



THE JUBILEE ACADEMY

Aspire and Achieve

Title:	Safeguarding Child including Child Protection and Training Policy
Date Approved:	July 2013
Date Reviewed:	September 2018
Status:	Statutory
Delegation:	Governing Body Resource Committee
Review Frequency:	Annually
Policy Locations:	Website/Staff Shared Drive/Hard Copy
Next Review Date:	September 2019

Policy Essential Information

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Safeguarding Child including Child Protection and Training Policy

Statement of intent

In order to safeguard and promote the welfare of students the school will act in accordance with the STATUTORY legislation and guidance published by the Department of Education's statutory guidance:

Keeping Children Safe in Education (DfE September 2018) and Working Together to Safeguard Children, (DfE July 2018), which requires all schools to follow the procedures protecting children from abuse which are established by the Harrow Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse. For the purposes of this guidance children includes everyone under the age of 18.

This policy is built upon The Jubilee Academy's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the school community. It reflects the school's commitment to safeguarding in creating a culture of vigilance and to encourage and reflect diversity in all aspects of learning at The Jubilee Academy.

This policy applies to **all Governors, staff, volunteers, adults, including volunteers or external agency workers working in or behalf of the school** and is consistent with the procedures of Harrow Safeguarding Children Board (HSCB). Our policy and procedures also apply to extended school and off-site activities.

- The policy will follow the five principles of the Student Plan:
- to support parents/carers and families
- to allow students to reach their full potential
- to enable students to enjoy their young personhood whilst preparing for adult life
- to provide services in response to students and family needs.
- to use preventative measures to help students avoid the possibility of failure

This policy will be brought to the attention of, and/or issued to, all members of staff and will be available for parents/carers as required and will be reviewed on an annual basis by the Governing Body.

Mike Jarrett
Head of School

Howard Freed
Chair of Governors

Section A: Introduction

Aims and objectives

This Policy is intended to help all understand that **everyone** has a statutory responsibility with respect to safeguarding in identifying concerns, sharing information and taking prompt action when ensuring students and families are to receive the right help at the right time.

In keeping with the key aims of 'Keeping Children Safe in Education, our role is: to keep students safe, and it links with other policies to form an integral part of the school's suite of safeguarding policies which promote the welfare, health and safety of students and staff.

The purpose of this policy is to inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding students and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

We intend to:

- Establish and maintain an environment where students feel safe, secure, are encouraged to talk, and are listened to when they have a worry or concern;
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a young person;
- Ensure students know that there are adults in the school whom they can approach if they are worried;
- Ensure staff are properly trained in recognising and reporting safeguarding issues
- Ensure that students who have been abused will be supported;
- Include opportunities in the Personal, Social, Health, Religious and Economic Education (PSHRE) Curriculum for students to develop the skills that they need to recognise and stay safe from abuse;
- Contribute to the five outcomes which are key to students' wellbeing:

Statutory framework

This policy is in line with the following legislation:

- **The Children Act (1989)** (and **2004 amendment**), which provides a framework for the care and protection of children
- **The Education Act (2002) under section 175** requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children
- **Non-Maintained Special Schools (England) Regulations (2015)**
- **The Teachers' Standards 2012 and The Teachers' Disciplinary (England) Regulations (2012)** state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- **The Education (Pupil Information) (England) Regulations (2005)**
- **The London Child Protection Procedures, (2018)**
- **Disqualification under the Childcare Act (2006) (as amended, 2018)**
- **Education (Independent School Standards) Regulations (2014, Part 3)**, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- **Keeping Children Safe in Education (DfE, September 2018)**, statutory guidance for schools and colleges to safeguard and promote welfare of children
- **Working Together to Safeguard Children (DfE, July 2018)**, a guide to interagency working to safeguard and promote welfare of children
- **Information Sharing for Practitioners (DfE, July 2018)**, providing safeguarding services to children, young people, parents and carers
- **The children and Social Work Act (2017)**, provision about staff member for looked after and previously looked after pupils
- **Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)**
- **Children Missing Education (DfE, Sept 2016)**, Statutory Guidance for Local Authorities
- Section 5B(11) of the **Female Genital Mutilation Act 2003**, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **The Rehabilitation of Offenders Act (1974)**, which outlines when people with criminal convictions can work with children
- **Safeguarding Vulnerable Groups Act (2006), Schedule 4** which defines what 'regulated activity' is in relation to children

This policy also pays due regard to:

