

# Safeguarding and Child Protection Policy

**Review frequency:** Annual

**Approval:** AAB



Mr Keir Mather  
DSL



Ms Karen Thompson  
Attendance and  
Safeguarding Mentor  
DSP



Mrs Sophie McKenzie  
Assistant Headteacher  
DSP

For immediate concerns please refer to the red text on page 18. If you are unable to share your concerns with the safeguarding team, please pass them to a member of SLT.

Review Date	By whom	Summary of changes made	Date implemented
September 2018	Keir Mather	Update RE: KCSIE 2018	September 2018

Date of next review: July 2019 or before in line with any changes to legislation and guidance.

## Contact Details

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

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# Part A - Policy



**Mr Keir Mather**  
DSL



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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.

*‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times, what is in the **best interests** of the child.’ KCSIE 2018*

Whilst Da Vinci is part of L.E.A.D Academy Trust our Local authority (Derby) still has a overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone’s responsibility.

In September 2018 DfE published ‘Keeping Children Safe in Education – statutory guidance for schools and colleges’. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

In law individual academies are deemed to be ‘relevant partners’ of their local authority and as such are under a duty to co-operate in that local authority’s Local Safeguarding Children’s Board arrangements. The Education (Independent School Standards) Regulations 2014 apply a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children. .

Da Vinci Academy’s commitment to safeguarding includes:

- Having a designated professional lead and a designated governor for safeguarding
- Ensuring all staff, visitors and volunteers understand their responsibility to safeguarding
- Having 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
- Adhering to safe recruitment practices
- Having arrangements for working together to safeguard children with other agencies and for sharing information with other professionals
- Taking into account our local authority’s procedures and practices established by the Derby Safeguarding Children’s Board and complying with any requests from that Board
- Having in place effective child protection and staff conduct policies
- Developing a culture of listening to young people and taking account of their wishes and feelings

- Providing appropriate supervision and support for staff including undertaking safeguarding induction and training
- Following clear policies for dealing with allegations against people who work with children
- Having clear procedures in place to handle allegations of abuse against children
- Having clear whistleblowing procedures
- Considering how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- Appointing 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
- Putting in place appropriate safeguarding responses to children who go missing from education
- Fulfilling all of our statutory responsibilities in respect of safeguarding and promoting the welfare of children

Da Vinci Academy believes in:

- Creating and maintaining a safe learning environment for students;
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

We are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Da Vinci Academy's safeguarding policy will be available to parents/carers and students on request.

Da Vinci Academy's safeguarding policy can be found on the school website.

Safeguarding the welfare of students should permeate all activity and functions. This policy therefore complements and supports a range of other school policies, such as, but not exclusively;

Health and Safety  
 Behaviour and Exclusion  
 Positive Handling  
 Supporting Children with Medical Conditions  
 First aid  
 Off Site Visits  
 E-Safety  
 Safer Recruitment  
 Managing allegations against staff,  
 Managing allegations against students  
 Children Missing in Education  
 Staff code of conduct, Social Media and Dress Code  
 Special Education Needs and Disabilities  
 Sex education Communication  
 Complaints Procedure  
 Whistle blowing

## Principles

Safeguarding arrangements at Da Vinci is underpinned by the 2 key principles:

Everyone who comes into contact with students and their families has a role to play in safeguarding students. All Governors, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of students. Staff members will maintain an attitude of “it could happen here” where safeguarding is concerned.

When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child-centred approach taking into account students’ views and voices. Wishes and feelings of students will be taken into account when determining what action to take and services to provide to protect students through ensuring there are systems in place for students to express their views and give feedback.

Child Protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment
- Preventing impairment of children’s health and development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

For the purpose of this policy “children” includes anyone under the age of 18.

## Expectations

We expect staff to have read and be aware of:

- Keeping Children Safe in Education (2018) [Part One]; and Annex A
- Staff Code of Conduct, Social Media and Dress Code
- Safeguarding and Child Protection Policy
- Behaviour & Exclusion Policy
- Policy for Children Missing Education

## Legal Framework

The policy is in line with the following legislation and guidance:

- Working Together to Safeguard Children (2018)
- The Children Act (1989) and Children Act (1989)
- Keeping Children Safe in Education (Sept 2018)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Protection of Freedoms Act (2012)
- Data Protection Act (2018)
- The Prevent Duty Guidance for England and Wales (2015)
- The Prevent Duty: departmental advice for schools and childcare providers (2015)
- Prevent Duty Guidance: for further education institutions in England and Wales (2015)
- Mandatory reporting of Female Genital Mutilation – procedural information (2015)
- Sexual Offences Act (2003) and Serious Crime Act (2015)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Children Missing Education; statutory guidance for local authorities (2016)

## Policy

This policy applies to all staff, governors, volunteers and visitors to Da Vinci Academy.

