



# Information & Guidance

(Parent/Carer Information)



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DSL



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Safeguarding Mentor  
DSP



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Assistant Headteacher  
DSP

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## Introduction

Da Vinci Academy is committed to safeguarding the young people within its care ensuring that our students feel happy, safe and secure. We are committed to creating a culture of safeguarding where all students, staff and volunteers are aware of their responsibilities to safeguard each other and ensure that everyone within our community is treated with respect.

We are determined to take a proactive approach and ensure that all students, staff and volunteers are educated and supported in relation to safeguarding matters, giving them the confidence that together we will address any challenge that is put in our way.

We will work tirelessly with outside agencies to offer support and guidance to students and parents and ensure the whole family is considered in our approach.

Da Vinci Academy acknowledges that it can be challenging for parents and carers to have easy access to the support that they need to support the young people in their care. In order to support parents/carers and students we offer the following:

- Information and advice on the school website
- Drop in sessions with youth workers and school health
- In school counselling for students
- Phone number and email address for the safeguarding team, including out of hours details
- Support through the achievement and safeguarding team
- An open door policy for all safeguarding matters

Da Vinci Academy is part of the LEAD Academy Trust.

L.E.A.D. Multi Academy Trust's commitment to safeguarding includes:

- Have a designated professional lead and a designated governor for safeguarding
- Ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguarding
- Have in place safeguarding arrangements which are designed to take account of all possible safeguarding issues. Ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken
- Adhere to safe recruitment practices
- Have arrangements for working together with other agencies and for sharing information with other professionals

- Take account of their local authority's procedures and practices established by the Local Safeguarding Children's Board and comply with any requests from that Board
- Have in place effective child protection and staff behaviour policies
- Develop a culture of listening to children and take account of their wishes and feelings
- Provide appropriate supervision and support for staff including undertaking safeguarding induction and training
- Follow clear policies for dealing with allegations against people who work with children
- Have clear procedures in place to handle allegations of abuse against children
- Have clear whistleblowing procedures which reflect the principles of Sir Robert Francis's Freedom to Speak Up review
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- Appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- Put in place appropriate safeguarding responses to children who go missing from education fulfil all of their statutory responsibilities in respect

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
<b>Designated Safeguarding Lead</b>	<b>Keir Mather</b>	<a href="mailto:keir.mather@davinciacademy.co.uk">keir.mather@davinciacademy.co.uk</a> School Hours: 01332 831515 ext. <b>2220</b> Out of Hours: <b>07885219863</b>
<b>Deputy Safeguarding Lead</b>	<b>Karen Thompson</b>	<a href="mailto:karen.thompson@davinciacademy.co.uk">karen.thompson@davinciacademy.co.uk</a> School Hours: 01332 831515 ext. <b>2242</b>
<b>Designated Safeguarding Person &amp; Designated Teacher for CLA</b>	<b>Sophie McKenzie</b>	<a href="mailto:sophie.mckenzie@davinciacademy.co.uk">sophie.mckenzie@davinciacademy.co.uk</a> School Hours: 01332 831515 ext. <b>2246</b> Out of Hours: <b>07885219868</b>
<b>Safeguarding AAB Link</b>	<b>Sylvia Britton</b>	<a href="mailto:sylvia.britton@davinciacademy.co.uk">sylvia.britton@davinciacademy.co.uk</a> School Hours: 01332 831515 ext. <b>2222</b>
<b>External Contacts</b>		
<b>Virtual School Headteacher</b>	<b>Graeme Ferguson</b>	<a href="mailto:Graeme.ferguson@derby.gov.uk">Graeme.ferguson@derby.gov.uk</a> 01332 640362
<b>Children Missing Education Officer</b>	<b>Emma Simpson</b>	01332 641445 (Tuesday-Thursday)
<b>Derby Safeguarding Childrens Board</b>	<b>N/A</b>	<a href="https://www.derbyscb.org.uk/dscb@derby.gov.uk">https://www.derbyscb.org.uk/dscb@derby.gov.uk</a> <a href="tel:01332642351">01332642351</a>
<b>First Contact (Social Care)</b>	<b>N/A</b>	01332 641172
<b>Out of Hours (Social Care)</b>	<b>N/A</b>	01332 786968
<b>Reporting FGM</b>	<b>N/A</b>	101
<b>DfE Counter-Extremism</b>	<b>N/A</b>	020 7340 7264
<b>NSPCC Whistleblowing</b>	<b>N/A</b>	0800 028 0285
<b>LADO</b>	<b>N/A</b>	01332 642376

