



# Inspire Education Trust

Together we achieve, individually we grow

## Child Protection & Safeguarding Policy – Coventry Primary Academies

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## Document History

Version	Status		Date	Author	Summary Changes
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Policy last reviewed: September 2021 Reviewed by: Rob Darling and Michelle Smith Shared with staff: 3 <sup>rd</sup> and 6 <sup>th</sup> September 2021 Frequency of review: Annually Date of next review: September 2022 Agreed by governors: Autumn Term 1 2021			Head of Primary Education: Rob Darling  Local Authority Designated Officer: Jan Fossick Email: LADO@coventry.gov.uk Telephone Number: 024 76975483		
<b>IET Primary</b>	<b>Walsgrave C of E Academy</b>	<b>Clifford Bridge Academy</b>	<b>Whittle Academy</b>	<b>Hearsall Academy</b>	<b>Stockingford Academy</b>
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Deputy Designated Safeguarding Lead	Michelle Smith Pastoral Lead	Margaret Sutherland Pastoral Lead	Luke Harris Pastoral Lead	Katie Smith Pastoral Lead	Jane Sparrow Deputy Head
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## 1. Definitions

- 1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2021)** as:
- Protecting children from maltreatment
  - Preventing the impairment of children's mental **and physical** health or development
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- 1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.
- 1.3 'Child' refers to everyone under the age of 18.
- 1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents, and foster carers.
- 1.5 Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers, and trustees working in or on behalf of Inspire Education Trust

## 2. Introduction

- 2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our academy is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and always, what is in the best interests of each child.
- 2.2 The purpose of this policy is to:
- Promote safeguarding and child protection and to demonstrate Inspire Education Trust's commitment to keeping children safe.
  - Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm.
  - Provide stakeholders with clear information relating to Inspire Education Trust's safeguarding and child protection procedures.
  - Ensure that staff understand, can recognise and can respond to the indicators of abuse.
  - Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003.
- and
- Ensure that children are protected from maltreatment or harm
- 2.3 Inspire Education Trust is committed to the following principles:
- All children have the right to be protected from harm.
  - Children should feel safe and secure and cannot learn unless they do so.

- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- **All staff take on a responsibility to promote children's welfare.**
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

## 2.4 Safeguarding Aims

2.4.1 The safeguarding aims of Inspire Education Trust, in line with Keeping Children Safe in Education (**September 2021**) are to:

- Work to identify children who are suffering or likely to suffer **abuse, exploitation or neglect and** act to protect them.
- Work with relevant services and agencies to ensure that children are protected from harm.
- Provide a learning environment for children which is safe and secure.
- Teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm.
- **Support children's mental health and wellbeing.**
- Ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously.
- Train staff effectively in all safeguarding issues (**including online safety**) and in their responsibilities for identifying and protecting children that are or may be at risk of harm.
- **Have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families.**
- Recognise that all children may be vulnerable to abuse but be aware that some children have increased vulnerabilities due to special educational needs or disabilities.
- Maintain a robust recording system for any safeguarding or child protection information.
- Ensure that everyone at Inspire Education Trust understands the safeguarding procedures; and to
- Regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents:

- [Keeping Children Safe in Education \(2021\)](#)
- [Working Together to Safeguard Children \(Parts updated December 2020\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May 2019\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings addendum \(April 2020\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

- [Sexual Violence and Sexual Harassment Between Children in Academies and Colleges \(September 2021\)](#)

2.6 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to [non-statutory interim guidance on safeguarding academies, colleges and other providers during the coronavirus outbreak](#). We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time.

2.7 Please note that there are several other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in **Annex B** of Keeping Children Safe in Education (**September 2021**).

2.8 This policy should be read in conjunction with the policies found in Appendix A, some of which have links to Coventry Local Authority. Staff are also able to access the policies in the CPOMS library and on Inspire Education Trust website. Paper copies of the policies can be requested if necessary. There is an expectation that all staff have read the following policies and documents, found on the CPOMS library, within the first two weeks of the Autumn Term or, for new starters, within the first two weeks of their employment.

- Keeping Children Safe in Education 2021
- Behaviour and Discipline Policy
- Missing Child Policy
- Peer on Peer Abuse

## 2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers, and trustees working in or on behalf of Inspire Education Trust. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2021**) in this policy, it should be understood that Inspire Education Trust will always refer to this document as the benchmark for all safeguarding practice.

## 3. Roles and Responsibilities

3.1 The Role of the Multi Academy Trust Board of Directors and the Local Governing Committees:

3.1.1 The Board of Directors and each Local Governing Committee will have a Lead for safeguarding. The overall staff member who is strategic lead for safeguarding is carried out by Rob Darling. Part 2 of Keeping Children Safe in Education (**September 2021**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:

- Have a strategic leadership responsibility for Inspire Education Trust safeguarding arrangements.
- Ensure that they comply with their duties under legislation.

- Ensure a whole Trust approach to safeguarding, including the use of mobile technology in each academy.
- Ensure that policies, procedures, and training at Inspire Education Trust are effective and always comply with the law and that they allow concerns to be responded to in a timely manner.
- Ensure that Inspire Education Trust takes into account local authorities it academies are located in and Coventry/ Warwickshire Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority).
- Ensure that Inspire Education Trust has an effective child protection policy, that it is published on Inspire Education Trust website and the link is shared on each academy website or available by other means and review this annually.
- Ensure that Inspire Education Trust has a staff behaviour policy or Code of Conduct.
- Ensure that all staff undergo safeguarding and child protection training on induction (including online safety).
- Ensure Inspire Education Trust contributes to multi-agency working in line with statutory guidance.
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems.
- Ensure that children are taught about safeguarding, including online safety as a whole Inspire Education Trust approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information.
- Put in place appropriate safeguarding responses for children who go missing from education.
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead.
- Understand the local criteria for action and local protocol for assessment.
- Recognise the importance of information sharing between practitioners and local agencies.
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online.
- and
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers, and contractors).