The purpose of this policy is to:

- Protect children and young people who attend Da Vinci from harm
- Outline the procedures to be followed in cases of suspected harm or abuse
- Emphasise the links to other polices including those for safe recruitment of employees and volunteers, and for managing allegation
- Prevent unsuitable people working with children or young people
- Promote safe practice and challenge poor, unsafe practice
- Contribute to effective partnerships

## Scope of the policy

We will safeguard students when we believe they are suffering from;

- . Abuse
- . Physical abuse
- . Emotional abuse
- . Sexual abuse
- . Neglect
- . Child sexual exploitation (CSE)
- . Bullying, including cyber bullying
- . Domestic violence
- . Drugs
- . Fabricated or induced illness
- . Faith abuse
- . Female genital mutilation (FGM)
- . Forced marriage
- . Gangs and youth violence
- . Gender based violence/violence against women and girls (VAWG)
- . Homophobic or transphobic abuse
- . Mental health
- . Private fostering
- . Radicalisation and extremism
- . Sexting
- . Trafficking

This list is not exhaustive. Additional guidance and information about how Da Vinci Academy will address concerns and support students can be found in **Appendix 1**

It is also recognised that some **students who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some students may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding Lead (DSL) should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and students which need to be reported in accordance with national (Government) and local (Safeguarding Students Board - Derby) procedures without delay. The DSL should also

ensure staff working with students are alert to signs which may indicate possible abuse or harm. Each school considers the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes EAL children who have not got the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled students** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with students with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse. Additional pastoral support is provided through the SEND team.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse**, students may also be vulnerable and in need of support.

### **Safeguarding Roles and Responsibilities of School Staff**

At Da Vinci Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We always act in the best interests of the child.

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of students.

### **Responsibility to provide a safe environment in which students can learn**

To identify students who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL and the name of the designated governor.

All staff will:

Read and sign to say that they have read and understood “Keeping Students Safe in Education part one: safeguarding information for all staff (2018).” And Annex A

Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep students safe.

The key training elements are:

Induction Training – this is mandatory and should include; \* Red font indicates name of policy at Da Vinci Academy

- The child protection policy; (**Safeguarding & Child Protection Policy**)
- The behaviour policy; (**Behaviour & Exclusion Policy**)
- The staff behaviour policy (sometimes called a code of conduct); (**Staff code of conduct, social media and dress code policy**)
- The safeguarding response to children who go missing from education; (**CME Policy**)

- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). See KCSIE (2018)

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

We will create a culture of safeguarding with the emphasis that safeguarding is “everybody’s responsibility”

### **Roles and Responsibilities of the Trust Board**

- The board will monitor the school’s compliance with statutory requirements and practice and champion child protection issues.
- Ensure that all safeguarding concerns are investigated, and an immediate risk assessment undertaken to ensure the safeguarding of children and young people.
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2016 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas.
- Have a clear understanding of safeguarding across the trust through reports such as Myconcern (the trust’s child protection database) and results of the school’s annual safeguarding audits.
- Written recruitment and selection policies and procedures in place.
- Appoint a board member responsible to the board for monitoring the effectiveness of safeguarding in the trust.

### **Roles and Responsibilities of the Directorate**

- To produce information for the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Have a clear understanding of safeguarding across the trust through analysis of reports such as Myconcern and results of the school’s annual safeguarding audits and compliance forms.
- Ensure all schools carry out the annual audit.
- Carry out the Trust’s Assurance Cycle in line with the outlined cycle and report to the board in committee meetings when required.
- Support school leaders to carry out their duties fully in relation to both the spirit and letter of statutory guidance for safeguarding.
- Challenge school leaders where safeguarding is not fully compliant with statutory guidance.
- Undergo appropriate safeguarding training at least yearly and take responsibility to maintain their knowledge and understanding of safeguarding issues.

### **Roles and Responsibilities of the Trust DSLs**

- Liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the

Headteacher.

- Undergo training in line with Trust training schedule.
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement.
- Ensure the Trust's assurance cycle is fully maintained.
- Meet termly to review the Trust's policy in line with practice.
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust.
- Arrange termly DSL network meetings through liaison with the Teaching School Alliance (TSA).
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligation effectively.

### **The Role of the Link Safeguarding Member (AAB)**

- Support the work of the designated safeguarding L.E.A.D.
- Meet regularly with the designated safeguarding lead and any other relevant other staff.
- Report back to the Academy Advisory Body (AAB) about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties.
- Ensure that safeguarding deficiencies are brought to the AAB and Governance and Compliance Manager.
- Check that the safeguarding and child protection policy is being followed in practice.
- Check that the training programme for staff reflects the needs of the school and statutory regulations.
- Check that the AAB are kept aware of the safeguarding risks to young people in the school.
- Check that records are kept securely and in one place.
- Check that there is appropriate monitoring and tracking in place for vulnerable students.
- Check that there are appropriate safeguards in place for students placed with Alternative Providers.
- Check that there is a consistent approach to safeguarding and child protection across the school.
- Check that the curriculum for safeguarding reflects the risks for students in the area.
- Check that safer recruitment processes are in place.
- Check that the Single Central Record is compliant.

