

MANCHESTER HEALTH ACADEMY

SAFEGUARDING & CHILD PROTECTION POLICY

CHILD SAFEGUARDING & PROTECTION POLICY

Approval History

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Revision History

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1. Purpose

- 1.1 Manchester Health Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This document therefore sets out the procedures to be adopted in order to ensure the Academy is a safe and caring place for all our students.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

2. Scope

This policy applies to all staff, visitors and stakeholders associated with the Academy.

3. Responsibility

3.1 The role of the Governing Body

- 3.1.1 The governing body will regularly review this policy, monitor and evaluate its effectiveness and be satisfied that it is complied with.
- 3.1.2 They will ensure that a designated teacher and a nominated governor for child safeguarding and protection are in place.
- 3.1.3 Governors will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Keeping Children Safe in Education DFE September 2018.'
- 3.1.4 Governors will recognise the contribution the Academy can make in helping children keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the PSHE and Citizenship programmes of study.
- 3.1.5 They will ensure that the Academy cooperates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. Child Sexual Exploitation (CSE) and radicalization, extremism and criminal exploitation.

3.2 The role of the Principal

The Principal will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the Academy prospectus.
- Parents are invited to Parent Forum sessions during which key safeguarding issues are discussed, e.g. online safety, sexting, and peer on peer abuse.
- Ensure that the Safeguarding and Child Protection policy is available on the Academy's web-site.
- Ensure that the Academy co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

3.3 The role of all staff

- 3.3.1 All Academy staff have a responsibility to provide a safe and secure environment in which children can learn. This includes ensuring safeguards are in place to prevent any unauthorised access and also to prevent students from leaving the site unsupervised.
- 3.3.2 All Academy staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 3.3.3 All Academy staff will exercise diligence and prevent any organisation or speaker from using the Academy's facilities to disseminate extremist views or radicalise pupils and staff.
- 3.3.4 All staff should be aware of the local early help process

4. Definitions

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

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances

consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’

Christine Gilbert
Her Majesty’s Chief Inspector
(The third joint chief inspectors’ report on arrangements to safeguard children 2008)

5. Our Approach

- 5.1 Safeguarding and promoting the welfare of children is everyone’s responsibility. Manchester Health Academy recognises that because Academy staff are in regular and frequent contact with children, they are particularly well placed to observe signs of abuse or neglect.
- 5.2 The Academy is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the Academy is committed to reacting in accordance with the Local Authority procedures in all cases where there is concern.
- 5.3 The Academy is registered with the Independent Safeguarding Authority and acts in accordance with the Vetting and Barring Scheme when required to do so. The Academy maintains a single central record of its employees and ensures that Safer Recruitment training and processes are in place. In line with Keeping Children Safe in Education 2018, Governors and middle leaders will undergo further section 128 checks which will be recorded within the single central record.
- 5.4 All alternative providers will be asked to confirm in writing that they carry out necessary safeguarding checks on staff.

6. Working with other Agencies

Manchester Health Academy has developed effective links with other relevant agencies, for example the Local Authority, Children’s Social Care, Channel, GMP, NHS and the MSCB and cooperates as required with any enquiries regarding child protection issues. The Academy will notify the District Team if:

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

7. Designated Senior Lead for Safeguarding & Child Protection

- 7.1 The Principal has designated Helen Walker to act as the Designated Safeguarding Lead for Child Protection (DSL) for the Academy who has a specific responsibility for championing the importance of safeguarding and promoting the welfare of our students. The Principal shall advise the Governing

Body and all members of staff and parents of the name of the Academy's DSL and inform them of any changes.