Contact	Area	Details
NSPCC	All	0800 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> <a href="http://www.nspcc.org.uk/Helpline">www.nspcc.org.uk/Helpline</a>
Childline	All	0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
Police (Non-Emergency)	All	101
Police (Emergency)	All	999
Safe & Sound	CSE	01332 362120 <a href="https://safeandsoundgroup.org.uk/">https://safeandsoundgroup.org.uk/</a>
Know about CSE	CSE	<a href="http://knowaboutcse.co.uk/report-it/">http://knowaboutcse.co.uk/report-it/</a>
Stop CSE	CSE	<a href="http://www.stop-cse.org/">http://www.stop-cse.org/</a>
Aquarius	Drug & Alcohol	<b>0300 790 0265 (option 3)</b> derby@aquarius.org.uk <a href="http://aquarius.org.uk/contact/derby/">http://aquarius.org.uk/contact/derby/</a>
Breakout	Drug & Alcohol	01332 641661 <a href="mailto:breakout@derbyshcft.nhs.uk">breakout@derbyshcft.nhs.uk</a>
Laurens Link	Drug & Alcohol	01332 362744 <a href="http://www.laurenslink.co.uk">www.laurenslink.co.uk</a>
FRANK	Drug & Alcohol	0800 77 66 00 <a href="http://www.talktofrank.com">www.talktofrank.com</a>
Drinkline National Alcohol Helpline	Drug & Alcohol	0800 917 8287 <a href="http://www.wrecked.co.uk">www.wrecked.co.uk</a>
First Steps	Eating Disorders	01332 367571 info@firststepsderbyshire.co.uk <a href="https://www.firststepsed.co.uk/">https://www.firststepsed.co.uk/</a>
CAMHS Eating Disorders Service	Eating Disorders	<b>0300 123 9164</b> <a href="http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/camhs-homepage/what-is-the-eating-disorders-service/">http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/camhs-homepage/what-is-the-eating-disorders-service/</a>

Freedom charity helpline	Forced Marriage	0845 607 0133 <a href="https://www.freedomcharity.org.uk/what-we-do/forced-marriage/">https://www.freedomcharity.org.uk/what-we-do/forced-marriage/</a>
Karma Nirvana	HBV	<b>0800 5999 247</b> info@karmanirvana.org.uk <a href="http://www.karmanirvana.org.uk/">http://www.karmanirvana.org.uk/</a>
Various Websites	Online Safety	<ul style="list-style-type: none"> <li>• <a href="http://www.childnet.com/sns">www.childnet.com/sns</a></li> <li>• <a href="http://www.net-aware.org.uk/">www.net-aware.org.uk/</a></li> <li>• <a href="http://www.internetmatters.org">www.internetmatters.org</a></li> <li>• <a href="http://www.nspcc.org.uk/onlinesafety">www.nspcc.org.uk/onlinesafety</a></li> <li>• <a href="http://www.parentzone.org.uk">www.parentzone.org.uk</a></li> <li>• <a href="http://www.thinkyouknow.co.uk/parents">www.thinkyouknow.co.uk/parents</a></li> <li>• <a href="http://www.ceop.police.uk/safety-centre/">www.ceop.police.uk/safety-centre/</a></li> <li>• <a href="http://www.askaboutgames.com">www.askaboutgames.com</a></li> </ul>
The Samaritans Helpline:	Self-Harm	08457 90 90 90 <a href="https://www.samaritans.org/">https://www.samaritans.org/</a>
Mind	Self-Harm	0300 123 3393 <a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a>
Harmless	Self-Harm	info@harmless.org.uk <a href="http://harmless.org.uk/">http://harmless.org.uk/</a>
Zipit	Sexting	<a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/">https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/</a>

## **Indicators of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by 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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

### **Some of the following signs may be indicators of physical abuse:**

Children with frequent injuries;  
Children with unexplained or unusual fractures or broken bones;  
Children with unexplained -  
Bruises or cuts;  
Burns or scalds;  
Bite marks.