### **Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the AAB and the Trust are fully implemented and followed by all staff.
- DSLs are trained appropriately for their role and given time to ensure they carry out their role fully.
- People who pose a risk of harm are prevented from working with students by adhering to statutory responsibilities to check staff working with students, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of

students.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to students, and concerns are addressed sensitively and effectively in a timely manner.
- The safety and welfare of students is addressed through the wider curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'child in need' plan or a protection plan goes missing.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.
- Ensure the Trust's Safeguarding Audit is returned promptly every year in the autumn term.
- Ensure the DSL reports to the AAB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure the DSL/Deputy DSL puts formal cover in place when the DSL is away from site.
- Appoint a member of staff responsible for looked after students, students leaving care and those recently adopted.

The headteacher of Da Vinci Academy is Katie Roberts.

### **The Roles and Responsibilities of the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DSL) and Designated Safeguarding Person.**

- The Designated Safeguarding Lead is responsible for safeguarding and child protection along with the headteacher.
- Support staff to see safeguarding in the wider context of a students' life, taking into account the family circumstance, the friendship groups and social context before making decisions about how to act to safeguard students.
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.
- Take responsibility to raise awareness of safeguarding and child protection amongst the staff, parents and students.
- Ensure that child protection information is transferred to the student's new school should they move.
- Ensure all staff follow the school's safeguarding policies fully.
- Ensure they act upon Myconcern referrals in a timely manner and always act in the best interests of the student.
- Ensure the clarity of decision making in relation to child protection is transparent, the reasons for decisions are precise and recorded clearly in the paperwork.
- Ensure the plans to support students with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the student.
- Display the school's safeguarding chart identifying all of the school's safeguarding team is displayed throughout the school.
- Complete and return the school's Trust Safeguarding Audit during the autumn term.
- Ensure all the reports to the AAB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure all supply agency staff and volunteers are appropriately briefed according to the school's safeguarding procedures.

- Provide training and support to parents / carers and students.
- Ensure all visitors on site are aware of the school's safeguarding responsibility and procedure.
- Work alongside the headteacher to provide safeguarding training in a timely manner.
- Ensure formal cover is in place when they leave the school site

A deputy DSL should be appointed to cover when the DSL is not available.

The appointed DSL is Keir Mather; the appointed Deputy DSL is Karen Thompson. The appointed Designated Safeguarding Person is Sophie McKenzie.

### **Roles and Responsibilities of Other School Staff**

- It is everyone's responsibility to keep students safe and all staff are expected to take this responsibility seriously.
- Staff must abide by the school's policies to keep students safe.
- Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe. School policy must be followed.
- If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support social workers to take decisions about individual students.
- All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of students, including the school child protection policy, their role and responsibilities in this (including in relation to early help processes) and how to report any concerns.
- All staff must ensure they are vigilant at all times and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors or volunteers.

### **Staff Training**

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of Child Protection issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one school, such as trainee teachers and supply teachers);

Da Vinci Academy follows the L.E.A.D. Training Pathway for safeguarding. Different levels of training are available for different roles in the school. All DSLs and Deputy DSLs should undertake their LSCB Level 3 training.

Training must cover:

- How to identify signs of abuse and when it is appropriate to make a referral;
- A working knowledge of how Local SCBs operate; the conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;
- How to keep detailed, accurate, secure written records of referrals/concerns.

Timelines for training:

DSL training: refreshed every two years (statutory requirement).

Whole school training: refreshed every year.

Schools should also source specific safeguarding training through their local safeguarding board. Da Vinci Academy will follow the guidance of Derby Safeguarding Childrens board.

The link for which is:

<http://www.derbyscb.org.uk/>

All staff and the AAB should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

### **Safe Environment – students are safe and feel safe**

All students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Da Vinci Academy adopts an open and accepting attitude towards students as part of our responsibility for pastoral care. Students, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Students' worries and fears will be taken seriously and students encouraged to seek help from school staff.

Students are encouraged to share their feelings through student voice. A weekly drop in session is held in the school atrium with advise from the MAT team, youth workers, police and school health.

Da Vinci Academy will therefore ensure that:

- There is an ethos where students feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- Students are involved in the decision-making which affects them.
- Students know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines. There are a number of displays are around schools which contain key contact information as well as the posters which are displayed in ALL classrooms.
- Curriculum activities and opportunities to equip students with the skills they need to stay safe from abuse are provided.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and students that is understood and endorsed by all. Positive and safe behaviour is encouraged among students and staff are alert to changes in a student's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some students lead to an increased risk of neglect and/or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with students.
- Volunteers are appropriately supervised.

