of this remit. Safeguarding is everybody's responsibility.

1. Purpose

The purpose of this policy is to make a statement of commitment of action on the part of the People Development Academy (known from this point as the Academy) in relation to the child protection and safeguarding aspects of its duty to safeguard and promote the welfare of all students undertaking educational activities within the Academy including children, young people and vulnerable adults.

It is intended to:

- Ensure action that will contribute to the safeguarding of all students.
- Raise awareness of the need to safeguard and protect all students including young people and vulnerable adults and that everyone has a responsibility for safeguarding.
- Indicate what action is to be taken by Academy staff

Safeguarding Statement

Safeguarding is not just about protecting children, young people and vulnerable adults from deliberate harm. It includes student welfare and wellbeing; health and safety; concerns of bullying; racist or homophobic abuse; harassment including sexual harassment or violence and discrimination; ensuring that the student is supported with any specific needs; drug and substance misuse; internet safety; issues which may be specific to a local area or population, for example gang activity, cybercrime, serious violence, modern day slavery, Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), radicalisation for violent extremism and security, safer recruitment and employment practices.

The Academy recognises the moral and statutory responsibility to safeguard and promote the welfare of all students including children, young people and vulnerable adults. We work hard to provide a safe and welcoming environment where young people and adults are respected and valued. The Academy works within the Trust safeguarding policies and procedures and with other organisations to protect children under the Children Act 2004 and Working Together to Safeguard Children 2023. The Academy takes seriously its responsibility under section 175 of the Education Act 2002 and section 11 of the Children Act 2004, to safeguard and promote the welfare of children and young people and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who are suffering harm.

1.2 The Academy will ensure that staff will;

- Safeguard and promote the welfare of children, young people and vulnerable adults.

- Work to provide an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected, and feel confident that any complaint, allegation or suspicion of abuse will be taken seriously.
- Ensure that there are adequate procedures and arrangements within the Academy to identify, assess, make referrals and support children, young people and vulnerable adults who are suffering from harm.
- Work in partnership with parents (as appropriate) and other agencies (e.g., Schools, Police, Social Care) to meet these obligations.
- Maintain a safe environment for all.

1.3 Safeguarding is not only in relation to protecting students from deliberate harm, it relates to all forms of abuse including: (this is not a definitive list)

- Neglect
- Physical Abuse
- Sexual Abuse (including Sexual Exploitation)
- Emotional Abuse
- Sexual Violence and Sexual Harassment
- Child on Child Abuse
- Female Genital Mutilation (FGM)
- Bullying (including all forms of Digital and Online Bullying)
- Domestic Violence and Abuse including witnessing harm
- Radicalisation/Violent Extremism
- Honour Based Violence
- Forced Marriage
- Racist / Homophobic or Transphobic Abuse
- Child abduction and community safety incidents
- Criminal Exploitation (including cybercrime)
- Trafficking and Modern-Day Slavery (including the National Referral Mechanism)
- Substance Misuse

1.4 The Academy takes seriously its responsibility to safeguard and protect the welfare of all students in its care. It has a moral duty and statutory obligation under Section 175 of the Education Act 2011 to all children and young people under 18 years of age and vulnerable adults (under the safeguarding vulnerable groups act 2006) who attend the Academy.

For the purpose of Safeguarding and Child Protection, this policy covers:

- All children and young people under 18 of age enrolled on a course.
- Adult students including Vulnerable Adults enrolled at the Academy.

1.5 The Academy works under the Trust umbrella and with other organisations to protect children under the Children Act 2004 and Working Together to Safeguard Children 2023.

This duty is to:

- Safeguard and promote the welfare of children, young people and vulnerable adults.
- Work to provide an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected, and feel confident that any complaint, allegation or suspicion of abuse will be taken seriously.
- Ensure that there are adequate procedures and arrangements within the Academy to identify, assess, make referrals and support children, young people and vulnerable adults who are suffering from harm.
- Work in partnership with parents (as appropriate) and other agencies (e.g., Schools, Police, Social Care) to meet these obligations.
- Maintain a safe environment for all.

1.6 The statutory guidance Working Together to Safeguarding Children 2023 covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children and young people.

2. Definitions

- Safeguarding and promoting welfare refers to the process of protecting all students from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all students to have the best outcomes.

- Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- Staff refers to all those working for or on behalf of the Academy, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- Child includes everyone under the age of 18.
- Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.
- Vulnerable Adult refers to someone aged 18 or over: who is, or may be, in need of community services due to age, illness or a mental or physical disability. Who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation.
- Designated Safeguarding Lead (DSL) is the first point of contact for any member of the Academy staff who has a concern about the safety and wellbeing of a child, young person or vulnerable adult.
- Deputy Designated Safeguarding Lead (DDSL) the deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a child/young person's/vulnerable adult's needs.
- Prevent refers to the Government's strategy to prevent young people and adults including vulnerable adults becoming radicalised.
- Prevent Single Point of Contact is the person identified as the point of contact for all prevent related incidents and concerns.
- Safeguarding Team refers to the team of Level 3 Child Protection trained staff who support the DSL and DDSL in safeguarding and child protection across the Academy.
- LAC Designated Person is the person who has responsibility for Looked After Young People
- Abuse: refers to a form of maltreatment of a student. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

3 Policy

- 3.1** The Academy's policy and procedures for safeguarding children, young people and adults including vulnerable adults will be in line with Devon Safeguarding Children Partnership Child Protection procedures and the Southwest Child Protection procedures:
- Devon Safeguarding Children Partnership
 - Keeping Children Safe in Education 2023
 - Working Together to Safeguard Children 2023
 - For all Trust employees both staff and students it will fall under the overarching Trust safeguarding policies.
- 3.2** The Academy will ensure that the Senior Management Team members of the Apprenticeship Quality and Compliance group understands and fulfils its safeguarding responsibilities and recognises that it plays an important part of the wider safeguarding system for adults, children and young people, as described in the statutory guidance Working Together to Safeguard Children 2023.
- 3.3** Under Section 175 of the Education Act 2002 the Senior leads and members of the Apprenticeship Quality and Compliance group of the Academy make arrangement to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of all students.
- 3.4** There is a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead (DDSL) who have undertaken level 3 Child Protection training and who update their training every year. This team will meet on a weekly basis to ensure the safeguarding of young people and vulnerable adults is constantly monitored and for group supervision.
- 3.5** The Academy recognises that it is an agent of referral and not of investigation. It is not the Academy's responsibility to investigate abuse. Staff should not extend an offer of confidentiality but should clearly inform the person that if information about abuse is disclosed there is a duty on staff to follow

Safeguarding reporting procedures.

4 Roles and Responsibilities

- 4.1** We understand that our responsibility to safeguard children, young people and adults including vulnerable adults requires that we appropriately share any concerns that we may have about them with our multi agency partners, in line with the statutory guidance in 'Working Together 2023' and KCSiE 2023 and 'Information Sharing 2018'
- 4.2** The DSL and a DDSL supported by the Trust Safeguarding team, who are responsible for the monitoring of child protection and safeguarding of students

within the Trust. They act as a focal point for staff to discuss concerns and liaise with other agencies and professionals.

5.0 Early Help

The Academy also recognises its responsibility under wider safeguarding to ensure that young students under the age of 18 benefit from a referral to 'Early Help Assessment'.

<https://www.devonscp.org.uk/document/early-help-locality-contact-information>

All staff must be particularly alert to the potential need for early help for anyone who:

- is disabled and has specific additional needs
- has special educational needs (whether, or not they have a statutory Education, Health and Care Plan)
- is a young carer
- Is at risk of so called 'honour' based abuse such as Female Genital Mutilation or forced marriage
- has a family member in prison or is affected by parental offending
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised criminal groups (contextualised safeguarding)
- is frequently missing/goes missing from care, home, education (inc. part school days)
- is at risk of modern slavery, trafficking or criminal exploitation
- is at risk of being radicalised and drawn into violent extremism or terrorism
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care.
- is a privately fostered child

6. Key Staff

Contacts for Safeguarding Concerns		
Anna Brimacombe	Associate Director of Safeguarding Trust wide	Anna.brimacombe@nhs.net01392 406430 rduh.safeguarding@nhs.net ;
Lisa Denning	Associate Director of People Development	Lisa.denning1@nhs.net
Rachel Glover- Dare	Head of Apprenticeships Designated Safeguarding Lead	Rachel.gloverdare@nhs.net ;
Heidi Amor	Apprenticeship Manager	Heidi.amor@nhs.net
Gaye Callaghan	Health and Wellbeing champion Designated Deputy Safeguarding Academy Educational Officer and Pastoral care	gaye.callachan@nhs.net ;
Karoline Callard	Educational Officer and Pastoral care Designated Deputy Safeguarding (Healthcare)	karolinecallard@nhs.net
Health IDVA (Independent Domestic Violence Advisor)	Please complete the Health IDVA referral form on the HUB - you will need consent from the	Northern Services: Celine Townsend. Tel: 07940 145 589 or 07792 338 280 or email: celine.townsend@nhs.net

to support staff and patients with domestic abuse	patient or member of staff for this:	Eastern Services: Email rduh.health.idva@nhs.net See Safeguarding page on intranet for current Health IDVA
	Administer for Apprenticeships People development admin	rde.apprenticeships.nhs.net
	Information Governance Manager DPO	rduh.ig@nhs.net
<p>ESFA Service desk contact information Telephone: 0370 2670001</p> <p>Email: SDE.servicedesk@education.gov.uk</p> <p>Link for ESFA contact form</p>		

7. The Role of the Designated Safeguarding Lead

The DSL will be appropriately trained, and this training will be regularly updated in line with statutory guidance, to carry out those functions necessary to ensure the ongoing safety and protection of young people and adults including vulnerable adults. In the event of the long-term absence of the designated safeguarding lead, the deputy will assume all the functions above.