### 3.2 The Role of the Headteacher

#### 3.2.1 The Headteacher will:

- Ensure that this policy is reviewed annually **at minimum** and ratified by the governing body.
- Ensure that this policy and associated procedures are adhered to by all staff.
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead.

- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description.
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead.
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities.
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after.
- Appoint a lead for online safety.
  - DSL Leads (Headteacher and Pastoral Lead)
  - Academy IT Lead
- **Promote a whole academy approach to safeguarding.**
- **Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children.**
- Ensure that all recruitment follows the 'Safer Recruitment' guidance, and a single, central record is maintained with details of all members of staff who are in contact with children.
- Respond to allegations of abuse against all other members of staff including **supply staff, volunteers, and contractors.**
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Ensure that the academy works with **Children's Services**, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

and

- Ensure that children's **Services** (from the host local authority or placing authority) have access to Inspire Education Trust to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2021**).

### 3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for each individual academy is set out on page 2 of this Policy. The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection (including online safety) in their specific academy.
- **Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2020).**
- **Always be available during term time (during academy hours) for staff in their specific academy to discuss safeguarding concerns.** If they are not available, a deputy will be made available.
- Undergo training to provide them with the knowledge and skills required to carry out this role and update this every two years.

- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty.
- Be best placed to advise on the response to safeguarding concerns.
- Identify if children may benefit from early help.
- **Act as a point of contact with the safeguarding partners.**
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel.
- Support the academy with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation.
- Refer cases to the police where a crime may have been committed<sup>1</sup>.
- Ensure all staff have read and understood Part 1 **and/or** Annex A of Keeping Children Safe in Education (**September 2021**).
- Update their knowledge and skills regularly and keep up with any developments relevant to their role.
- Provide staff in academy with the knowledge, skills and support required to safeguard children.
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files.
- Take responsibility for the transfer of safeguarding files when a child leaves their specific academy.
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings.
- **Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children.**
- Work closely with other relevant education professionals (e.g. SENCO, Virtual Academy Head) to ensure children with additional vulnerabilities are safeguarded.
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the academy leadership team.
- Promote a 'culture of safeguarding', in which every member of the academy community acts in the best interests of the child.
- **Ensuring all relevant staff know who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations.**
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in their specific academy and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in **Annex C** of Keeping Children Safe in Education (**September 2021**).

### 3.4 The Role & Responsibilities of all Staff within Academy

3.4.1 Academy staff play a particularly important role because they can identify concerns early to provide help for children. All staff at Inspire Education Trust:

- Have a responsibility to provide a safe environment, where children can learn.
- Should know what to do if a child tells them that he/she is being abused, **exploited**, or neglected.
- Will be able to identify indicators of abuse.
- Will be made aware of; the safeguarding and child protection policy; the academy behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems at Inspire Education Trust that support safeguarding and child protection.
- Will be provided with a copy of **Part 1/Annex A** of Keeping Children Safe in Education (**September 2021**) annually and receive annually updated training on their safeguarding roles and responsibilities.
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks.
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure.
- Will be made aware of the early help process and understand their role in it.
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance.
- May be required to support social workers and other agencies following a referral.
- Will be made aware of the process for making referrals to **Children's Services** (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments.
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments.
- Will receive regularly updated safeguarding and child protection training **including online safety**.
- Will receive safeguarding updates throughout the year as part of continuous professional development.
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

### 3.5 Multi-Agency Working

3.5.1 Each academy is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

- 3.5.2 Each academy will work with **Children’s Services** the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.
- 3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help, the details of which are found on page 2 of the Policy.
- 3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that academies and colleges are a named ‘relevant agency’. As such, the academy is under a statutory duty to co-operate with published CSCP arrangements.

The effectiveness of this policy and its impact will be assessed by the Finance & Resources Committee who will monitor the outcomes and impact of this policy every 2 years. The evidence base for assessment will be presented as agenda items at the Finance & Resource Committee meetings.

#### 4. Types of Abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect, and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child or failing to protect a child from harm **online as well as face to face**.

The four main types of abuse that staff are trained to recognise are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

4.2 Types of abuse (Taken from [Keeping Children Safe in Education, 2021](#))

Type of abuse	Information
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. Children may be abused by an adult or adults, or another child or children.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and

	learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a <b>high level</b> 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. The sexual abuse of children by other children is a specific safeguarding issue in education <b>and all staff should be aware of it and of <i>Inspire Education Trust</i> policy and procedures for dealing with it.</b>
Child Sexual Exploitation (CSE)	CSE 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, (b) for the financial advantage or increased status of the perpetrator or facilitator <b>and/or through violence or the threat of violence</b> . The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
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.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to **Children's Services** (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from **Children's Service** and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The Trust recognises that any child can be the victim of abuse and may benefit from early help. However, the academy will be particularly vigilant to potential need for early help if a child:

- Is disabled **or has certain health conditions and has** specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- **Has a mental health need.**
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups **or county lines**.
- Is frequently missing/goes missing from care or from home.
- **Is a risk of modern slavery, trafficking, sexual or criminal exploitation.**
- Is misusing drugs or alcohol themselves.
- **Has a family member in prison or is affected by parental offending.**
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- **Is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage.**
- **Is persistently absent from education, including persistent absences for part of the academy day.**
- Is a privately fostered child.<sup>2</sup>

4.7 Inspire Education Trust recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if staff in an academy believes that a child is at risk of or is the victim of:

- bullying, including cyber- or online-bullying
- child criminal exploitation (including involvement in county lines)
- child sexual exploitation
- domestic abuse
- emotional abuse
- fabricated or induced illness
- faith-based abuse
- female genital mutilation
- forced marriage
- gangs or youth violence
- gender-based violence
- hate
- **mental health**
- neglect
- **peer on peer abuse**
- physical abuse
- radicalisation
- relationship abuse

- serious violence **and harassment**
- sexual abuse
- sexual violence or sexual harassment (including peer on peer abuse)
- **sharing of consensual or non-consensual nude and semi-nude images/videos**
- So-called 'honour-based' abuse
- trafficking and modern slavery

4.8 Each academy will also take action to protect:

- Children missing education.
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

- We work with other agencies in line with Keeping Children Safe in Education (2021) to support children and families in the following circumstances.
- Children facing the court procedures and/or children in the court system.
- Children with family members in prison,
- Children who are homeless.
- Children who need a social worker.