- Any groups using school premises for the provision of services to students have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

### **Safeguarding as part of the Curriculum**

Through Best Learning, ICT, assemblies and other curriculum opportunities, students are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within Best Learning, ICT, assemblies and in the wider curriculum:

- Safeguarding Overview
- Radicalisation & Extremism
- FGM
- CSE
- Online Safety
- Private Fostering
- Domestic Abuse
- Self Harm and Suicidal Thoughts
- Forced Marriage
- Honour Based Violence
- Hate Crimes
- Trafficking
- Modern Slavery
- Travel, Fire and Water Safety
- Healthy/Unhealthy Relationships
- Social Media
- Drug and Knife Crime
- Bullying including Cyberbullying

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students are able to access the internet using their own data plan, to try and address this there is a no mobile phone policy in school.

### **School Safeguarding contact sheets**

These will be on a set format and include all necessary emergency contact details. This will also include the NSCPCC Whistleblowing Helpline number. Posters are displayed around school, in classrooms and in the school reception area. Information for out of hours support is also available on the school website under the contact details: safeguarding team section within safeguarding.

<http://www.davinci.derby.sch.uk/images/files/safeguarding/Contact-details-Safeguarding-team-2018-April.pdf>

### **Vulnerable Students**

We recognise that some students will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social

exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our students receive equal protection, we will give special consideration and attention to students who are:

Disabled or have special educational needs or living in a known domestic abuse situation

Affected by known parental substance (drugs and/or alcohol) misuse

Asylum seekers/refugees

New communities

Living away from home, including private fostering arrangements

Vulnerable to being bullied, or engaging in bullying

Go missing from school, particularly on repeat occasions

Living in temporary accommodation

Living transient lifestyles

Living in chaotic, neglectful and unsupportive home situations

Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality

Are at risk of sexual exploitation

Young carers

'Looked after' students

Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

### **Working with parents and carers**

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of students.

Da Vinci Academy will ensure that:

We work with parents positively, openly and honestly.

Parents are encouraged to discuss their issues or concerns about safety and welfare of students, and they will be listened to and taken seriously.

We will provide parents with information about the support available to keep students safe within the school, locally and nationally.

Up to date and accurate information is kept about students i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.

Information about students given to us by students themselves, their parents or carers or by other agencies will remain confidential.

Staff will be given relevant information on a 'need to know' basis in order to support the child.

It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main student record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.

Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the student's parents or carers first, however, there may be occasions where we are not

able to do this.

## **Taking Action on Concerns**

Key points to remember for taking action are;

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

**Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care.**

In an emergency take the action necessary to help the child, for example, call 999. Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest. If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Social Care.

Do not start your own investigation.

Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## Reporting Concerns

When adults in the school have a concern about a child or young person they should:

### For students at risk of immediate danger or at risk of harm

- Promptly complete a concern form in writing or if you have access to 'Myconcern' complete the referral online. No concern is too small.
- Child Protection Forms for written concerns can be found in the staff room on the safeguarding notice board
- The DSL should be informed that a concern has been raised by (if you use a written form this should be handed to the DSL in person)
- If you are using 'Myconcern' the DSL will receive it electronically
- A body map can also be used when using 'Myconcern'. It will need to be scanned in by the DSL. **(Appendix 4)**
- If it is a FGM referral staff must personally report to the police where they discover **an act of FGM has taken place**. A written Child Protection form or 'Myconcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care
- **This does not apply in relation to 'at risk' or suspected cases of FGM.** For these cases record on Myconcern or on a paper concern form if you do not have access to Myconcern

### For cases where there is a general concern

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns on a 'Concern Form', if not using 'Myconcern'. For staff with access to 'Myconcern' they should select the appropriate category and record their concerns.

Safeguarding concerns should only be shared with others outside of the safeguarding team on a "need to know" basis.

At Da Vinci Academy we recognise the possibility that adults working in a school may harm children. Any concerns about the conduct of any adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Director of the MAT. If the concern relates to the Director of the MAT, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of the MAT, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.

All staff should follow the local safeguarding board, Safeguarding Students Procedures. These are can be found on the school system under “Child Protection” and are also located on the local safeguarding polices and guidance page of:

<http://www.derbyscb.org.uk/>

The LSCB (Derby) Thresholds document will support the DSL and school staff in their decision making about the student’s needs and the appropriate assessment and interventions.

<https://www.derbyscb.org.uk/media/derby-scb/content-assets/documents/procedures/guidance-docs/DSCBs-Thresholds-Document-FINAL-Nov-2017.pdf>

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Student's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in **Appendix 1**

There will be occasions when you suspect that a child may be at risk, but you have no ‘real’ evidence. The student’s behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using safeguarding concerns sheets. In the first instance this should be on MyConcern, if you do not have access to MyConcern a paper concern form should be completed. A copy of the paper form is available at the end of this policy **Appendix 2**

### **If information is disclosed to you**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to you about any risks to a student’s safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter of professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it until the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not over react – the child or adult may stop talking if they feel they are

upsetting you.

- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the DSL.
- Follow the reporting concerns information on page 19.
- Seek support if you feel distressed.