The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection in the Academy
- acts as a source of support and expertise in carrying out safeguarding duties for the staff team

- encourages a culture of listening to all students and taking account of their wishes and feelings, operating with the best interests of the student at heart.
- is appropriately trained and has regular updates to their training and will refresh their knowledge and skills at regular intervals but at least annually.
- will refer a child/young person/adult/vulnerable adult if there are concerns about possible abuse, to the Trust safeguarding team, Multi Agency Safeguarding Hub or Devon Safeguarding Adults Partnership for adult safeguarding where this is appropriate.
- will refer cases where a crime may have been committed to the Police as required.
- will refer cases in collaboration with the Employee Support and Resolution (ER) where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- as required, and with the support of the Head of HR liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child/young person/adult/vulnerable adult even if there is no need to make an immediate referral.
- will liaise with the Safeguarding Team to inform of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensures that all Child Protection records are kept confidential, stored securely and are separate from student records, until the student’s 25th birthday or for 7 years after they complete their education at the Academy, in line with statutory guidance.
- Will liaise with another educational provider if the young person leaves before they are 18 in addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new educational provider in advance of a young person leaving. For example, information that would allow the new provider to continue supporting victims of abuse and have that support in place for when the student arrives.
- has a working knowledge of DSCP (Devon Safeguarding Children Partnership) Child Protection procedures.
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.

- will ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker.
- will ensure that all staff sign to say they have read, understood and agree to work within the Academy's child protection policy, staff code of conduct and Keeping Children Safe in Education Part 1 2023 and ensure that the policies are used appropriately.
- understand and support the Academy with regards to the requirements of the Prevent duty and are able, to provide advice and support to staff on protecting children from the risk of radicalisation.
- will refer cases to Prevent with the support of the Prevent Lead/ Trust safeguarding team where there is a radicalisation concern as required and support staff who make referrals to Prevent.
- will organise child protection and safeguarding training, regularly updated training and a minimum of annual updates for staff and will keep a record of attendance
- will contribute to and provide, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at Devon County Council.
- understands locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- will ensure that the name of the designated members of staff for Safeguarding and Child Protection, the Designated Safeguarding Lead and deputy, are clearly advertised.
- will ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- ensure the Safeguarding and Child Protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the Academy in this.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. For further detail see 'Keeping Children Safe in Education 2023' page 163 - The Role of Designated Lead Keeping Children Safe in Education 2023

8. The Deputy Designated Safeguarding Lead

The DDSL is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the longterm absence of the DSL, the Deputy will assume all the functions above.

9. The Role of the Quality and Compliance Apprenticeship Group

The Governing group will ensure that:

- the Academy appoints a DSL for Safeguarding and Child Protection who is a member of the leadership team and who has undertaken designated lead child protection training.
- has strategic leadership responsibility for the safeguarding arrangements.
- the DSL role is explicit in the role holder's job description.
- has a Safeguarding and Child Protection policy and relevant procedures in place, including a staff code of conduct, that is consistent with statutory requirements, reviewed annually and made available publicly on the Trust website.
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against senior leaders and allegations against other young people.
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations.
- there is a training strategy that ensures all staff, receive information about the Academy's safeguarding arrangements, staff code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any statutory requirements.
- the DSL receives refresher training annually
- ensures that all staff, including temporary staff and volunteers are provided with access to the Safeguarding and Child Protection policy and staff code of conduct and KCSiE Part 1
- ensures contributions to Early Help arrangements and inter agency working and plans.
- provides a coordinated offer of early help when additional needs of children are identified.
- considers how students may be taught about safeguarding, including radicalisation and digital safety as part of a broad and balanced curriculum.

- will nominate a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head of the Academy.
- It is the responsibility of the governing body to ensure that the Academy's safeguarding recruitment and managing allegations procedures take into account the procedures and practice of the local authority and national guidance.