- **The Prevent Duty (DfE, July 2015)**, which explains schools' duty with respect to protecting people from the risk of radicalisation and extremism under the Counter-Terrorism and Security Act 2015.
- **Health and Safety advice for schools (DfE, Feb 2014)** advice on legal duties and powers
- **Governance Handbook (DfE, January 2017)**
- **A Competency Framework for Governance (DfE, January 2017)**
- **Mental health and behaviour in schools (DfE, March 2016)**
- **UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017);**

Linked Policies

This policy forms part of a set of documents and policies which relate to the safeguarding responsibilities of the school and should be read in conjunction with:

- The school's Funding agreement and articles of association
- TJA HR Suite of Policies – inc. Safer Recruitment, Staff Code of Conduct and whistleblowing Policies
- Harrow Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Admission
- Behaviour
- Attendance
- Disability Policy and Access plan
- Supporting children with medical conditions inc. administration of medicines
- Equal opportunities
- Physical Intervention
- Searching, Screening and Confiscation
- E-safety and ICT Acceptable Use
- Single central record
- Visitors policy
- Teaching and Learning
- Careers Education, Information, Advice and Guidance & Work-Related Learning
- PSHRE
- Preventing bullying inc. procedure to reporting racist, sexist, homophobic incidents
- Drug and substance
- Schools visits and journeys
- Safe working practice agreement; and the
- Health and safety suite of policies

Key Roles at The Jubilee Academy:

- **POSITION: The Senior Designated Safeguarding Lead (DSL)** for child protection and safeguarding. Trained to Level 3 child protection training and training in interagency working and undertakes refresher training once a year.
- **Deputy Head of School: Personal Development and Welfare (Name: Marlon Boothe)**
- **POSITION: Deputy Designated Safeguarding Lead (DDSL)***. Trained to Level 3 child protection training and training in interagency working and undertakes refresher training at 2-year intervals.
- **Deputy Head of School: Conduct and Discipline (Name: Darren Sutherland)**

*Whilst the activities of the **DSL** can be delegated to the **Deputy Designated Safeguarding Lead (DDSL)** for child protection and safeguarding, the ultimate **lead responsibility** for child protection, as set out above, remains with the **DSL**, this **lead responsibility** is not be delegated

- **POSITION: Nominated School Governor for Safeguarding and Health and Safety**. Trained to Level 3 child protection training and training in interagency working and undertakes refresher training at 2-year intervals. **(Name: Becky Cozens)**

Section B: Providing a Safe and Supportive Environment

Definition of Safeguarding and Child Protection

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

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of health and/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

Children includes everyone under the age of 18

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Child protection is one part of safeguarding and promoting welfare and refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a young person has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students.

We as a school will endeavour to ensure that we act quickly to ensure early help is given to students.

Safe Practice

- All school staff will undergo appropriate training in child protection and safeguarding. The frequency and depth of training will depend upon their role. The aim of training is to develop their understanding of the signs and indicators of abuse and to ensure they understand what to do if they have concerns about a child. Staff working in a teaching role will receive training annually in line with designated good practice.
- All members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk.
- All new members of staff will be given a copy of the Employee Handbook, child protection procedures and informed of relevant systems as part of their induction into the school
- Child Protection Awareness and updates will be carried out as part of our staff training day and Continuing Professional Development (CPD)

- In addition to vetting information, all temporary staff, regular volunteers. Agency or third-party organisations who have contact or work with our students are given a copy of this policy and Part one of 'Keeping Children Safe in Education'(2018)
- This policy is formulated by the Head of School and senior DSL for child protection and safeguarding, in consultation with staff and is monitored by other members of the Senior Leadership Team. The policy is subject to annual review by The Full Governing Body of The Jubilee Academy.
- Our procedures are regularly reviewed, up-dated and reported on appropriately to the Governing Body.

Safeguarding Information for pupils

- The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, so they can **recognise when they are at risk, how they can keep themselves safe and how to get help when they need it.**
- All pupils know that we have senior members of staff with responsibility for child protection and know who they are.
- We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.
- The following Information is made available to pupils e.g. Childline and NSPCC helplines, posters, NSPCC and Childline website addresses
- School's arrangements for consulting with and listening to pupils are the tutor system, school council, mentoring and counselling service.
- Students are taught about safeguarding, including online safety, through various teaching and learning opportunities in addition to specific PSHRE and assembly sessions as part of a broad and balanced curriculum.
- Ensuring pupils are aware of these arrangements and the staff involved is a major part of the Induction programme for the New Admissions
- Students are issued with a Safeguarding booklet in the first part of the Autumn Term.