Da Vinci Academy adopts the TED model when supporting a student with a disclosure:

- Tell me e.g. “tell me what happened next”
- Explain e.g. “explain to me what he/she did”
- Describe e.g. “describe what you saw”

If you are unsure you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (‘MyConcern or paper form’) if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a student’s presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to students e.g. living in a household with students present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, honour based violence or female genital mutilation (FGM).

### **Role of the Designated Safeguarding Lead following identification of needs or concerns**

The DSL will:

Assess any urgent medical needs of the child.

Consider whether the child has low level, emerging needs or complex/serious needs or if there are

child protection concerns.

Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is 'looked after', has 'child in need' plan or an early help assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.

Confirm whether any previous concerns have been raised by staff.

Consider whether the matter should be discussed with the student's parents or carers or whether to do so may put the child a further risk of harm (see below).

If unsure that a child protection referral should be made, seek advice from Student's Social Care.

### **Notifying parents**

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Social Care (First Contact 01332 641172).

### **Getting help for the child**

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the student's needs/strengths and the supports required and/or make a referral for other services.

Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

### **Using the Early Help Assessment (EHA)**

Where parents, carers or students tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

### **Low level needs**

Where the school and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken. Prior to EHA Da Vinci Academy works closely with the locality MAT teams to offer support through the Early Help Offer. The EHO involves individuals from the MAT team delivering sessions in school in areas such as: Health Relationships, Internet Safety and Transition. The workers also support drop in session during lunch time to offer information and advice.

### **Special Educational Needs and Disability**

Da Vinci Academy recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training

(KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers.

We identify students who might need more support to be kept safe or to keep themselves safe.

Support for students with additional needs will be provided by the SEND team additional to that that is provided to students without any additional needs. Students with additional needs may also need additional support to identify their needs which may include drawing their concern rather than sharing it in writing or verbally.

### **Emerging needs**

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a student's well-being or a student's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the student's needs.

For more information about the early help assessment process see other boards  
[www.derbyscb.org.uk.add](http://www.derbyscb.org.uk.add)

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Student's Social Care will be made. See below.

### **Referral to Social Care**

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Social Care. Derby City social care is known as first contact and can be contacted on 01332 641172. All staff are able to directly able to contact social care should they wish to make a referral.

### **Action following referral**

The DSL or other appropriate member of staff will:

- Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- Provide a report for, attend and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.

- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the school or goes missing, immediately inform the key worker in Social Care.
- Press for re-consideration if the student's situation does not appear to be improving.
- See LSCB Escalation policy if escalation is required.

<https://www.derbyscb.org.uk/media/derby-scb/content-assets/documents/procedures/guidance-docs/DSCBs-Escalation-Policy-and-Process-FINAL-Nov-2017.pdf>

### **Confidentiality, sharing information and record keeping**

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Director of MAT (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Childrens Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

The Trust's policy on confidentiality and information-sharing is available to parents and students on request.

### **Record keeping**

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

### **Disclosure**

Da Vinci Academy part of L.E.A.D. Academy Trust may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual/service user will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows Da Vinci Academy to disclose data (including sensitive data) without the data subject's consent.

These are:

- a) Carrying out a legal duty or as authorised by the Secretary of State
- b) Protecting vital interests of an individual/a service user or other person
- c) The individual/service user has already made the information public
- d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights

- e) Monitoring for equal opportunities purposes – i.e. race, disability or religion
- f) Providing a confidential service where the individual/service user's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individuals/service users to provide consent signatures.

Da Vinci Academy part of L.E.A.D. Academy Trust regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

Da Vinci Academy part of L.E.A.D. Academy Trust intends to ensure that personal information is treated lawfully and correctly.

**Cross Reference:** Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level)

### **Support for those involved in a safeguarding/child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the students and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

### **Safer Recruitment and Selection of School Staff**

Da Vinci Academy has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse students, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of students and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for students and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding students at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring Service (DBS) and disqualification by association checks. See DBS policy statement.

### **Safeguarding Whistleblowing**

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

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

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

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

### **'Extended school' and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our students attend offsite activities, we will check that effective child protection arrangements are in place.

We are committed to keeping children safe whilst on educational visits and residential trips. Our own safeguarding policy and procedures apply at all times. Please refer to the school Educational Visit Policy for further information regarding safeguarding during educational visits.

### **Allegations against teachers and other staff (including volunteers)**

Safe recruitment practices are vital whenever someone is recruited to work with students however this is not the end of the matter. Schools are safe environments for the majority of students and the majority of people who work with students have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to students in order to abuse them and that the nature of abuse means that students often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by students, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or student in a way that indicates he or she would pose a risk of harm to students.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a student's welfare brought about by the behaviour of colleagues should be reported.

### **Initial actions following an allegation**

The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Director of MAT) if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated **Appendix 3**

The Headteacher where appropriate will take steps to secure the immediate safety of students and urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of students.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Student's Social Care and/or Police.

- The Headteacher or Trust DSLs should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day;
- The discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Headteacher will inform the Trust DSLs of any allegation.
- Consideration will be given throughout to the support and information needs of students, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought from HR.