10. The Role of the Head of Apprenticeships

The Teacher Standards 2012 state that teachers, including Head teachers and Principals should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. To this end the Head of Apprenticeships will:

- ensure that the Safeguarding and Child Protection policy and procedures are implemented and followed by all staff.
- allocate sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and Deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- liaise with the designated safeguarding lead and HR where an allegation is made against a member of staff.
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

11. The Role of all Academy staff

Safeguarding is everyone's responsibility Everyone who comes into contact with students, including vulnerable adults, children, young people and their families has a role to play in safeguarding. Academy staff are particularly important as they can identify concerns early and provide help for all students, preventing concerns from escalating.

Teachers, including the Head of Apprenticeships, must safeguard children, young people and adults including vulnerable adult's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Academy staff should identify children that may benefit from early help assessment.

Early help means providing support as soon as a problem emerges at any point in a child's/young person's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Anyone who has a concern about a child/young person's welfare should ensure a referral is made to the Multi Agency Safeguarding Hub (MASH) or Devon Safeguarding Adults Partnership. In the first instance staff should discuss any potential referral with the designated safeguarding lead and Trust safeguarding team who will support the staff to make any referral. Staff may be required to liaise with the Safeguarding Team in supporting social workers and other agencies following any referral.

12. Allegations against staff

- When an allegation is made against a member of staff, our set procedures must be followed, through the Trust safeguarding and HR/ER team. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2023). Page 87 Keeping Children Safe in Education 2023.
- Allegations concerning staff who no longer work at the Academy, or historical allegations will be reported as appropriate to the Trust safeguarding team, LADO and/or police. We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL or DDSL in their absence, who will inform the Employee Support and Resolution Team
- Procedures to ensure the safety of the student and the member of staff will always be followed. We will take advice on what action to take in any individual case, in consultation with ER, the Senior Leadership Team, Safeguarding Team and the LADO where appropriate. Please refer to the Harm and low level harm policy 2024.

13 Staff training

- It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. This training should then be updated regularly, and all staff should receive updates every two years.
- New staff will receive Safeguarding training as part of their induction, which includes being sent a link to 'Keeping Children Safe in Education' Part 1, the Safeguarding and Child Protection policy and Staff Code of Conduct. All staff, including the DSL, All staff will also receive Safeguarding and Child Protection updates via email, e-bulletins, and website access and staff meetings throughout the year.

- Designated and Deputy Designated Safeguarding Leads should attend or read minutes for Safeguarding Link Protection group and read Trust Safeguarding Newsletters.

14 Abuse of Positions of Trust

All Academy staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. This is emphasised in the Safeguarding training received by all staff and in the 'Staff Code of Conduct'.

- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.
- The Academy provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff are asked to follow the guidelines set out in 'Guidance for safer working practice for those working with children and young people in education settings, which can be found on the Staff Hub.
- The Academy/Trust provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.
- The Staff Code of Conduct sets out our expectations of staff and is signed by all staff
- Employee Resolution and Support Team should be informed of any sexual abuse or harassment.
- Any staff or students disclosing sexual harassment or abuse should be offered and signposted to support such as SARC (Sexual Assault Referral Centre), Police, Devon Rape Crisis, Occupational Health Counselling and/or Employee Assistance.

15 Safer Recruitment

5.1 The Academy complies with the requirements of Keeping Children Safe in Education (DfE 2023) Keeping Children Safe in Education 2023 page 52 and the DSCP Child Protection procedures by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

16 Photography and images

- To protect students, we will: seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)

- seek parental consent.
 - use only the student's first name with an image.
- ensure students are appropriately dressed in accordance with Trust dress policy, both uniformed and non-uniformed posts.
 - encourage students to tell us if they are worried about any photographs that are taken of them.

17 Safeguarding and Child Protection

Recognising Abuse

Due to their day-to-day contact with students, Academy staff are uniquely placed to observe changes in student behaviour and the outward signs of abuse. Students may also turn to a trusted adult when they are in distress or at risk. It is vital that all Academy staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The Academy will always act on identified concerns.

It is also imperative that staff understand that a student may not be able or ready to disclose abuse and are confident in recognising the possible signs and symptoms of abuse, reporting all concerns.

- All staff have a duty to read the summary - Part One and Annexe A, of the Keeping Children Safe in Education 2023 statutory guidance. Staff will be sent this summary prior to them attending Safeguarding training and they must sign to say they have read and understood this guidance.
- 'What to do if you're worried a child is being abused 2015' What to do if you're worried a child is being abused - Advice for Practitioners, is non-statutory advice which helps practitioners (everyone who works with children and young people) to identify abuse and neglect and take appropriate action.

18 Safeguarding training.

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a student by inflicting harm, for example by hitting them, or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people. Harm can also include witnessing harm of another person.