- 7.2 The Principal shall also ensure that all staff and Governors are aware that the DSL's responsibilities include:
- ensuring that effective communication and liaison takes place between the Academy and Children's Services, the police, health services and any other relevant agencies, to promote the welfare of children and to protect them from harm where there is a child protection concern in relation to an Academy student;
 - ensuring that all staff have an understanding of child abuse, neglect and its main indicators; and
 - advising staff on the Academy's and their own child safeguarding responsibilities and supporting staff in their child safeguarding role.
 - responsibility to ensure that all documentation is up to date and kept in a secure environment. The Academy use CPOMS for this purpose, and in addition to this all CP files are secured within a different area.
- 7.3 They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The designated DSL will be the first person to whom education staff report concerns. It is then the responsibility of the designated DSL to discuss the situation with the relevant agencies.
- 7.4 The Academy has arrangements in place for when the DSL is absent. In this instance, safeguarding responsibilities will fall to Leanne Maguire, Safeguarding Officer, who has been trained to the same standard as the designated Safeguarding Lead.
- 7.5 The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their Local Safeguarding Children Board and LA. They must initiate appropriate proceedings to address any allegations made against members of staff.
- 7.6 The DSL/Safeguarding Officer will act as a source of advice, support and expertise within the Academy and be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both children and members of staff.
- 7.7 The DSL will ensure each member of staff has access to, and is aware of, the Academy's Child Safeguarding and Protection policy. This is essential in respect of staff that are perhaps part time or work with more than one Academy, such as Connexions Personal Advisors, trainee teachers and supply teachers.
- 7.8 The DSL will liaise with the Principal to inform him of any issues and ongoing investigations and to ensure there is always cover for the role.

- 7.9 They will make sure the Academy's Child Safeguarding and Protection policy is updated and reviewed systematically and work with the designated governor for Child Protection regarding this. The designated governor for Child Protection is David Cain. The DSL will update the designated governor on a fortnightly basis.
- 7.10 The DSL will ensure parents have access to the Child Safeguarding and Protection policy in order to alert them to the fact that the Academy may need to make referrals. (Raising parents' awareness may avoid later conflict if the Academy does have to take appropriate action to safeguard a child). Staff should consider at all times the best interests of the child.
- 7.11 Where children leave the Academy roll, the DSL will ensure their file is transferred to the new Academy or School as soon as possible (This can be done electronically). Where this is not possible, the Child Protection files will be hand delivered or sent by recorded delivery. If a child leaves and the new Academy or School is not known, the DFE should be alerted so that these children can be included on the database for lost pupils.
- 7.12 The DSL will also have an important role in ensuring all *Governors*, staff and volunteers receive appropriate training.
- 7.13 The DSL will attend Manchester Safeguarding network meetings. She will keep up to date with findings from Serious Case Reviews and share the learning with members of the Safeguarding team.

8 Training in Child Safeguarding and Protection

- 8.1 All new staff are made aware of the Academy Child Safeguarding and Protection Policy and Procedures and the Academy's Standard Operating Procedures during their induction. Documents are available to staff in the induction pack and electronically.
- 8.2 All staff working at the Academy receive training adequate to familiarise themselves with safeguarding children including child protection issues, their responsibilities and the Academy procedures and policies with refresher training every 2 years. This will include training on how to make a referral to the Academy's safeguarding team using the Academy's electronic system CPOMS.
- 8.3 All staff will be provided with the latest documents that are published by the DfE regarding safeguarding and will sign to say that they have read and understood these. All staff who have direct contact with students will be directed to read and understand Annex A which ensures staff have a meaningful awareness of a range of specific safeguarding issues.
- 8.4 Staff involved in the recruitment and appointment of staff have regular refresher training in safe recruitment processes.
- 8.5 The designated person(s) for child protection undertake specific training with a recognised body e.g. NSPCC or MSCB at least once every 2 years. In addition to formal training, knowledge and understanding are refreshed at least

annually, via Manchester City Council's networking meeting, e-bulletins, externally safeguarding audits and supervision.

- 8.6 Every interview panel will contain at least one person who has undertaken the Safer Recruitment Training provided and assessed by the National College for School Leadership. This person will ensure that the 'Safeguarding Children and Safer Recruitment in Education (ref: 04217-2006BKT-EN)' guidance is adhered to throughout the recruitment process.
- 8.7 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism through the WRAP 3 programme. All staff will receive safeguarding and child protection updates through the vulnerable pupils list, email and/or staff meetings, as required, to provide them with relevant skills and knowledge.
- 8.8 In line with September 2018 changes to "Keeping Children Safe in Education" all staff undergo training in relation to peer on peer abuse. All staff undertake online safety training via Educare. A record of staff completing this is kept.
- 8.9 In line with In line with September 2018 changes to "Keeping Children Safe in Education" all staff are made aware of the early help process, the whistleblowing policy and the Academy's response to Children Missing in Education.