See school managing allegations against staff policy, complaints and whistle blowing policy.

### **Volunteer Risk Assessments**

Volunteer Risk Assessments Schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. Remember, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check.

## **Alternative Provision in School**

Alternative Provisions Schools are responsible for the safeguarding of their students when they're placed in an alternative provision. The new guidance says that schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff. Da Vinci Academy has obtained this information from all AP providers.

## **Monitoring and Evaluation of this policy**

Da Vinci Academy is responsible for monitoring and evaluating the impact of our safeguarding and child protection policy.

The trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.



# Part B - Supporting Guidance



**Mr Keir Mather**  
DSL



**Ms Karen Thompson**  
Attendance and  
Safeguarding Mentor  
DSP



**Mrs Sophie McKenzie**  
Assistant Headteacher  
DSP

For immediate concerns please refer to the red text on page 18. If you are unable to share your concerns with the safeguarding team, please pass them to a member of SLT

## Appendix 1

Da Vinci Academy staff have undertaken regular CPD including but not limited to: FGM, CSE, Domestic Abuse, Online Safety, Prevent & Channel. All staff undertake annual introduction to safeguarding training.

### Indicators of abuse and neglect

1. All Da Vinci Academy staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
2. **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.
3. **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 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.

**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.

## **Concerns about the welfare of a Child**

**Following initial concerns or disclosure record the concern using MyConcern. If you do not have access to MyConcern complete a paper based form which can be found at the end of this policy or in the staffroom.**



**The safeguarding team will receive your concern directly if you have sent it via MyConcern, if you haven't you must take the paper form directly to them (pictures on form)**



**The safeguarding team will consider the information provided and may come to you for more information if necessary**



**The safeguarding team will discuss the information with the young person and where appropriate obtain more information in relation to the concern. Where possible the safeguarding team will not disclose who has raised the concern**



**The safeguarding team will consider the information they have along with historical information and the wider family**



**Once the safeguarding team has considered the information they will do one of the following**

- 1. Discuss the concern with the parent/carer, if no concern is raised as a result of the conversation the concern will be processed and the student monitored.**
- 2. The safeguarding team will contact first contact on 01332 641172 and seek guidance. They will follow up the concern in writing within 24 hours. They will make contact with parents if they feel this will not put the student in further danger. The safeguarding team will act as instructed by social care**

## **Specific safeguarding issues**

**All** Da Vinci Academy staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**All** Da Vinci Academy staff should be aware that safeguarding issues can manifest themselves via **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.

**All** Da Vinci Academy staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

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

As a member of staff in the short-term, you can:

- tell students the facts of the incidents (stop rumours);
- answer questions honestly;
- create a supportive atmosphere where feelings can be expressed;
- enable your students to share thoughts and feelings;
- let them know if you are grieving too;
- help your students to realise that their grief is natural and normal;
- be alert to student's behaviour;
- be aware of specific problems relating to school work;
- make sure your students can make use of arrangements in school such as a quiet place and/or someone to talk to;
- provide resources for students to read and discuss (if appropriate);
- try to keep the normal routines going;
- help to create a network whereby students who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Don't feel guilty if you need some support in working with your class on these issues.

## **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.

In this case, all incidents are recorded on the school information system (Go 4 schools) and referred to the relevant member of staff, in the first instance the achievement and behaviour team. Students are encouraged to report all incidents of bullying to a member of staff.

## **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.

Where required and appropriate staff at Da Vinci Academy will support students should this apply to them.

## **Children missing from education**

All Da Vinci Academy staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school unauthorised absence and children missing from education procedures which is explained to staff on an annual basis. Further information is also available from the attendance team.

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.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

Staff who understand what to do when children do not attend regularly

Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take students off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded
- We will ensure that students who are expected to attend the school, but fail to take up the place will be referred to the local authority.
- When a student leaves the school, we will record the name of the student's new school and their expected start date.

Further local information can be found at: [DfE Children Missing Education guidance](#), [Derby City Council Children Missing Education Policy](#) and [Derby and Derbyshire Runaway or Missing from Home or Care Protocol](#).

## **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.

Da Vinci academy is committed to ensuring appropriate support is in place for such students and will work with agencies as required to make sure this happens.

## **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.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;

- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

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.

Da Vinci academy will work closely with local agencies such as The Keep and Safe and Sound to ensure students are appropriately supported.

## **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.

All staff must be aware and alert to indications or allegations of domestic violence.

- Prolonged and or regular exposure to domestic violence can have a serious impact on a student's development and emotional well-being.
- It will affect social relationships and ability to function at school.
- Students may be subject to physical violence themselves.
- Physical and psychological abuse can impair the abused parent's ability to care for and protect the child.
- The impact of domestic violence is exacerbated when combined with drink or drug misuse.

Students may be pressurised into concealing parental conflict or domestic violence. Even when violence is not present students can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a My Concern and the DSL must be alerted. Social Care is likely to be informed following this.