19 Types of abuse and neglect

All Academy staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label.

Abuse: a form of maltreatment of a student. Somebody may abuse or neglect a student by inflicting harm or by failing to act to prevent harm. Students may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: including Child Sexual Exploitation – redefined as a form of Sexual Abuse (February 2017 – guidance in link below) Child Sexual Exploitation guide: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE): 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 using technology.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic violence and abuse: 2021 definition. The cross-government definition of Domestic Violence and Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, digital or online and emotional.

The Domestic Abuse Act 2021 recognises children as victims/survivors in their own right, rather than just witnesses.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

Definitions taken from Keeping Children Safe in Education 2022 and Guidance on Domestic Abuse Act 2021 Domestic Abuse Fact Sheet

20 Bullying

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the Academy and the subject of bullying is addressed at regular intervals. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures. Please see The Academy's 'Anti-Bullying policy'

21 Sexual Harassment and Sexual Violence between children and young people

The Academy will take a zero-tolerance approach to any incident or allegation of sexual harassment or sexual violence between students that is brought to our attention. All staff will have a working assumption that sexual harassment and sexual violence is happening in our setting, even if there is not a report and challenge all behaviour or language that could be indicative of this. We will follow the guidance as set out in Keeping Children Safe In Education 2023, Pg 105 Keeping Children Safe In Education

22 Child on Child abuse

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children or young people. It includes bullying cyberbullying, sexual violence, harassment and sharing of indecent images.

It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. This abuse can be in intimate personal relationships between peers.

The management of children and young people with sexually harmful behaviour is complex and the Academy will work with other relevant agencies to maintain the safety of the whole Academy

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL/DDSL as soon as possible.

23 Sexual Exploitation

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of adults, children or young people, and victims can be boys or girls. Adults, children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a person's physical and emotional health. It may also be linked to human trafficking.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Safeguarding Team.

The Academy will engage with and make referrals to the MACE and the REACH Team when and where appropriate and make an enquiry to MASH for any child that goes missing, where there are significant concerns and if they are not known to Children's Services.

24 Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. Female Genital

There is a mandatory reporting duty for teachers for FGM. Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, during their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

25 Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. Staff should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

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

26 Honour-Based Abuse

So called 'Honour-based' abuse 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.

One Chance Rule. Staff will be made aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a student who is a potential victim and have just one chance to save a life.

27 Radicalisation and Extremism

The Prevent Duty -The DSL is the designated Single Point of Contact (SPOC) for the Academy in matters relating to Prevent. Working with the SLT Lead, the Safeguarding team. To ensure that the Trust is compliant with its specified duty, as laid down in the Government's Counter Terrorism and Security Act 2015 and the HM Government Prevent Guidance for England and Wales 2023. The DSL, DDSL, the Safeguarding team,

The Safeguarding Team and Prevent lead have received training from the Home Office on our duties under Prevent and on how to recognise, refer and support students who are at risk from, or who are being radicalised.

The Academy recognises that it has a responsibility in the exercise of its functions, to refer on any concerns it may have relating to potential or actual radicalisation and extremism to the Local authority partners, who are leading on Prevent: The Police, The Local Children's Safeguarding Board and the Local Authority Channel panel.

The Government defines extremism as vocal or active opposition to fundamental British Values, including: Democracy, The Rule of Law, Individual liberty and Mutual Respect and Tolerance of Different Faiths and Beliefs.

Extremism is the promotion or advancement of an ideology [footnote 3] based on violence, hatred or intolerance [footnote 4], that aims to:

- 1) negate or destroy the fundamental rights and freedoms [footnote 5] of others; or
- 2) undermine, overturn or replace the UK's system of liberal parliamentary democracy [footnote 6] and democratic rights[footnote 7]; or
- 3) intentionally create a permissive environment for others to achieve the results in (1) or (2).

[New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/new-definition-of-extremism-2024)

Some students are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and educational providers should also remain alert to the risk of radicalisation into white supremacy extremism.

All staff receive training to help to identify signs of extremism. Opportunities are provided in the Personal Development Programme and general curriculum to enable students to discuss issues of religion, ethnicity and culture.

Further information on Preventing Radicalisation' has been included in Keeping Children Safe in Education 2023) in line with: Prevent Duty Guidance for England and Wales, updated in 2021 as part as the UK's Counter Terrorism strategy.

28 Death of a learner

Specific guidance for dealing with the death of a learner Guidance for dealing with the death of a student is available for staff to ensure that the situation is handled as sensitively and efficiently as possible to cause least possible distress to all concerned.