9. Domestic Abuse

- 9.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- 9.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 9.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 9.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.
- 9.5 The Academy has a secure email address which the police can use to alert the DSL/Safeguarding Officer about any domestic incidents they have attended.

10. Child Sexual Exploitation

- 10.1 Child Sexual exploitation is a form of child abuse which involves children and young people (male or female of a range of ethnic origins and ages) receiving something in exchange for sexual activity e.g. food, accommodation, drugs, affection, money, gifts etc.
- 10.2 All school staff understand that many children and young people who are victims of sexual exploitation do not recognise it themselves.
- 10.3 Information about Child Sexual Exploitation and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, sexual exploitation.
- 10.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact centre will be contacted as soon as possible.

11. Peer on Peer Abuse

- 11.1 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- 11.2 Peer on Peer abuse is most likely to include, but limited to, bullying (including cyber bullying), gender based violence, sexual assault and sexting. Staff will be vigilant to issues which particularly affect different genders, for example sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.
- 11.3 Staff will report concerns to the DSL but not investigate it. The DSL will contact the local authority children's social care team and follow its advice as well as the police if the allegation involves a potential criminal offence. The DSL will put a support plan into place for all children involved. CAMHS will be contacted if necessary.
- 11.4 The DSL will work with the e-safety/PSHE Lead to ensure the curriculum helps to educate students about appropriate behaviour and consent.

12. Sexting

12.1 Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

12.2 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is 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 educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

12.3 Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

12.4 Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

12.5 Referring to the police

If it is necessary to refer an incident to the police, this will be done through contact with the local police community support officer or by dialling 101.

12.6 Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded.

12.7 Curriculum coverage

Students are taught about the issues surrounding sexting as part of our PSHE education and IT programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

13. Forced Marriage

13.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as

such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

- 13.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 13.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

14. Female Genital Mutilation

- 14.1 Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- 14.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.
- 14.3 If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report it to the police.

15. Preventing Radicalisation and Violent Extremism

- 15.1 Manchester Health Academy values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. The Academy seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, extreme Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.
- 15.2 Manchester Health Academy is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. All Web sites promoting or linking to Radicalisation and Violent extremism will be blocked.

16 Criminal Exploitation

- 16.1 Criminal exploitation is a form of child abuse. One of the key factors found is in most cases is the presence of some form of exchange e.g. carry drugs in return for something; where it is the victim who is offered, promised or given

something they need or want in exchange, such as drugs, money, clothes and intangible rewards. Both male and female can be exploited.

- 16.2 All Academy staff understand to report any concerns to the safeguarding team.
- 16.3 Any child or young person thought to be at risk will be reported to the police and Manchester Children's Services.
- 16.4 All children missing from home or education will be reported to the correct agency.

17. Reporting Concern

- 17.1 In the event of a member of staff having a child protection concern about a student, they must immediately report that concern to the DSL. The member of staff will be asked by the DSL to document briefly the events which have given rise to the concern.
- 17.2 The Academy follows the Manchester City Council guidelines for Child Protection, liaising with the Social Services and other agencies, as appropriate. The action taken by the DSL will, therefore, be in line with the Manchester City Council Authority guidelines.
- 17.3 The DSL will report back to the member of staff who made the initial report on a 'need to know' basis but will inform the member of staff that appropriate action has been taken.

18. Record Keeping

- 18.1 The DSL is required to manage the keeping of records in relation to safeguarding children matters. These records must be stored securely. Where a person makes an oral statement, a written record should be produced, signed and dated by the author or inputted.
- 18.2 Staff should be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Child Protection register, or where there are concerns about a child, the member of staff chosen by the student to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a student's behaviour and level of achievement at that time.
- 18.3 In the event of a student causing concern transferring to another school, the Academy will:
 - find out the name of the receiving school;
 - contact the relevant member of staff at that school to discuss the transfer;
 - send all information relating to the student to the receiving school in a timely and secure manner;
 - check with the receiving school that the student has actually arrived there on the expected day; and

- inform all of the relevant agencies of the transfer.

19. Listening to Students

- 19.1 The Academy recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. The Academy shall identify quiet areas and provide the opportunity for students to take respite from the normal day when necessary.
- 19.2 All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all students at all times.
- 19.3 The Academy recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.
- 19.4 Staff should also recognise that children are capable of abusing their peers. Abuse is abuse and should never be dismissed as normal behaviour.
- 19.5 Students views, wishes, hopes should always be taken into consideration and recorded.