4.9 Child potentially at greater risk of harm

4.9.1 Inspire Education Trust recognises that some children need a social worker due to abuse, neglect or **complex** family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the academy.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children missing from Education

4.10.1 Inspire Education Trust understands that children missing from education can be a warning sign to a variety of safeguarding concerns.

4.10.2 Inspire Education Trust will report information to the Local Authority when removing a child from roll.

4.11 Elective Home Education

4.11.1 Inspire Education Trust recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, each academy in Inspire Education Trust has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside an academy to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Mental Health

4.12.1 The Trust recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

- 4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect, or exploitation.
- 4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.
- 4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should:
- Speak to the DSL, as identified on page 2 of this policy.
  - Log concern on CPOMS
  - DSL's to share the information with the Mental Health First Aider, specific to each academy, as identified on page 2 of this policy and/or with the SENDCO (SENDCO to take advice from SEMHL/Education Psychologist, if necessary) and/or the Mental Health First
  - DSL's to have a conversation with parents/carers
  - Referral made to professionals if necessary i.e. GP's, RISE, Social Care, Professional Agencies
  - Child to work in academy with Pastoral Lead
- 4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.
- 4.12.6 Inspire Education Trust has a Mental Health First Aider in each of the academies and there are also Wellbeing Champions who have been identified and are responsible to work together with the Pastoral Leads to ensure that mental health and wellbeing across the academies and, where necessary signpost to professional support.
- 4.12.7 **Further information, guidance and advice regarding mental health can be found in paragraph 41 of Keeping Children Safe in Education 2021.**
- 4.13 Inspire Education Trust have a duty to refer any children who are living in a private fostering arrangement to the local authority.
- 4.14 All academies are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Inspire Education Trust's Prevent duty.
- 4.15 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.
- 4.16 See Appendix B for further information and guidance on the above issues.<sup>3</sup>

## 5. Responding to Signs of Abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to **Children's Services** where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to **Children's**

**Services** or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play.
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality.
- Any significant changes in a child's presentation.
- Any concerns relating to people who may pose a risk of harm to a child.

and/or

- Any disclosures of abuse that children have made.

5.4 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will:

- Listen carefully to the child and believe what they are saying.
- Not promise confidentiality, as information may need to be passed on so the child and family can receive additional support.
- Only ask for clarification if something is unclear and will not ask 'leading' questions.
- Report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day.
- Only discuss the issue with colleagues that need to know about it

and

- Will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child or following a direct disclosure. The DSL may:

- Manage support for the child internally.
- Seek advice from the social worker advice line in the MASH.
- Instigate single agency intervention and work directly with the family to improve the situation.
- Offer an Early Help Assessment to provide multi-agency help to a family.
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if staff in an academy are worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the academy believes that a child is at significant risk of harm, a referral will still be made to **Children's Services**.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Inspire Education Trust to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.7 See **page 21** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2021**).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and **Children's Service** professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.<sup>4</sup>

5.9 Peer on Peer Abuse

5.9.1 Inspire Education Trust understands that both adults and other children can perpetrate abuse and **can happen inside and outside of academy**. Peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying (**including cyber-bullying, prejudice-based and discriminatory bullying**), **abuse in intimate personal relationships between peers**, physical abuse, **sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent**, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The academy recognises that safeguarding issues can manifest as peer-on-peer abuse.

5.9.2 All members of staff will be made aware of the academies' policy and procedures with regards to peer-on-peer abuse. Inspire Education Trust will ensure staff understand what is meant by peer-on-peer abuse and the academies' policy on peer-on-peer abuse by accessing the policy on the CPOMS document library and undertake training both online and throughout the academy year.

5.9.3 Inspire Education Trust will work to prevent peer on peer abuse by including it at the start of the year training for all staff and ensuring that all staff have read the policy.

5.9.4 In the event that an allegation of peer-on-peer abuse is made, the DSL's will investigate this and will talk to the victims and alleged perpetrators, record the incident on CPOMS and, if necessary, will discuss with parent/carers. The victims and alleged perpetrators will be supported by the Pastoral Lead.

5.9.5 In the event that an allegation of peer-on-peer abuse is made, victims and alleged perpetrators will be supported by the Pastoral Lead who will arrange for pastoral work to take place within the relevant year groups and, the victim and alleged perpetrator will work individually and together, if necessary, with the Pastoral team, to support them.

5.9.6 Inspire Education Trust academies will never pass off peer on peer abuse as 'banter' or 'part of growing up' **and recognise that even if there are no reported cases, such abuse may still be taking place. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours.**

5.9.7 Each individual academy is aware of its own needs relating to gender/age issues that may affect children. Below are some of the concerns that may be relevant to

our children:

- Bullying (including cyberbullying).
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

5.9.8 Inspire Education Trust academies will adhere to guidance set out in Keeping Children Safe in Education (2021) and Sexual Violence and Sexual Harassment in Academies (September 2021) when responding to incidents of peer-on-peer abuse.