The safeguarding and wellbeing team will ensure that all students who are affected by the death are offered pastoral support. The safeguarding and wellbeing team will liaise with the appropriate tutor and faculty to ensure that the parents'/guardians' wishes are respected. The DSL and/or the DDSL will ensure that any serious case review documentation that may be required is complete and available when and if requested.

29 Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries or may not be ready or able to disclose abuse, often because they are ashamed or embarrassed, they may not have the words or there may be language barriers, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.

A student who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries, show signs of pain or discomfort.
- keep arms and legs covered, even in warm weather.
- be concerned about changing for PE or swimming.
- look unkempt and uncared for.
- change their eating habits.
- have difficulty in making or sustaining friendships.
- appear fearful.
- be reckless regarding their own or other's safety.
- self-harm
- frequently miss sessions arrive late or leave for part of the day.

- show signs of not wanting to go home.
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- challenge authority.
- become disinterested in their work.
- be constantly tired or preoccupied.
- be wary of physical contact.
- be involved in, or particularly knowledgeable about drugs or alcohol.
- display sexual knowledge or behaviour beyond that normally expected for their age.
- acquire gifts such as money or a mobile phone from new ‘friends’ ... (this is not an exhaustive

list)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. The Safeguarding team will use the Devon’s Threshold Tool, when making an assessment as to whether to refer a concern to the MASH or Devon Safeguarding Adults Partnership. It is very important that staff report their concerns – they do not need ‘absolute proof’ that the student is at risk.

31. The Impact of Abuse; Taking Action; Information Sharing

The impact of abuse should not be underestimated. Many students do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

“Any student, in any family could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Taking Action: Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the student, if necessary, call 999
- report your concern as soon as possible to the safeguarding team, by the end of the day
- do not start your own investigation.

- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- seek support for yourself if you are distressed.

There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre; they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk.

It takes a lot of courage for someone to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

32. Managing a Disclosure

It takes a lot of courage for someone to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

During a disclosure, staff should:

- allow the learner to speak freely.
- remain calm and not overreact – the individual may stop talking if they feel they are upsetting their listener; be reassuring.
- allow silences –be aware of how hard this must be for the individual.
- under no circumstances ask investigative questions – what, who, where... Can ask TED questions: 'Tell me.... Explain..... Describe'...
- at an appropriate time tell the student that to help them, you must pass the information on to the Safeguarding leads.
- not offer any physical touch as comfort. It may be anything but comforting to a person who has been abused.
- avoid admonishing the individual for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm

hearing' may be the staff member's way of being supportive but may be interpreted by the child to avoid admonishing the individual for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.

- tell the student what will happen next.
- report verbally asap to one of the safeguarding leads even if the child has promised to do it by themselves.
- make a CPOMS incident log as soon as possible; include all detailed notes made.
- seek support for yourself if needed.

Staff should complete an incident log through their MY Concern

If they do not have access to the internet, staff should contact the DSL/DDSL

If the student does begin to reveal that they are being harmed, staff should follow the advice below.

Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the safeguarding leads. All sensitive information and the chronology will be recorded on the MY Concern system.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

The Academy will normally seek to discuss any concerns about a student with the safeguarding team and the student's parents. This must be handled sensitively. The DSL/DDSL/will contact the parent in the event of a concern, suspicion or disclosure.

However, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

The DSL/DDSL/staff member will make an enquiry to the MASH if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child. The Academy procedure must be followed always, and all concerns and actions will be recorded on the My Concern system.

33 Information Sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, we recognise the importance of information sharing between practitioners and local agencies.

34 Statutory guidance

Information Sharing Advice for Safeguarding Practitioners states that staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

It is important that we are all aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children

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

Staff should only discuss concerns with the safeguarding team, (depending on who is the subject of the concern). That person will then decide who else needs to have

the information and they will disseminate it on a 'need-to-know' basis in line with statutory guidance given in Information Sharing 2018 and Keeping Children Safe in Education 2023

Child Protection information will be stored and handled in line with the Data Protection Act 2018, Information Sharing 2018 and Keeping Children Safe in Education Statutory guidance 2023 and is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded and following consultation with the DPO, whether the decision is taken to share.

All safeguarding information, including learners' chronologies, will be held securely on My Concern.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

Safeguarding information will be stored separately from a student's file.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL, who will consult with the Trusts Data Protection Manager.

The Data Protection Act does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child or support a criminal investigation.

35 Care Experienced Young People

The most common reason for children becoming looked after is because of abuse or neglect. The Academy will work with the local authority to ensure that we support the needs in the young person's, personal education plan.