20. Children with SEN

- 20.1 We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - Pupils being more prone to peer group isolation than other pupils
 - The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - Communication barriers and difficulties in overcoming these barriers

21. Confidentiality

- 21.1 The Academy's Confidentiality Policy is set out in the Sex and Relationship Education policy.
- 21.2 The right of the child to confidentiality and privacy will be respected and all communications about the case will be kept to a minimum on a 'need to know' basis.

- 21.3 Students should be reassured that their best interests will be maintained. **However, staff cannot offer or guarantee confidentiality and should ensure that the student understands that all disclosures made to the adult will be shared with the DSL.**
- 21.4 When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the Academy's 'duty of care'.
- 21.5 Parents should not be informed of concerns unless it is deemed to be in the child's interest. (In this policy statement, "parents" means all those having a parental responsibility for a child.)
- 21.6 The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- 21.7 The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

22. Monitoring

- 22.1 The Academy will monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the child protection plan.
- 22.2 Parents/carers should be made aware of the Academy's Child Safeguarding and Protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

23. Guidelines for monitoring

23.1 When?

When there is concern in Academy about:

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others

- If requested by another agency e.g. following a case conference
- Disclosures made by the child

23.2 **Who?**

- Teachers
- Other Academy staff
- Other staff in regular contact with the child
- Visitors

23.3 **What?**

- Patterns of attendance
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Missing from home/education
- Presentation
- In possession of more valuable things e.g. phones, jewellery

24. Preventative Approaches

24.1 Children can be taught, through the curriculum, about the risks of different kinds of child abuse and neglect and equip them with the skills they need to help them stay safe.

24.2 A child safeguarding programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

24.3 Child safeguarding is interwoven with many aspects of the existing curriculum. There is also a programme of assemblies and citizenship activities which tackle safeguarding and issues such as bullying and cultural understanding. This can help children to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent.

24.4 We will encourage children to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience
- relieve tension by enabling children to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- allow children to perceive situations more clearly for planning an action or change
- make children feel protected by a culture which actively promotes a 'listening environment'.

24.5 All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching and comments, can encourage them to trust their own judgement and to feel safer, more aware and confident.

25. The Curriculum

25.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

25.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

25.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

25.4 Manchester Health Academy takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

25.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

25.6 The Academy will deliver health days which help students to understand a range of issues that are linked to emotional health e.g. health relationships, domestic violence, exploitation.

26. Use of Photography, Video Recording, Image Recording and Mobile Phone Cameras

26.1 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

26.2 When using professional photographers or inviting the press to an Academy activity, the Academy will;

- Provide a clear brief about what is considered appropriate in terms of content and behaviour

- Not allow unsupervised access to young people or one to one photo sessions at events
- Young people and their parents will be informed to report any concerns to the event organiser
- Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern
- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Academy.

27. Organised Photographic Opportunities

- 27.1 The majority of promotional and press releases are organised through the Academy SLT. These are generally agreed by both parties in advance. We undertake not to use the young person's images unless we have written consent for both the taking and publication of films or photographs from the parent or use of images on the Academy's website.
- 27.2 When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times.
- 27.3 If there is any doubt about the ID, the Principal of the Academy will be contacted. The Academy will ensure that the young person's names are not mentioned in publications if requested by the parents/guardians.

28. Use of the Internet and Social Networking sites

- 28.1 Young people on work experience or others participating in one of our clubs may need supervised access to the internet. At the Academy there is a block through the Internet provider on inappropriate web sites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which can easily be traced. Any academy user discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Acceptable Use Policy and Disciplinary Procedures.
- 28.2 The Academy will follow the BECTA guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.
- 28.3 The designated E-Safety teacher will ensure that the importance of being safe on the Internet is highlighted throughout the curriculum and in particular during National E-Safety week.
- 28.4 All Academy employees are made aware of the importance of using social networking sites in an appropriate manner. They are actively encouraged to be risk aware and professional when using these sites. Standards from the

Manchester Safeguarding Children Board are applied in ensuring that staff are aware of the risks posed by the use of technology and the internet. Academy employees are not permitted to accept pupils at MHA or MHA post 16 centre as friends on Facebook, or engage in social networking of any kind with pupils or ex pupils under the age of 18, nor should they accept or reply to personal emails from pupils.