5.9.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.10 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.10.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" refers to any sharing of youth-produced sexual imagery between children. This includes:

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

5.10.2 The academy has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. (E-Safety Policy/PHSE policy here are available on the IET's website, academy website and also on the CPOMS library).

5.10.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

5.10.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include:

- Referrals to the MASH in regard to both peers (also the police if urgent response required).
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018).
- Support for young people involved to prevent reoccurrence.
- Sanctions in accordance with behaviour policy.

5.10.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral:

- Adult involvement
- Coercion or blackmail
- Children under the age of 13
- Extreme, or violent content
- Immediate risk of harm

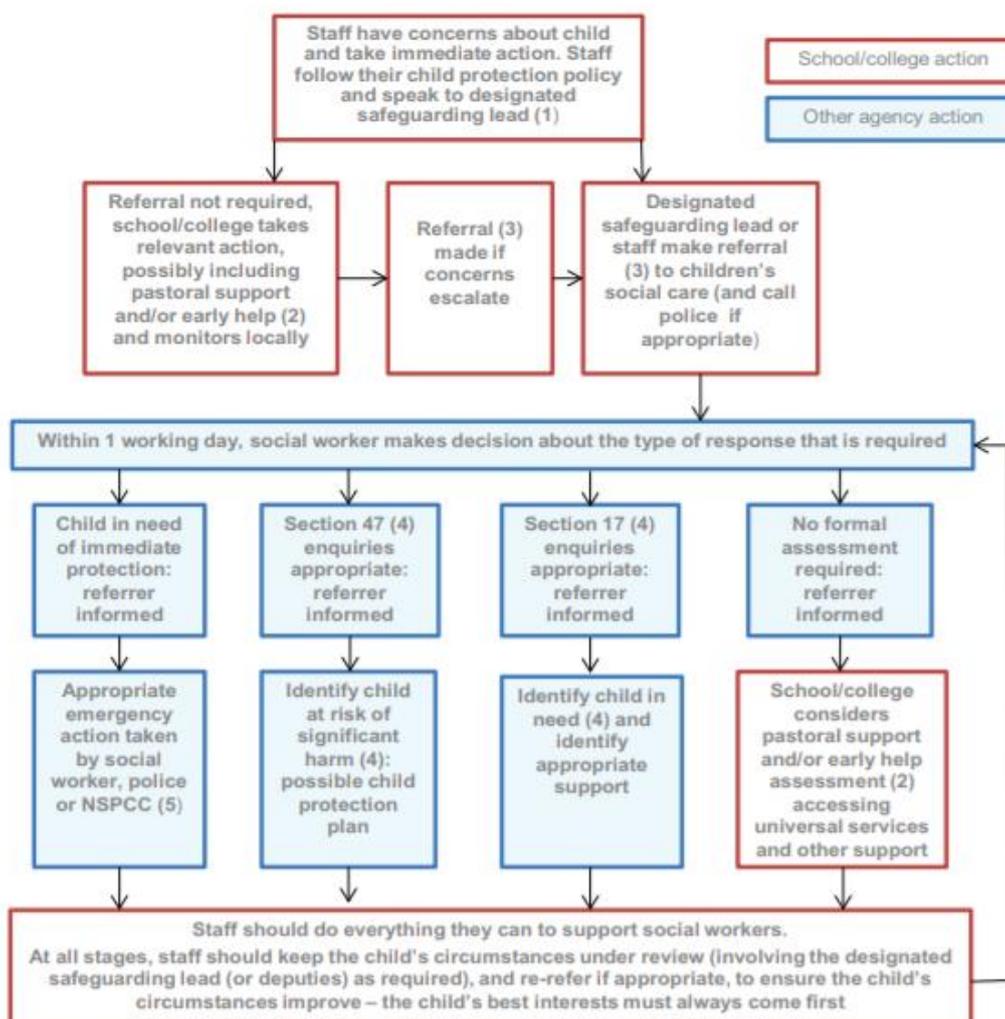
- 5.10.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.
- 5.10.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.
- 5.10.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.
- 5.11 Peer on Peer Sexual Violence and Sexual Harassment
- 5.11.1 Sexual Violence and sexual harassment, just like the above types of Peer-on-Peer abuse, can occur both in and out of academy (online and face to face) between children of any age and sex and is never acceptable. This includes children from primary age through to secondary and higher. Examples of this are:
- rape
  - assault by penetration
  - sexual assault
  - causing someone to engage in sexual activity without consent
  - sexual comments including on social media
  - sexual jokes
  - physical behaviour
  - online sexual harassment
  - sharing of unwanted explicit content
  - upskirting
  - sexualised online bullying
  - sexual exploitation, coercion and threats

All members of staff at Inspire Education Trust maintain the attitude of 'It can happen here' to ensure all children are safeguarded. One way this is done is by addressing inappropriate behaviour (Behaviour and Discipline Policy). All staff understand that by not addressing this promptly, children's educational attainment may be impacted if the alleged perpetrator attends the same setting.