Da Vinci Academy ensures all DV notifications received are uploaded onto a students profile to ensure their welfare is closely monitored, support will be put in place as necessary.

## **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.

In this case, all information needs recording on a My Concern and the DSL must be alerted. It is highly likely that the DSL will make a referral to Breakout via the CPOA to access support for the young person.

## **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’. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **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

Whilst there is little evidence of radicalisation and extremism at Da Vinci Academy we must continue to adopt a “it could happen here” approach to safeguarding. All staff are required to complete annual Channel and Prevent training. This will also be completed for all new staff during induction.

## **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.

Da Vinci Academy will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

Da Vinci Academy will seek to work closely with parents and carers to ensure appropriate housing is secured and the school is aware of the new address. Where appropriate and necessary the school will try and support in terms of transport in the short term.

### **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.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

### **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.

In this case, all information needs recording on My Concern and pass to the DSL.

## **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

## **Things to be aware of in dealing with cases of FGM**

For many people, prosecuting their family is something they simply will not consider. If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is a complicated process and may require professional immigration advice (see [www.ukba.homeoffice.gov.uk/asylum](http://www.ukba.homeoffice.gov.uk/asylum) for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain (ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.

Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children.

UK

Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

**Other risk factors include:**

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

**Summary**

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the student's family or others within the community.

A member of the safeguarding team must share any concerns that the school has with Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to

notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

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

Whilst there is no evidence to suggest this is an issue at Da Vinci it must remain high on the agenda and an "it could happen here" approach must be maintained.

### **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.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

Additional information can be found at <https://karmanirvana.org.uk/>

### **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.

In this case, all information needs recording on a My Concern and the DSL must be alerted.

## **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.

In this case, all information needs recording on a My Concern and the DSL must be alerted. Social Care and the Police will be made aware of this.

## **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).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent duty.

The Prevent duty is part of Da Vinci Academy’s wider safeguarding obligations. The Designated safeguarding lead and other senior leaders have familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

### **Additional support**

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The Designated Safeguarding Lead (and any deputies) is aware of local procedures for making a Channel referral. As a Channel partner, Da Vinci Academy may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the

appropriate support required.

Whilst there is little evidence of radicalisation and extremism at Da Vinci Academy we must continue to adopt a “it could happen here” approach to safeguarding. All staff are required to complete annual Channel and Prevent training. This will also be completed for all new staff during induction.

## **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Da Vinci Academy staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

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

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Gender-based violence
- Sexting (also known as youth produced sexual imagery); and
- Initiation-type violence and rituals.

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

Da Vinci Academy believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

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

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

The allegation:

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

Da Vinci academy is committed to supporting all students and should a student suffer peer-on-peer abuse appropriate consequences will be put in place for the perpetrator and support for the victim.

This could include but is not limited to:

- Support through the Achievement and/or safeguarding team
- School Health Support
- School Counsellor
- Mentoring

All incidents of peer-on-peer abuse are recorded on the schools information system (Go 4 Schools) and as appropriate recorded on my concern. Students are educated and reminded of the need to be kind to others and the different types of abusive behaviours through Best Learning and the schools assembly programme.

## **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.

Da Vinci Academy we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school;
- taking preventative action to reduce the likelihood of such incidents occurring;
- recognising the wider implications of such incidents for the school and local community;
- providing regular reports of these incidents to the Trust DSLs;
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes;
- dealing with perpetrators of prejudice based abuse effectively;
- supporting victims of prejudice based incidents and hate crimes;
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