28.5 If a student or parent contacts a member of staff via social media this needs to be reported to the Academy.

29. Bullying by text message and mobile phones

- Mobile phones must not be used by students during school hours
- Students will be warned about the need for care when giving out their mobile phone number
- A record will be kept of the date and time of any offensive messages
- Students will be encouraged to show the messages to a member of Academy staff
- Students who report bullying by text message will be taken seriously
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident
- Malicious e-mails will be dealt with in the same manner
- Students who take photographs on their phones with malicious intent will be dealt with in the same manner
- Staff will be made aware of the dangers of giving their personal numbers to pupils and must not do this under any circumstances.
- Students will have access to an Academy mobile number while on a school trip. The member of staff will collect and hand back in after the trip. No student's numbers will be taken.

30. Visitors

All visitors, including visiting speakers, are subject to the Academy's safeguarding protocols while on site and will be supervised at all times. Staff and pupils are aware of the coloured lanyard system.

31. Bookings

Manchester Health Academy operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the Academy's facilities to disseminate extremist views or radicalize pupils or staff.

32. Safety on and off site

Any contractor who is employed to work at the school is subject to the appropriate level of DBS check.

Appropriate checks are carried out on all organisations which request to hire our facilities.

All school trips are fully risk assessed and no child will be taken offsite without parental permission.

We will only place children in alternative provision which is a registered provider and has been quality assured. Our DSL will seek written confirmation that all DBS checks have been carried out on staff.

33. GDPR

The DSL will respond to request from parents/carers for access to their child's information within 1 month. The DSL may delay the supply of information held about a child for up to 2 further months, where such information is held on a number of IT systems and or where a sizeable amount of information needs to be collated. The Academy reserves the right to withhold information if this is in the interest of the child and or where the disclosure of such information may cause harm to another child.

34. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the Academy.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the

DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Record Keeping Arrangements

Records kept are both paper based and electronic. All Child Protection files are stored in a locked cabinet in the nurse's room which is locked. The key for this cabinet is held in the main reception and can only be accessed by a member of the safeguarding team. All past child protection and LAC files are also stored there if they have not been forwarded on to the new educational setting.

All child in need files are stored safely in the safeguarding officer's room. CPOMS files can only be accessed by the safeguarding team who hold a key which provides access to child protection information.

Safeguarding records relating to individual children will be retained for a reasonable period of time until after they have left the Academy.

35. Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

36. Related Documents

Please note that separate Academy policies are available on:

- Administration of Medication
- Anti-bullying
- Behaviour Management
- Code of Conduct for Employees
- E Safety
- Equal Opportunities
- Health and Safety
- ICT Acceptable Usage
- Looked After Children
- Mobile Phone Policy for Employees
- Restraint
- Safeguarding Quick Reference Guide
- Safer Recruitment
- Sex and Relationships
- Special Educational Needs
- Standard Operating Procedures
- Trips and Visits
- Whistleblowing

Manchester Safeguarding Children's Board Policies and guidance (on MSCB website @ www.msab.org.uk)

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage

- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

Appendix 1:

Auditing Child Safeguarding Files Kept by the Academy

The DSL will, as good practice, carry out an occasional audit of the Academy's safeguarding children files to ensure that adequate records are being kept in an appropriate manner.

The check should cover the following:

- Facing sheet with name, address, d.o.b., family members and name, address and contact number of Social Services (if the child is on the child protection register this should be the key worker).
- Note on child's regular Academy file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year!), time, place
- Name, address and d.o.b. of children concerned recorded on each sheet
- Factual outline of incident /concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copy sent to Children's Services Social Care and Education.
- Will contain and have evidence of a multi-agency approach

FRONT SHEET: CHILD PROTECTION RECORD

Date file started
Name of child
Any other names by which this child is known, if relevant
Date of birth
Address
Other family members (include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)
Are any other child protection files held in Academy relating to this child or another child closely connected to him or her? YES/NO
If yes, which files are relevant?
Name and contact number of key worker (Social Services), if known
Name and contact number of GP, if known

Appendix 2:

Safeguarding - Guidance for Staff

Safeguarding and Welfare: Child Protection Policy – Code of Practice

Staff who work within school have a key role in the protection of children and young people. The extensive day to day contact which staff have, means that they will be in a position to notice concerns or, have children and young people disclose information to them that may be indicative of abuse.