- 5.11.2 All staff at Inspire Education Trust will reassure the victim that they are being taken seriously and will be supported and kept safe. The Designated Safeguarding Lead (or deputy) will take a lead role on reports whilst using their professional judgement, and liaising with other agencies by following the below protocol:
- When possible, two members of staff will be present where the report includes an online element.
  - Staff will not view illegal images of children.
  - Will not promise confidentiality as reports will need to be passed onto Children's Service (and in some cases, the Police).
  - Recognises that a child is more likely to disclose to a member of staff they have the strongest relationship with.
  - An initial disclosure may be the first incident that is reported rather than a singular event.
  - Some children may face barriers to disclosing such as, additional needs,

- vulnerability, sex, ethnicity, and possibly sexual orientation.
  - Will always listen carefully to the child whilst being non-judgemental.
  - Write up the factual parts of the disclosure as soon as the child has finished disclosing.
  - Liaise with the MASH (and police if urgent response required).
- 5.11.3 Nevertheless, the victim will never be given the impression that they are creating a problem by reporting sexual violence and/or harassment. Staff will be aware of the importance of challenging inappropriate behaviours; making it clear it is never accepted, tolerated and is not a part of growing up or banter.
- 5.11.4 In some cases, a risk assessment may be required but will be kept under constant review.
- 5.12 Serious Violence
  - 5.12.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime such as absence from academy, a change in friendship/relationship, a significant decline in performance, signs of self-harm or change in wellbeing, or sign of unexplained injury.
  - 5.12.2 All staff will be made aware of the range of risk factor which will increase the likelihood of involvement in serious violence, criminal networks and gangs and understand the measures in place to prevent these.
  - 5.12.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 51 of Keeping Children Safe in Education (2021).
- 5.13 Searching, Screening and Confiscation
  - 5.13.1 Where necessary, searching, screening and confiscation will be used to safeguard a child(ren) at Inspire Education Trust.
  - 5.13.2 The Trust adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).
  - 5.13.3 Please see searching, screening and confiscation policy for further information
- 5.14 Extra-Familial Harm
  - 5.14.1 Inspire Education Trust recognises that safeguarding incidents can be associated with factors outside an academy and may take place outside of academy. We also recognise that safeguarding incidents or behaviours can occur between children outside of academy. We will always consider contextual safeguarding factors when responding to safeguarding incidents.
  - 5.14.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside an academy and/or can occur between children outside these environments.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.15 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The academy will follow up referrals if we do not receive feedback from **Children's Services**.

MASH Telephone number: 024 76788555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 024 76832222

Prevent/Channel Referrals: Refer to MASH ([mash@coventry.gov.uk](mailto:mash@coventry.gov.uk)) and to

[CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

- 5.16 If a child's situation does not appear to be improving following a referral, the academy may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy LINK UPDATED](#). to ensure that our concerns have been addressed and that the situation improves for the child

## 6. Record Keeping

- 6.1 Information will be kept confidential and stored securely.
- 6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main academy file and will only be accessed by the relevant safeguarding staff.
- 6.3 Inspire Education Trust academies keep all safeguarding files electronically, using a system called CPOMs.
- 6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.
- 6.5 In the event that a child moves academy, the safeguarding file will be transferred to the new setting securely and separately from the main academy file. Once received by the new academy, this academy will not retain the information.
- 6.6 Each academy will seek at least two emergency contacts for every child.
- 6.7 All data processed by Inspire Education Trust is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information.
- 6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in **Part One of Keeping Children Safe in Education (September 2021)**.

## 7. Photography and Images

- 7.1 Consent from parents to photograph children at academy events for promotional reasons will be sought when the child joins one of Inspire Education Trust's academies and consent will be obtained annually.
- 7.2 Parents can withdraw consent at any time and must notify Inspire Education Trust if they do not wish their child's photographs to be used.
- 7.3 Photographs of children used publicly will not be displayed with their name or other personal information.
- 7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## 8. Early Help

- 8.1 Inspire Education Trust is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Inspire Education Trust academies work closely with its neighbouring family hub to work with families in the community to improve outcomes for children. The contact information for the individual academies is on page 2 of this Policy.
- 8.2 Inspire Education Trust Coventry academies work within the Coventry Safeguarding Children Partnership's ['Right Help, Right Time'](#) framework, available on the CSCP website.

## 9. Staff Training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Inspire Education Trust has committed to training staff throughout the academic year. All staff members will be made aware of Inspire Education Trust's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive:

- This 'Safeguarding and Child Protection Policy'
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (September 2021)
- Academy procedures for Children Missing Education
- The academy Behaviour Policy

9.2 Staff at Inspire Education Trust will:

- Level 1 Safeguarding (all staff – Teacher Training Day)
- DSL Briefings
- DSL Refresher
- SIE Updates
- Team Teach
- Local Authority training
- Governor and Volunteer Training
- Thrive
- Basic First Aid/ Paediatric First Aid
- Mental Health First Aid
- Prevent Update (all staff)
- Peer on Peer Abuse (all staff)
- Online training through 'The Key' including bulletins and factsheets
- Online safety training
- FGM training (before each half term for all staff)
- Thrive

9.3 Inspire Education Trust recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancy and **the sharing of consensual or non-consensual nude images or videos**<sup>5</sup>. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

## 10. Safer Recruitment

10.1 Inspire Education Trust is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks:

- Identity check
- DBS clearance
- Prohibition from teaching checks (where required)
- Barred List check
- Section 128 checks (as required - leadership and management)
- Reference check (two references required)
- Professional qualifications check
- Right to work in the UK check

- Further checks for those who have lived outside the UK
- Disqualification Under the Childcare Act 2006 checks (as required)
- **Verification on the candidate's mental and physical fitness may also be checked**

- 10.2 A record of all checks on members of staff will be held on the Single Central Record.
- 10.3 All new members of staff will be required to obtain DBS clearance. Inspire Education Trust reserves the right for any of its academies to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children **and may ask candidates to be registered on the DBS update service.**
- 10.4 At least one member of every interview panel will have undergone Safer Recruitment training **which will be refreshed every 2 years.**
- 10.5 We take proportionate decisions on whether to check individuals beyond what is required.
- 10.6 Any visitor to the academy who has not been subject to the necessary checks will be supervised at all times **and risk assessed.**
- 10.7 All safer recruitment practices at Inspire Education Trust comply with Keeping Children Safe in Education (**September 2021**). See Part 3 of Keeping Children Safe in Education (**September 2021**) for further information. See Safer Recruitment policy for further details.