36 Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child has a disability. Children looked after by the local authority or who are placed in a residential college, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases, so it is important that staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

37 Children, young people, adults who may be particularly vulnerable to abuse

Some children and young people may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's/young person's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all our students receive equal protection, we will give special consideration to children, young people and vulnerable adults who are:

- disabled or have special educational needs.
- young carers.
- living in a domestic abuse situation.
- have a parent in prison.
- have a parent with mental health issues.
- at risk of 'honour' based violence.
- affected by parental substance misuse, domestic violence or parental mental-health needs.
- asylum seekers.
- living away from home.
- vulnerable to being bullied or engaging in bullying.
- living in temporary accommodation.
- living a transient lifestyle.
- living in chaotic and unsupportive home situations.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, gender or sexuality.
- at risk of sexual exploitation.
- do not have English as a first language.

- at risk of female genital mutilation (FGM)
- at risk of forced marriage.
- at risk of being drawn into extremism.

consideration includes the provision of safeguarding information and resources in community languages and accessible formats for students with communication needs.

38 Missing children and young people.

A child/young person going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Academy will monitor absence and take appropriate action, particularly where young people go missing on repeated occasions and/or are missing for periods during the Academy Day. (please refer to the Missing in Education policy)

39 Digital and Online Safety

The Academy takes its responsibility to ensure that students are safe online and receive appropriate information on keeping themselves safe, as part of their induction to the Academy and throughout the academic year. Information on 'Online' safety is regularly reviewed.

Please refer to the Digital Safety policy for further details

40 Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given young people the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where.

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

All incidents of this nature should be treated as a safeguarding concern and in line with the guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL/DDSL or member of the Safeguarding team should hold an initial review meeting with appropriate staff and subsequent interviews with the young people involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

An Immediate referral at the initial review stage should be made to MASH/Police if;

The incident involves an adult.

- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).

- What you know about the imagery suggests the content depicts sexual acts which are unusual

for the child's development stage or are violent.

The imagery involves sexual acts.

- The imagery involves anyone aged 12 or under.

- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply, then the DSL will liaise with the safeguarding team and use their professional judgement to assess the risk to those involved and may decide to respond to the incident without escalation to MASH or the police.

In applying judgement, the DSL will consider if.

- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the young person in the imagery.
- the young person is more vulnerable than usual i.e., at risk.

- there is a significant impact on the young people involved.
- the image is of a severe or extreme nature.
- the young person involved understands consent.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e., difficult home circumstances.
- the young person has been involved in incidents relating to youth produced imagery before

If any of these circumstances are present the situation will be escalated according to Trust child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the Academy.

41 Up skirting

Up skirting involves the taking of images or videos of a person under their clothes without them knowing for personal sexual gratification, it is now a criminal offence and will be dealt with accordingly.

42 Building resilience and promoting positive behaviour

Helping students to keep themselves safe is a vital part of protecting them from harm. Our approach is designed to help young people to think about risks they may encounter and to build personal resilience and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all young people and promote sensible behaviour rather than fear or anxiety.

Behaviour is intrinsically linked to safeguarding and at the Academy students are taught how to conduct themselves and how to behave in a responsible manner. Students are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. Promoting the values of Mutual Respect and Tolerance. All students are encouraged to speak to a member of staff about any worries they may have.

All students will be made aware of and asked to sign the Student Code of Conduct as part of their induction to the Academy. The Student Code of Conduct includes an agreement to abide by the rules of the 'Safe use of IT' and is linked to the student Agreement and Code of Conduct.

All teaching and support staff should be aware of their duty to challenge inappropriate behaviour in the academy to safeguard all students and staff.

43 Support for those involved with a safeguarding concern

Any form of abuse is devastating for the student and can also result in distress and anxiety for their family and friends and for staff who become involved.

The Academy will support students and their families by:

- taking all suspicions and disclosures seriously.
- nominating a link person (usually from the safeguarding team) who will keep all parties

informed and be the central point of contact.

- Where a member of staff is the subject of an allegation made by a student, separate link

people will be nominated to avoid any conflict of interest.

- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- storing records securely.
- offering details of helplines, counselling or other avenues of external support.

following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures.

- co-operating fully with relevant statutory agencies.
- listening to the child/young person.

We recognize that staff who have become involved with a student who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful or upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and to seek further support. This could be provided by, for example, the occupational health nurse/counselling and/or the Safeguarding Team.

44 Reporting directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with MASH, Devon Safeguarding Adults Partnership, Police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Head of Apprenticeships are all unavailable.
- they are convinced that a direct report is the only way to ensure the student's safety.
- for any other reason they make a judgement that direct referral is in the best interests of the Student

45 Monitoring, Review and Evaluation of the Child Protection and Safeguarding policy and procedures

The Senior Leadership team are responsible for ensuring the regular review of this policy. It will be reviewed on an annual basis of each academic year.

