



Lydiate Learning Trust

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Lydiate Learning Trust (and all academies within it) fully recognises the responsibility, under section 175 (section 157 for independent schools and academies) of the Education Act 2002, to have arrangements in place to safeguard and promote the welfare of children. In addition, section 26 of the Counter-Terrorism and Security Act 2015 places a statutory responsibility on academies to 'have due regard to the need to prevent people from being drawn into terrorism'. This is known as the 'Prevent' duty.

Through their day-to-day contact with pupils and direct work with families, staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the child's relevant social care authority.

This policy sets out how the Lydiate Learning Trust and each Academy Board discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the academy. The policy applies to all staff, paid and unpaid, working in each academy, including governors. Teaching assistants, midday supervisors, secretaries or teachers etc who can be the first point of disclosure for a child. Concerned parents/carers may also contact an academy and its governors.

This policy is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

- 1. Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole-school protective ethos;
- 2. Procedures** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);
- 3. Supporting for vulnerable children** who may have been abused or witnessed violence towards others;
- 4. Preventing unsuitable people from working with children**

1.0 Prevention

1.0.1 Lydiate Learning Trust recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.0.2 Each academy will therefore:

- i) establish and maintain an environment in which children of all ethnic and national groups feel safe, secure, valued and respected, in both the real and the virtual world, and are encouraged to talk and are listened to;

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- ii) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- iii) recognise that children live in a multi-cultural, multi-faith community and seek to provide suitable support and guidance that acknowledges this;
- iv) ensure every member of staff and every governor know:
 - the name of the designated person/s and their role;
 - how to identify the signs of abuse and neglect;
 - how to pass on and record concerns about a pupil;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL;
 - that they have a responsibility to provide a safe environment in which children can learn;
- v) provide child-protection training for **all** staff from the point of their induction and receive an update on a regular basis, so that they are confident in:
 - the academy’s legislative responsibility;
 - their personal responsibility;
 - the academy’s policies and procedures;
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation;
 - the need to record concerns;
 - how to support and respond to a child who tells of abuse;
- ix) ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner, in accordance with agreed LLT and academy whistle-blowing policies.
- x) ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection;
- xi) ensure that this child protection and safeguarding policy is available publicly via the academy websites, and that information informing them how to raise a concern should they believe that it is necessary.

2.1 Liaison with Other Agencies

2.1.1 Each academy will:

- i. work to develop effective links with relevant services to promote the safety and welfare of all students. And develop child in need plans as appropriate.

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- ii. co-operate as required, in line with current policy, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- iii. notify the relevant Social Care team immediately if:
 - it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently)
 - there is an unexplained absence of a student who is subject to a Child Protection Plan
 - there is any change in circumstances to a student who is subject to a Child Protection Plan

2.2 Record Keeping

2.2.1 Each academy will:

- i) keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the social care authority immediately.
- ii) ensure all records are kept securely, separate from the main student file, and in a locked location.
- iii) ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with the Child Protection Record Keeping Guidance.

2.3. Confidentiality and information sharing

2.3.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles and those of LLT. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

2.3.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parents to see child protection requests, they will refer the request to the DSL or Headteacher/Head of school.

2.3.3 Each academy will:

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- i. ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, Headteacher or Head of school as required.
- ii. ensure that the DSL or Headteacher/Head of school will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications.
- iii. make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- iv. ensure all staff are clear with children that they cannot promise to keep secrets.

2.4. Communication with Parents/Carers

2.4.1 Each academy will:

- i. ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
- ii. undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the academy believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from the social care authority.

3.0. Supporting Vulnerable Children

3.0.1 LLT recognises that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support (LLT work closely with Operation Encompass).

3.0.2. The academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at the academy their behaviour may be challenging and defiant or they may become withdrawn.

3.0.3. LLT recognises that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

3.0.4. Each academy will support students through:

- i. Curricular opportunities to encourage self-esteem and self-motivation.

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- ii. an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- iii. the academy’s Behaviour Policy, which will support vulnerable students. All staff will agree on a consistent approach, which focuses on the behaviour of the student but does not damage their sense of self-worth. The academy will ensure that the student knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any abuse which has occurred.
- iv. liaison with other agencies which support the pupil such as the social care service, Child and Adolescent Mental Health Services, School Nursing Service or Sexual Behaviour Service.
- v. a commitment to develop productive and supportive relationships with parents/carers.
- vi. recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers.
- vii. monitoring and supporting pupil’s welfare, keeping records and notifying the social care authorities in accordance with the Local Safeguarding Children Board procedures.
- viii. when a student who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The lead social worker from the social care services will also be informed.
- ix. when a child is missing from education, the academy will inform the Education Welfare Officer and social care services if a child is subject to a Child Protection Plan or there have been ongoing concerns.

3.1. Substance Misuse and Child Protection

3.1.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the academy will consider such action in the following situations: When there is evidence or reasonable cause:

- to believe the young person’s substance misuse may cause him or her to be vulnerable to other abuse, such as sexual abuse or exploitation;
- to believe the pupil’s substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- where the misuse is suspected of being linked to parent/carer substance misuse.