## 11. Allegations of Abuse Against Staff

- 11.1 All Inspire Education Trust academies take any safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2021**) and the CSCP Guidance, 'Allegations Against Staff and Volunteers'.
- 11.2 Allegations or concerns may include:
- Staff having behaved in a way that has harmed a child, or may have harmed a child
  - Staff possibly committing a criminal offence against or related to a child
  - Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children or
  - Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (**including behaviour outside of work**). This is known as 'Transferable risk'.
- 11.3 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Head of Education, CEO or Chair of Governors without delay.
- 11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, **volunteer**, or **contractor** other than the Headteacher, it must be reported to the Headteacher without delay.
- 11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved. The Head of Education/ CEO must be informed at all times about any concerns or allegations.
- 11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention. The details of the LADO can be found at the front of this policy.
- 11.7 Concerns relating to a position of trust issue will be referred to the relevant Local Authority designated officer within 24 hours.
- 11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

- 11.9 In the instances where an allegation is dealt with internally, the relevant Local Authority designated officer will provide information and support to the individual academy in managing the allegation.
- 11.10 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns or would have been removed if they had not have resigned.
- 11.11 **Supply Teachers and all contracted staff**
- 11.11.1 Although the Trust does not directly employ supply teachers **and contractors**, the Trust and/ or each academy will ensure that any concerns or allegations **are handled properly**.
- 11.11.2 No academy will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.
- 11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.
- 11.11.4 The Trust and/ or academy will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant academy policies. The Trust/ academy will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to collect facts.
- 11.12 **Governors**
- 11.12.1 **If an allegation or concern is about a Governor, Inspire Education Trust will follow local procedures.**
- 11.13 **Volunteers**
- 11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer whereby no checks have been carried out will be alone with children or allowed to work in regulated activity.
- 11.14 **Whistleblowing**
- 11.14.1 Inspire Education Trust operates a culture of safeguarding, and all staff should report any concerns about poor or unsafe practice or Inspire Education Trust's safeguarding processes to the Trust's Executive Leadership Team.
- 11.14.2 The Trust Executive Leadership Team will take all concerns seriously.
- 11.14.3 In the event that a member of staff is unable to raise an issue with a senior leader in academy and/ or member of the Trust's Executive Leadership Team (Head of Education, Primary), they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures

## **12. Promoting Safeguarding and Welfare in the Curriculum**

- 12.1 Inspire Education Trust recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.
- 12.2 The academy will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the academy will cover relevant issues in line with

government guidance on Relationships Education, Relationships and Sex Education and Health Education (SRE Policy)

12.3 Children at Inspire Education Trust will receive the following as part of our promotion of safeguarding across the curriculum:

- *Protective Behaviours*
- *SRE*
- *Thrive*
- *E-Safety*
- *NSPCC*
- *External visitors will be invited to work with the children dependent on relevant issues*

12.4 Education at Home and Remote Learning

Please see Addendum C which sets out the safety when children are educated at home as well as the Inspire Education Trust's Remote Learning Policy.

### 13. Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Inspire Education Trust recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is identified on page 2 of this Policy.

13.2 Staff will receive training on how to safeguard children who are Looked-After & Previously Looked-After.

13.3 Each academy will work with Personal Advisors when children leave care (where applicable).

13.4 Inspire Education Trust is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

### 14. Children with Special Educational Needs and Disabilities or Physical Health Needs

14.1 As outlined in Keeping Children Safe in Education (2021), Inspire Education Trust is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation or bullying than other children.
- The potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

and

- communication barriers and difficulties in overcoming these barriers.<sup>6</sup>

14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities or **certain medical conditions**.

14.3 Staff will consider the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## **15. Use of Reasonable Force**

- 15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. Inspire Education Trust trains staff to use Team Teach. This means that the trained staff use the strategies according to their training and, all incidents are recorded in the 'bound book' which is held in the Head Teacher's Office and is also recorded on CPOMS. The Head Teacher will ensure that there is a follow up conversation with those involved with the use of Team Teach once the child is regulated.
- 15.2 In order to de-escalate a child's behaviour, the techniques learnt from Team Teach are used and are also taught to all staff and especially by using the techniques to de-escalate using their knowledge of training which they have received through Thrive.

## **16. Work Experience**

All work experience will have an initial meeting with the Headteacher or a Senior member of staff before they start their placements. They will then meet with the Office Manager and receive Safeguarding and Health and Safety Guidance from the Pastoral Lead before their placement starts.

## **17. Summary**

Inspire Education Trust is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the academy.

## Appendix A – Key Policies

Inspire Education Trust's safeguarding policy is intended to be used in conjunction with the following policies which can be found within the CPOMS library and/or on the Inspire Education Trusts website.

- [Allegations Against Staff or Volunteers \(CSCP\) LINK UPDATED](#)
- [Allegations Against Members of Staff](#)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance and Exceptional Leave Policy
- Behaviour and Discipline Policy
- Children/Young people with Medical Needs
- Management of Medications Policy
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\) LINK UPDATED](#)
- Health & Safety Policy
- HR & Governance Policy
- E-Safety Policy
- Photographs and Visual Images Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy
- Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Positive Handling Policy
- Visitor Management Policy
- Whistleblowing Policy

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in paragraph 4.4, Inspire Education Trust will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2021)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

#### 1. Bullying, including cyber- or online-bullying

Inspire Education Trust takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their Class Teacher, to the DSL or to any trusted member of staff and we will work to resolve it. We also teach children about the dangers of bullying through our curriculum and evidence to this can be seen on the individual academy websites.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

#### 2. Child criminal exploitation (including involvement in county lines)

Inspire Education Trust is aware that criminal exploitation involves exploitative situations, contexts and relationships where young people (or a third person or person) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals' this is often a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

We at Inspire Education Trust will ensure that when delivering safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. The Inspire Education Trust Behaviour and Discipline Policy and ethos about educating children and young people around risks and crime.