**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 from 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;  
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';  
Parents or carers blaming their problems on their child; and  
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;  
Children who ask others to behave sexually or play sexual games; and  
Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance



document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is:

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

Potential vulnerabilities include:

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

**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, for example, as a result 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

### **Peer on peer abuse.**

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur.

This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Bereavement/Student's death**

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock  
Denial  
Depression  
Guilt  
Anxiety  
Anger  
Growing Acceptance

## **Bullying (racist, disability, homophobic, transphobic)**

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

## **Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

## **Children missing from education**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. It is therefore vital that registers are completed at the start of every lesson and a high level of accuracy is maintained. If a register is not completed a member of SLT will be alerted and will visit the classroom to confirm attendance details.

We monitor attendance carefully and address poor or irregular attendance without delay. The attendance team visit absent students on a daily basis. Any student who has not been seen for 3 days and no reason has been provided will be made known to police for a safe and well to be conducted.

We will always follow up with parents/carers when students are not at school. This means we need to have a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>98</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Child Sexual Exploitation (CSE)**

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

There are three main types of child sexual exploitation:

### **Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

### **Boyfriend/Girlfriend:**

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

### **Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## **Domestic abuse**

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; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Da Vinci Academy is an SDAT school and will receive Domestic Violence notifications 24 hours after any incident involving its students.

## **Drugs/Alcohol abuse**

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, students in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or “spaced out”; appears fearful, anxious, or paranoid, with no reason.

## **Extremism and Radicalisation**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

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

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.



The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Harmful Sexual Behaviour**

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other students or adults.

### **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

#### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for

teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out, they should still discuss any such case with the school designated safeguarding lead (or deputy) and involve children’s social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Posters are displayed around school to remind staff of the need to call 101 if a confirmed case of FGM is brought to their attention. Staff are reminded of this duty on a regular basis.

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

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

**Risk factors for FGM include:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from best learning, assemblies
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a ‘special’ procedure to become a woman

**Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the

summer holidays), or parents who wish to withdraw their children from learning about FGM.

**Indications that FGM may have already taken place may include:**

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

**Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

**Gang activity and youth violence**

There aren't any definite signs that show a child has joined a gang - and it's unlikely that they'll tell you. Things to look out for include; spending time with people you don't know and aren't sure about; going missing from home or school; getting into trouble at school; having new clothes or other items that you think they can't afford; getting involved with crimes including robbery,

violence, drug dealing and sexual exploitation; having unexplained injuries; losing interest in their existing hobbies; becoming secretive; not telling you where they have been or why they have returned late. It is important to be aware that gangs post information on the internet. They may, for example, have video clips on YouTube or profiles on social media sites which feature their members.

## **Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Students and young people can be groomed online, or by someone they have met - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many students and young people don't understand that they have been groomed, or that what has happened is abuse.

## **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

## **Prejudice based abuse**

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability;
- Race;
- Religion;
- Gender identity;
- Sexual orientation.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic language;
- hate graffiti (e.g. on school furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse;
- inciting hatred or bullying against students who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others;
- attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