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3.2. Children of Substance Misusing Parents/Carers

- 3.2.1 Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.
- 3.2.2 When the academy receives information about drug and alcohol abuse by a child’s parents/carers they will follow appropriate procedures.
- 3.2.3 This is particularly important if the following factors are present:
 - use of the family resources to finance the parent’s dependency, resulting in inadequate food, heat and clothing for the children
 - children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - an inappropriate display of sexual and/or aggressive behaviour due to the effects of alcohol
 - chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - disturbed moods as a result of withdrawal symptoms or dependency
 - unsafe storage of drugs, alcohol or injecting equipment
 - drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.3. Domestic Abuse

- 3.3.1 Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.3.2 Principals are notified of domestic abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe.

3.4. Female Genital Mutilation

- 3.4.1 Female genital mutilation (FGM) includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.4.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

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- 3.4.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.4.4 All academies will take these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. The LLT FGM Policy which provides additional information is available to all staff.
- 3.4.5 The DSL will follow the procedures outlined within the LLT Academy Safety Policies if FGM is suspected. The case will still be referred to the social care team even if it is against the pupil's wishes and we note it is our statutory duty to report.

3.5. Child Sexual Exploitation (CSE)

- 3.5.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something - for example food, drugs, alcohol, gifts or in some cases simply affection- as a result of engaging in sexual activities.
- 3.5.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.
- 3.5.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.5.4 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
- 3.5.5 Young people who go missing can be at increased risk of sexual exploitation, so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.5.6 An academy will refer a case to the police and social care services if there is a concern that a young person may be at risk.
- 3.5.7 LLT and its academies will make clear reference within safeguarding training to the risk that children face from CSE and how concerns should be addressed.

3.6 Protecting Children from the Risk of Radicalisation

- 3.6.1 All academies have a vital role to play in protecting young people from the risks of extremism and radicalisation. Keeping them safe should be approached in the same way as safeguarding young people from other risks, and any concerns that a

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member of staff has must be communicated to the DSL and Headteacher/Head of School of their Academy.

- 3.62 Protecting children from the risk of radicalisation is part of wider safeguarding duties across each academy, and is similar in nature to protecting children from other harms - e.g. drugs, gangs, neglect, sexual exploitation -, whether these come from within their family or are the product of outside influences.
- 3.63 Each academy will also build the resilience of student to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the 'Prevent' duty is not intended to stop students from debating controversial issues.
- 3.64 All academies will be a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 3.65 Anybody associated with the Academy can also make a referral to the 'Channel' programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The DSL and Headteacher/Head of School will make referrals if they are concerned that an individual might be vulnerable to radicalisation.

4.0. Preventing Unsuitable People from Working With Children

- 4.0.1 LLT and each academy within it will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education'.
- 4.0.2 LLT Human Resources will maintain a register of those members of staff who have undertaken safer recruitment training, and will ensure that academies have access to appropriate training. Each academy will ensure that every interview panel has at least one member of staff that has completed the safer recruitment training.
- 4.0.3 Any allegation of abuse made against a member of staff will be reported immediately and the LLT Allegations Against Staff Policy followed.
- 4.0.4 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the academy and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

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- 4.0.5 Each academy will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers. As part of the induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

- 4.0.6 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

- 4.0.7 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5. Children with Special Educational Needs

- 5.1. LLT recognises that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse.

- 5.2. Special Academies and those that include a SEN Provision and who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. These academies will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

- 5.3. As part of the personal, health, social and economic (PHSE) curriculum, staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

- 5.4. Academies should recognise that where students with SEN have communication difficulties they are especially vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

- 5.5. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

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6.0. Governing Body Child Protection Responsibilities

6.0.1 The LLT Trust Board fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

6.0.2 It will:

- nominate a governor for safeguarding and child protection who will monitor Trust compliance with statutory requirements and champion child protection issues. Each Academy Board will nominate a governor to ensure that safeguarding processes within each academy allow it to meet statutory obligations.
- ensure an annual report is made to the respective Academy Boards. Any weaknesses will be rectified without delay.
- ensure that this Safeguarding and Child Protection Policy is annually reviewed and updated and shared with staff. It will be made available via academy websites and the Trust Portal.
- ensure Safeguarding training is made available to all governors and directors.

6.1. Extended Academies and Before and After Academy Activities (on or off academy site)

6.1.1 Where an academy provides extended academy facilities or before or after academy activities directly under the supervision or management of academy staff, child protection as written in this policy shall apply.

6.1.2 Where services or activities are provided separately by another body, either on or off the academy site, the Academy Board, through the LLT Finance and Operations Executive Director, will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the academy on these matters where appropriate.

7.1 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent ● Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them.

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8.1 E-Safety

Mobile phones, Tablets and computers are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography or face-to-face meetings. The school's e-safety policy explains how we try to keep students and staff safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school.

Staff must follow the E-Safety policy held on the school website.

9.1 Site Security

Visitors to our Academies, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

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Appendix A

Four categories of abuse

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

Neglect 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. This may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child’s basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse is the persistent emotional maltreatment so as to cause severe and adverse effects on a child’s emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person’s needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- ‘making fun’ of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child’s developmental capability

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- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although 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 high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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