Inspire Education Trust DSL's attend regular briefings with the Head of Primary Education and any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner.

#### 3. Domestic abuse

The impact of Domestic abuse on children and their families is taken seriously throughout Inspire Education Trust and during the safeguarding training the effect on the children is highlighted to all staff.

Inspire Education Trust uses Operation Encompass in their individual academies, which is a unique Police and Education early intervention safeguarding partnership, which supports children and young people, exposed to domestic abuse.

Operation Encompass reports to academies before the start of the next academy day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. The information is given in strict confidence to the DSL's to enable support to be given dependent on the needs and wishes of the child and at the direction of the MASH (Multi Agency Safeguarding Hub).

Operation Encompass is a Trauma informed and Trauma sensitive charity who acknowledge and understand the impact of Domestic Abuse as an Adverse Childhood Experience (ACE). Operation Encompass mitigates against the damage caused by exposure to Domestic Abuse and other ACE's (Adverse Childhood Experiences).

#### **4. Fabricated or induced illness**

Inspire Education Trust is aware that fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and, understand the appropriate way to report any concerns.

#### **5. Faith-based abuse**

The term 'belief in spirit possession' is the believe than an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other languages that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djins, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007). The belief in 'possession' or 'witchcraft' is widespread. It is not confined to certain countries, cultures, or religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to Children's Social Services.

#### **6. Female genital mutilation (A form of so-called 'honour-based' abuse)**

Inspire Education Trust staff receive training regarding FGM during their safeguarding training at the start of the academic year and throughout the year, especially near to academy holidays. All staff are aware that it is their responsibility to make a referral directly to the Police and Children's Social Care and also that they must inform the DSL's and follow Inspire Education Trusts procedures.

## **7. Forced marriage (A form of so-called 'honour-based abuse)**

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties' consent to the assistance of the parents/family or a third party in identifying a spouse. Inspire Education Trust's ethos is to ensure that pupils understand and respect one another regardless of age, gender, or sexual orientation. Inspire Education Trust does this through its Behaviour and Discipline Policy, Anti-Bullying Policy, E-Safety Policy as well as their close working relationship with the Police, Local Authority Attendance Officer, Behavioural Support and Children's Social Services.

## **8. Gangs or youth violence**

Inspire Education Trust has a duty and responsibility to protect the children in its care and increasingly recognises that within each academy is a place where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventative work is done and will be done with all children to prevent negative behaviour from escalating and becoming entrenched. Programmes such as Thrive, work through the curriculum in PSHE and ICT are undertaken as well as links with outside speakers. All these programmes help to improve the children's social and emotional skills, understanding risk, exploring how to stay safe and make safe choices.

## **9. Gender-based violence**

Inspire Education Trust treats gender-based violence as serious, is supported by its Anti-Bullying Policy, Behaviour and Discipline Policy and Child Protection and Safeguarding Policy and will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum, assemblies as well as yearly events to provide understanding that everyone should be treated with respect. Inspire Education Trust has a close working relationship with parents/carers to ensure support with behaviour.

## **10. Hate**

Inspire Education Trust is aware that a hate crime in any incident carried out against a person because of their sex, race, religion, disability or sexual orientation. It can include:

- Verbal abuse and harassment
- Threats and intimidation
- Physical assault and violence, including sexual violence
- Property damage
- Graffiti
- Offensive mail

If a person has suffered – or witnessed – a hate crime they can call the police on 1010, report and emergency or call 999 and ask for the Police.

If it is a child at academy who is being harassed and a disclosure is made then it is important to listen to the child and follow procedures as set out in the Child Protection and Safeguarding Policy and inform, the parent/carer and if necessary, contact Children's Social Services.

## **11. Homelessness**

Within Inspire Education Trust, staff are made aware through their ongoing training, that there may be times when families of children who attend may be in the situation where they either are made

homeless or are threatened with homelessness. If staff have any concerns about children in their care, then it is important to refer the issue to the DSL's within the individual academies who will in turn make appropriate enquires to support the family in need.

## **12. (So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)**

Inspire Education Trust understands that Honour based violence is a crime or incident which is often committed to protect or defend the so called 'honour' of a family and/or community. Crimes of so-called 'honour' do not always include violence, crimes committed may include:

- Domestic abuse
- Threats of violence
- Threats to disown
- Sexual abuse
- Psychological/emotional abuse, for example "Your grandma wants to see you marry before she dies"; "I will kill myself if you bring shame to our family by not getting married", "If you don't marry him then your sister will have to".
- Forced marriage
- Being held against your will or taken somewhere where you do not want to go (often to another country)
- Surveillance and harassment.

If a staff member receives a disclosure from a child about themselves, a sibling, or another child then it is their responsibility to follow the procedures set out in the Child Protection and Safeguarding Policy. Any updates relating to so called honour-based violence then this information will be disseminated among the staff.

## **13. Radicalisation and Extremism**

Inspire Education Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The MAT Pastoral Lead has undertaken the HM Governments WRAP 3 training and all staff will take part in the Safeguarding training at the start of the new academic year which will include Prevent training and the Academy works closely with the Prevent Education Officers who support through training to the DSL's and whole academy staff. All staff will undertake annually the Prevent e-learning annually and will receive updated training throughout the year. Within their training staff will understand:

- That academies are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.
- That we promote British values and tolerance keeping children safe from the dangers of radicalization and extremism.
- That we prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language.

- Signs to look out for including use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so that issues can be addressed.
- Far right extremism and ultra-right extremism and 'Islamic' extremism are the most prevalent in the West Midlands.

The staff will also be made aware of how referrals need to be made through the Notice, Check, Share procedures and how, where there are concerns, that a referral will be made to Channel.