The Legal Context

The Teachers' Standards 2012 state that teachers, including Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Children's Act 1989 established two categories of intervention for Local Authorities in relation to their duty to safeguard and promote the welfare of children.

- Voluntary intervention to provide to a 'child in need' whose health and/or development is likely to be impaired without this intervention (Section 17)

- **Compulsory intervention to carry out enquiries if there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.**

Requirements in this area have moved on following a number of recent enquiries and it is not accidental that the term 'safeguarding' has come to replace the term 'child protection.' The term 'safeguarding' is contained in the Education Act 2002 (Section 175) which requires Governors to exercise their functions "... with a view to safeguarding and promoting the welfare of children"

What constitutes abuse?

There are four categories of abuse:

- **Physical abuse**
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.
- **Sexual abuse**
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.
- **Neglect**
Persistent failure to meet a child's basic needs, likely to result in the serious impairment of a child's health or development.
- **Emotional abuse**
Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on their emotional development.

Awareness of possible recognition signs

Physical abuse

- Injuries to any part of the body.
- Children who find it painful to walk, sit down, to move their jaws or are in some other kind of pain
- Injuries which are not typical of the bumps and scrapes associated with children's activities.
- The regular occurrence of unexplained injuries.
- The child who is frequently injured, where even apparently reasonable explanations are given.
- Confused or conflicting explanations of how the injuries were sustained.

Behavioural signs

- Furtive, secretive behaviour
- Uncharacteristic aggression or withdrawn behaviour
- Compulsive eating or sudden loss of appetite
- The child who suddenly becomes ill co-ordinated
- The child who finds it difficult to stay awake
- The child who is repeatedly absent

Consider what is known about the family – Do you or other colleagues have any concerns about the family? Is this documented?

Sexual abuse

There may be no recognisable signs of sexual abuse but the following indicators may be signs that a child is or has been sexually abused.

Physical signs

- Signs of blood or other discharge on the child's under clothes
- Awkwardness in walking or sitting down
- Tummy pains
- Regression into enuresis
- Tiredness

Behavioural signs

- Extreme variations in behaviour e.g. anxiety, aggression or withdrawal
- Sexually provocative behaviour or knowledge that is incompatible with the child's age and understanding
- Drawings or written work which are sexually explicit (indirect disclosure)
- Direct disclosure. It is important to recognise that children have neither the experience nor the understanding to be able to make up stories about sexual assault.

Neglect

Indicators of neglect are recognisable in the child, in the parent/carers behaviours and within the home or school environment.

Physical signs

- Abnormal growth including faltering growth
- Underweight or obesity
- Recurrent infection
- Unkempt dirty appearance
- Smelly
- Inadequate/unwashed clothes
- Hunger
- Listlessness

Behavioural signs

- Attachment disorders
- Indiscriminate friendliness
- Poor social relationships
- Poor concentration
- Developmental delays
- Low self-esteem
- Weariness

Environmental signs

- Insufficient food, heating and ventilation in the home
- Risk from animals in the household
- Inappropriate sleeping arrangements and inadequate bedding
- Dangerous or hazardous environment – lack of safety in the home

Emotional abuse

The recognition of emotional abuse is based on observations over time of the quality of relationships between parent/carer and the child. Be aware of reported or observed parent/carer behaviours

- Poor relationship with the child resulting in the lack of attachment
- Unresponsive or neglectful behaviour towards the child's emotional or psychological needs
- Persistent negative comments about the child
- Inappropriate or inconsistent developmental expectations of the child
- Parental problems that supersede the needs of a child
- Dysfunctional family relationships including domestic violence

Behavioural signs

- Emotional indicators such as low self-esteem, unhappiness, fear, distress, anxiety
- Behavioural indicators such as attention seeking, opposing, withdrawn, insecure

- Physical factors such as failure to thrive/faltering growth, delay in achieving developmental, cognitive or educational milestones

Procedure when dealing with disclosures and/or concerns about the safeguarding and welfare of a child or young person.