## **Private fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

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

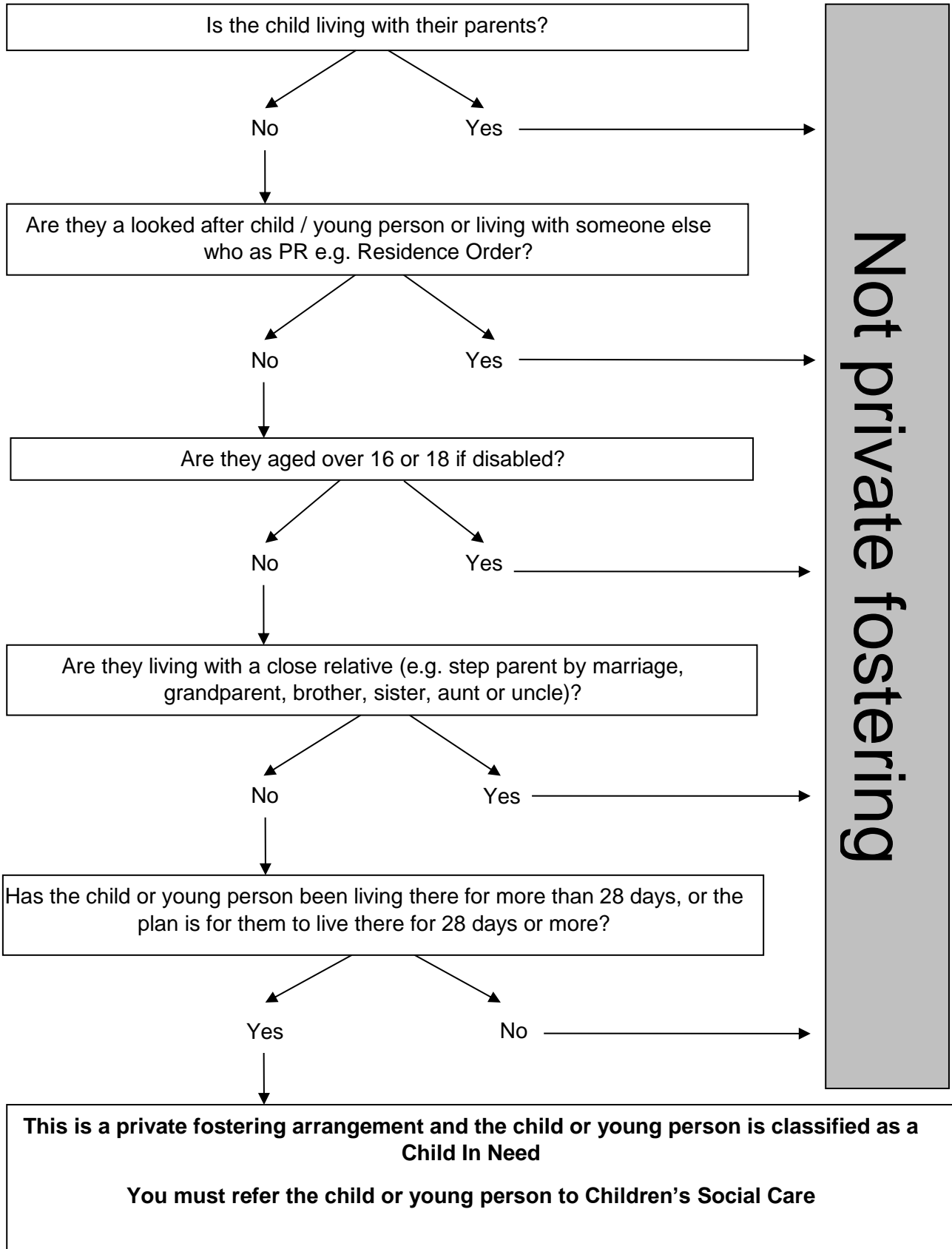
Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and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

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

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

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

## Is this a Privately Fostered Child or Young Person?



## **Sexual violence and sexual harassment between children in schools and colleges**

### **Context**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **What is Sexual violence and sexual harassment?**

#### **Sexual Violence and Sexual Harassment**

The school follows the guidance set out in 'Sexual violence and sexual harassment between children in schools and colleges' (DfE, 2018).

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some students are at greater risk of sexual violence and sexual harassment, including girls, students who are LGBT and



those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

## **Sexual violence**

It is important that Da Vinci Academy staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that

penetration and has the freedom and capacity to make that choice.

## **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Da Vinci Academy will make the police aware of all instances of sexting.

## **Witchcraft**

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which students become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, students who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be 'spiritually' different.