Inspire Education Trust has ensured that all academies have undertaken the Prevent Toolkit, which is updated annually and staff have ensured that they have completed the relevant Checklist and Risk Assessment individually.

#### **14. Relationship Abuse**

The Inspire Education Trust are aware that any abuse in relationships is extremely serious, and staff are advised to follow the referral procedures as set out in the Child Protection and Safeguarding Policy. All concerns are logged on CPOMS and are passed onto the DSL's who will make a referral if necessary.

#### **15. Serious Violence**

Staff within Inspire Education Trust are aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possession could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

#### **16. Sexual violence or sexual harassment (including peer-on-peer abuse)**

Staff within the Inspire Education Trust are asked to refer to the following policies if there is a concern regarding sexual violence, sexual harassment or **sharing of consensual or non-consensual nude images and videos**:

- Child Protection and Safeguarding Policy
- Peer on Peer Abuse
- Whistleblowing Policy
- Working alone with children
- Hospitality Policy
- Allegations against staff
- Safe Touch Policy
- Prevent – Tackling Extremism Policy

#### **17. Trafficking and modern slavery**

Inspire Education Trust is aware that trafficking and modern slavery is a serious issue and within Inspire Education Trust the Behaviour and Discipline Policy sets out how people should be treated and how they should treat others. Inspire Education Trust's ethos is also about educating children and young people around risks, crimes and how to keep themselves safe. If, however, staff receive any concerns about a child it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

## **Children missing from education, home, or care**

The academy will also take action to protect:

- Children missing education
- Children missing from home or care

### **Children Missing Education**

Inspire Education Trust understands that staff have a 'duty of care' for any children missing from education, home or are vulnerable and it is their responsibility to ensure that children are attending academy regularly. It is important that all staff are aware of the Attendance Policy, Missing Child Policy and Child Missing in Education Policy and that there is regular communication between the Academy Offices, Pastoral Leads, Head Teachers and Class Teachers.

The Pastoral Lead will follow the safeguarding procedures as set out in the Children Missing in Education Policy in order to identify where the child is. If a child is missing for a 10 days, or earlier if it is felt appropriate then a Child Missing in Education form will be completed as a matter of urgency.

The Attendance Policy, Missing Child Policy and Child Missing in Education Policy is kept on the CPOMS library as well as the individual academies website and Inspire Education Trust's website.

Our procedures are:-

- School Office contact home
- Pastoral lead contact home and other family members or friends identified on admission forms
- Pastoral Lead talk to friends of children/family
- Home visit
- Contact Attendance Officer
- Complete Child Missing in Education form (check that all procedures have been followed and work with the team at CME)
- Check admissions at the Local Authority to find out if family have moved
- Contact GP of family

### **Children Missing from home or care**

Any children missing from home or care will be dealt with in the same manner as above however, extra steps will be taken where, if the child is in care then the Social Worker will be informed as well as the Police. The Attendance Policy, Missing Child Policy and Child Missing in Education Policy is kept on the CPOMS library as well as the individual academies website and Inspire Education Trust's website.

### **Private Fostering**

Inspire Education Trust has a duty to refer any children who are living in a private fostering arrangement to the local authority. We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary caregivers for more than 28 days however, information is requested prior to the 28 days and a weekly check will be undertaken by the Pastoral Lead.

## Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging
- disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at academy, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from academy or education
- Children who are reluctant to go home after academy
- Children with poor academy attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from academy when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The academy recognises that the above list of indicators is not exhaustive, and staff will receive training on indicators of abuse.

## APPENDIX C – REMOTE EDUCATION/ HOME LEARNING

This Appendix is to ensure appropriate communication, via Class Dojo, between home and school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching/use of Class Dojo should follow the same principles as set out in the Trust code of conduct.

- ✓ All Class Dojo accounts are linked to school/Trust email addresses
- ✓ Expectations around the frequency of home/school communicate set. Two pieces of teacher feedback, for children who have uploaded work and/or posted any queries will be added each week. There is no specific part of the week this should be completed, so this can be responsive to children's postings, but it should be within the normal working day of 8.30am – 4.00pm.
- ✓ One additional class teacher posting each week. This might be the teacher reading a story, a class challenge or a link to a news article or particular event happening around the country – e.g. Easter.
- ✓ Guidance given on appropriate length and tone of responses in Home Learning Expectation.

Below are some things to consider when recording video-clips, especially where webcams are involved.

- ✓ No live streaming.
  - ✓ Staff and children must wear suitable clothing, as should anyone else in the household.
  - ✓ Any computers used should be in appropriate areas, for example, not in bedrooms.
  - ✓ Language must be professional and appropriate, including any family members in the background.
  - ✓ Staff must only use platforms provided by Inspire Education Trust to communicate with pupils.
- ❖ Concerns around pupil or parent home/school communication should be sent to the individual Headteacher during the next working day.

Any other concerns to be sent to Rob Darling, Head of Primary Education. Refer to the Remote Learning Policy for this Appendix.

Reviewed by:

Michelle Smith

September 2021

Next Review Date:

August 2022

Approved by Directors:

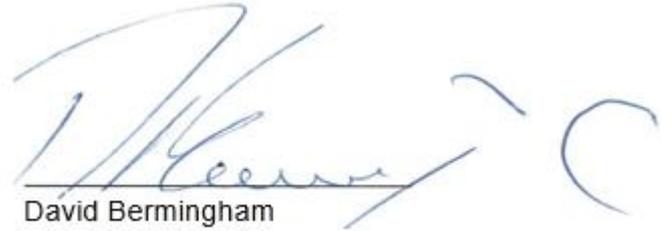
6 October 2022

Signed:



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Lois Whitehouse  
Headteacher



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David Bermingham  
Chair of Trust Board