## **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.

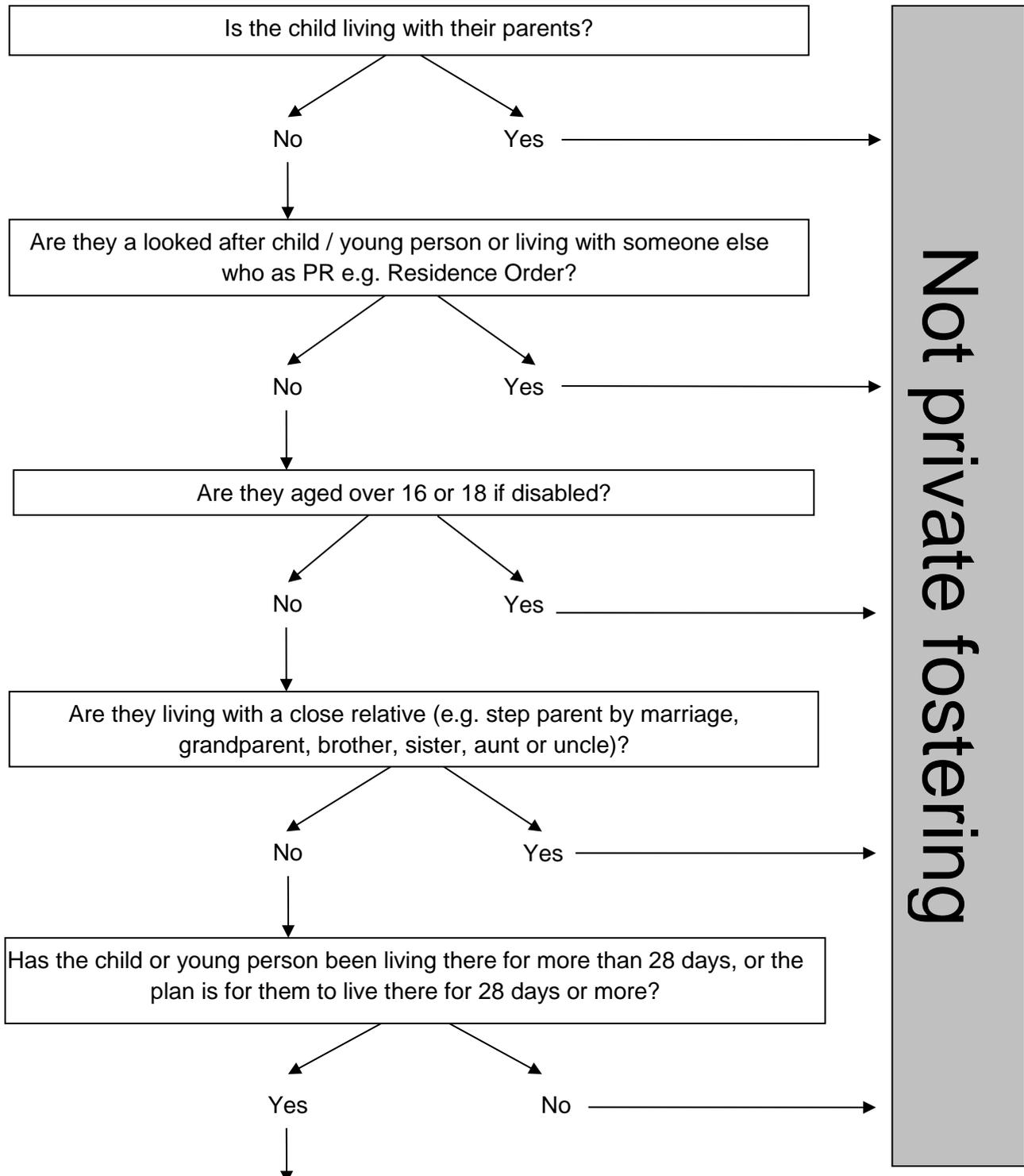
Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and 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?



**This is a private fostering arrangement and the child or young person is classified as a Child In Need**

You must refer the child or young person to Children's Social Care

## **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.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **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.

As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## **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.

Report concerns on My Concern which will alert the DSL. If the child is at risk of immediate harm, pass to the DSL (or deputies) in person for immediate referral to Social Care.

### **Additional support available**

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

Parental E-learning (free): Child Sexual Exploitation is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>

Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsized Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email [www.pintsize theatre.co.uk](http://www.pintsize theatre.co.uk) or Tel: 0115 8419853.

NSPCC Child line Project: (funded through the DfE) The project is free of charge to all primary schools and students in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with students about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- [EGrishin@NSPCC.org.uk](mailto:EGrishin@NSPCC.org.uk) or Tel: 0115 9258602.

### Further Guidance

#### Female Genital Mutilation (FGM)

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

#### Students who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-students-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288804/Safeguarding\\_students\\_Gang\\_activity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_students_Gang_activity.pdf)

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Guidance is also available on the Nottingham City Safeguarding Students Board website for Students with Looked After Status and Students Missing from Home and Care

Private fostering arrangements- [www.privatefostering.org.uk](http://www.privatefostering.org.uk)

Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section: <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

### **The Seven Golden Rules to Sharing Information**

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from [\*Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)\*](#) HM Government



### Report a Concern – Safeguarding Referral Form

**You should only complete this form if you do not have access to MyConcern**

**“Any member of school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of a concern and sent to the Designated Safeguarding Lead or a member of the team.**



Mr Keir Mather  
DSL



Ms Karen Thompson  
Attendance and  
Safeguarding Mentor  
DSP



Mrs Sophie McKenzie  
Assistant Headteacher  
DSP

<b>Name Of Student(s)</b>	
<b>Summary Of Concern</b>	
<b>Date</b>	
<b>Time</b>	
<b>Details Of Concern</b>	
<b>Action Taken</b>	
<b>Staff Name</b>	
<b>Signature</b>	

## Report a Concern – Allegations against staff

At Da Vinci Academy we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the head teacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the head teacher should go to the Director of school. If the concern relates to the Director of schools, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.



Mrs Katie Roberts  
Headteacher



Mr Keir Mather  
DSL

<b>Name Of Staff (Allegation against)</b>	
<b>Person Present (Witnesses)</b>	
<b>Date</b>	
<b>Time</b>	
<b>Location</b>	
<b>What was witnessed?</b>	
<b>What was said?</b>	
<b>Person completing form</b>	
<b>Signature</b>	

# Body Map

Name: \_\_\_\_\_