DO:

- Know the name of the Designated Senior Person (DSL) for Child Protection and their deputy
- Report any concern, however small, to the Designated Senior Person
- Know who to go to if the above are unavailable.
- Listen positively, and re-assure the child to retain their trust, whilst explaining the need to inform other professionals
- Find help quickly, having ensured the child is safe and supported
- Make careful records of what was said using the child's own words as soon as is practicable following disclosure. Date, time and sign the record. This record may be used in any subsequent legal proceedings. Pass this to the DSL. This can be done on CPOMS.
- Take what the child says seriously
- Believe what the child is telling you
- Ask an open ended question if a question needs to be asked for clarification
- Report to the DSL immediately if any disclosure is of a sexual nature
- Report any allegation against a member of staff or yourself immediately to the Principal (Vice Principal should an allegation be made against the Principal) or the DSL should any of the above not be available.
- Try to ensure that the conversation is held in an environment which is appropriate.

DO NOT:

- Promise confidentiality and/or make promises you cannot keep
- Jump to conclusions or sensationalise
- React emotionally to the information you are given
- Directly question the child or suggest words for him/her to use
- Try to get the child to disclose all the details
- Speculate or accuse anybody
- Investigate

Professional Behaviour Protocol

- It is not permitted for staff to give lifts to individual children unless it is an exceptional last resort and then only after the Head, Deputy or Head's PA has been informed.
- It is not permitted for staff to be in a room alone with a child unless there are windows, glass panels in doors or video surveillance.
- When a single child or young person has a detention after school, ensure you have informed another member of staff where you are working.

Mobile phones

- It is not permitted for staff to give out their mobile phone number to any child or young person who is at school or college **this includes former students* (Staff who have done this should change their mobile number as soon as possible.) This includes personal or work numbers.
- It is not permitted for staff to have the mobile phone numbers of any child or young person. **this includes former students* (Staff who have any of these numbers should delete them immediately).
- The only exception to this is for health and safety reasons on a day visit/residential, where staff may have mobile phone numbers of those children on the visit and must use the academy mobile on which to contact if necessary. These numbers must be shredded on the visit's conclusion.

Safeguarding Staff

All staff who work with children and young people, are aware of their responsibility for helping to safeguard and promote the welfare and well-being of those in their care. Safeguarding policies, procedures and practices are also about Safeguarding staff. They should make staff aware of how they can maintain their professional standards and minimise, as far as is possible, the circumstances in which a member of staff might receive a false allegation against them or be accused of a breach of trust or of unprofessional behaviour.

Email

- All staff have an Academy email address which may be used for communication with children and young people, for academy related matters.
- It is not permitted for staff to give out their personal email address. This applies to former pupils and college students as well.
- Any correspondence with former students must be only on your Academy email address.
- If a member of staff is uncertain they must act transparently and consult the Principal.

E-safety – social networking/ Facebook

- It is not permitted for staff to accept current students as 'friends', nor to post images of themselves or colleagues, with current students.
- It is not permitted for staff to accept former students as 'friends' nor to post images of themselves or colleagues with former students, if these students are under 18 years of age.
- Staff should not accept as friends or post images of former students who are over the age of 18.
- Staff *must* report any repeat requests to the safeguarding team.
- If a member of staff is uncertain they must act transparently and consult the Principal.

Relationships

- Adults who work with children and young people up to the age of 18 are not allowed to have a secret or special personal relationship with a child or young person whom they know due to their work. To do so would be a serious cause for concern and if deemed to constitute a breach of trust, could lead to dismissal.
- It is illegal for any adult to have communication which results in a private meeting or with the intent of sexual relations, with children or young people in their care.
- Staff are not permitted to holiday with students or former students.

Appendix 3:

A 'Good' Safeguarding School

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

ETHOS AND ENVIRONMENT

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

PRACTICES AND PROCEDURES

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

PUPIL TRACKING

- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance. The Academy has a live list of all pupils that are considered as vulnerable. This is emailed every term to staff and saved in the safe shared area.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

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

PUPIL ENGAGEMENT

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

THE CURRICULUM

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

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

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

INDICATORS OF VULNERABILITY TO RADICALISATION

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

Appendix 4

Sources of support.

Multi Agency Safeguarding Hub (MASH). Helpline 0161 219 2895

Early Help Hubs. South; 0161 234 1977

NSPCC 0808 800 5000

Local Authority Safeguarding in Education Team 0161 245 7171