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with the following government publications:

- Education Act, 2002, 2011
[Education Act 2011 \(legislation.gov.uk\)](#)
- 'What to Do If You Are Worried a Child Is Being Abused', 2015
[Stat guidance template \(publishing.service.gov.uk\)](#)
- Keeping Children Safe in Education Keeping Children Safe in Education 2023
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- Devon Safeguarding Children Partnership Child Protection Procedures
<https://www.devonscp.org.uk/>
- Information Sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018.
[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](#)
- Multi Agency Practice Guidelines : Female Genital Mutilation, 2016 Multi-Agency Statutory
[Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](#)
- Section 11 Children Act, 2004
[Children Act 2004 \(legislation.gov.uk\)](#)
- Care Act Statutory Guidance
[Care and support statutory guidance - GOV.UK \(www.gov.uk\)](#)
- HM Government Prevent Duty Guidance for Further Education England and Wales, 2023
[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)
- Prevent Duty Guidance for England and Wales
[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)
- HM Criminal Exploitation/ County Lines Criminal exploitation of children and vulnerable adults: county lines
[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)

The procedures contained in this policy apply to all staff and are consistent with those of the Devon Safeguarding Children Partnership (DSCP) Keeping Children Safe in Education 2023 and Working Together to Safeguarding Children 2023

46. Related safeguarding portfolio policies and procedures

Academy Policies:

- Safeguarding Adults in Education (The People Development Academy)
- Harm and Low level Harm Policy
- Complaints and Appeals Process
- Student Death Guidance

- [Missing in Education](#)
- [Guidance for safer working practice for those working with children and young people in education settings](#)
- [Digital safety policy](#)
- [Visiting Speakers and Organisations Procedure](#)
- [Anti-bullying policy](#)

Integrated Trust Safeguarding Policies

Eastern Services

- [Domestic abuse affecting patients policy](#)
- [Domestic abuse affecting staff \(perpetrators and victims\) policy](#)
- [Management of allegations policy](#)

Northern Services

- [Allegations Regarding Children Against NDHT Employed Staff](#)
- [Chaperone Policy](#)
- Child Not Brought [CNB Policy](#) Policy/Management of Missed Outpatient Appointments for Children and Young People, Cancellation and Refusal
- [Covert Medicines](#)
- [Domestic Abuse and Violence Policy \(for staff\)](#)
- [Examination-of-Children-Suspected-of-Having-Undergone-FGM](#) December 2023
- [Management of Adult and Paediatric Patients Suspected of having Concealed Illicit Drugs](#)
- [Management of Allegations Policy](#)
- [Missing Patient Policy](#)
- [Safeguarding Children Supervision Policy](#)

Joint Policies

- [Safeguarding children policy](#)
- [Prevent policy](#)
- [Safeguarding Adults Policy](#)

Safeguarding Policies held at the Royal Devon

[Safeguarding Adult Policy](#)

Management of Allegations Policy

Domestic Abuse Affecting Patients Policy

[Assessing Mental Capacity Policy](#)

[Deprivation of Liberties Safeguards Policy](#)

[Domestic Abuse Affecting Staff \(Perpetrators and Victims\) Policy](#)

[Prevent Policy](#)

[Safeguarding Children Policy](#)

Links to other Policies

Complaints and appeals

Learner Charter

Behavior charter

Additional learning/toolkits

The Safeguarding Association provide bitesize training sessions that you may find useful. [Details can be found here](#). They are five minute masterclasses on all safeguarding children.

FGM eLearning for Healthcare Professionals

<https://www.e-lfh.org.uk/programmes/female-genital-mutilation/>

Child Sexual Exploitation

<https://www.youtube.com/watch?v=Wm1bEWvDHCg&feature=youtu.be>

Modern Slavery https://www.youtube.com/watch?v=Jv1H_fAoOG4

Survivors experience of sexual abuse BAFTA winning film Chosen

<https://www.youtube.com/watch?v=WoOzqebOU1k>

Understanding Prevent

<https://www.youtube.com/watch?v=5wS9Ne0a5MM&feature=youtu.be>

County Lines <https://www.youtube.com/watch?v=pLhGpS1f-F0>

Was Not Brought <https://www.youtube.com/watch?v=dAdNL6d4lpk>

- ‘3 Girls’ Drama on BBC iPlayer about sexual exploitation of 100s of girls in Rotherham
- Watch or read news articles about child safeguarding issues e.g. mother convicted of FGM recently, knife crime, county lines
- Read Professional articles in journals about safeguarding

Preventing Exploitation tool kit

<https://beta.devon.gov.uk/preventingexploitationtoolkit/>