Partnerships with Parents

- All parents/carers are made aware of the responsibilities of staff members about Safeguarding and Child Protection procedures and can view this policy on the website;
- We provide information in relation to Safeguarding to parents in the Prospectus and Safeguarding Booklet, on the website and updates as necessary in the newsletter.
- We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child.
- The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
- We encourage parents to discuss any concerns they may have with the relevant pastoral team members e.g. Tutor, Year Coordinator, Attendance and Pastoral Officer, DHT for Personal Welfare and Development
- As part of the admission and safeguarding process, all parents/carers will need to provide at least two emergency contact numbers.

The following comment is also inserted on the school website along with a full menu of relevant information relating to all aspects of safeguarding which is easily navigated:

"Nothing is more important to us than the safety and welfare of our students. We take rigorous steps to ensure that children stay safe and do not come to any harm. We work closely with parents/carers and a range of professional external agencies to secure this"

*If you have any concerns, no matter how small they may seem, about the safety or welfare of any child, please contact the school's Designated Lead for Child Protection, **Mr M Boothe**, or the Deputy Safeguarding Lead, **Mr D Sutherland**, both available at:*
safeguarding@thejubileeacademy.onmicrosoft.com.

Partnerships with Others

The school recognises that it is essential to establish positive and effective working relationships with other agencies e.g. Local Authority (LA), Children's Services, Police, Public Health, Childline in Partnership with our commissioning schools, Children Centres and Early Help.

These relationships are continually nurtured and developed via a range of activities and dialogue. Further information can be made available upon request from the Deputy Head Personal Welfare and Development

Safer Recruitment, Selection and Pre-employment vetting

We ensure that all appropriate measures are applied in relation to **everyone** who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including Trustees, Governing body members, teachers, trainee teachers, support staff, volunteers, external agency workers, and contractors or employee of the contractors.

The School Business Managers and Head of School have completed Safer Recruitment training One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted/commissioned services). More information on Safer Recruitment can be found in the TJA Academies HR suite of Policies

Safer recruitment practice includes scrutinising applicants, verifying references, checking previous employment history, checking educational and professional qualifications and checking if they have lived and worked abroad and ensuring the candidate has the health and physical capacity to do the job. It also includes undertaking interviews and, where appropriate, Barred List Check, Disclosure and Barring Service checks and Overseas Police Checks.

The School takes account of the Keeping Children Safe in Education guidance and the statutory guidance for regulated most recent activity, which is replicated in Appendix 1 of this guidance. Checks are recorded on the school's Single Central record detailing the range of checks carried out on staff, supply staff, others who work in regular contact with children, including volunteers and all members of the academy trust. The register will confirm whether a check was carried out and the date of such a check. The school undertakes the following checks in line with Keeping Children Safe in Education 2018:

- Identity checks to verify a candidate's identity;
- A DBS Enhanced Disclosure with barred list information is required for all staff engaged in a regulated activity (as defined in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006).

The School will take account of guidance as listed in the Flowchart of Disclosure and Barring Service criminal record checks and barred list checks; and definition of a regulated activity as detailed in Annex G & F respectively of **Keeping children safe in education (2018)** and **Disqualification under the Childcare Act (2006)**

- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check there are no prohibition orders to prevent a person from carrying out teaching work
- Verify the candidate's mental and physical fitness to carry out their work responsibilities.
- Verify Professional qualifications
- Section 128 (Prohibition from Management) regulatory check for Academy Governors and Staff in Management Position
- Enhanced DBS check for any Governor
- Verify the person's right to work in the UK

- Verify if the person has lived outside the UK are subject to additional checks as appropriate
- written vetting information from all agency or third-party organisations that confirms that appropriate safeguarding checks have been carried out on individuals/supply staff working at the school, i.e. those checks that the school would otherwise perform in respect of its own staff
- Supervised volunteers are not in regulated activity, however an enhanced DBS check without a barred list check will be undertaken for these staff in appropriate circumstances.

Roles and Responsibilities

a) The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the students in The Jubilee Academy.

The Governing Body must ensure:

- The effective implementation of this Child Protection Policy and safeguarding procedures in accordance with current government guidance on Keeping Children Safe in Education and local agreed inter agency safeguarding procedures set up by the Harrow Safeguarding Children Board;
- Safeguarding policies and procedures are reviewed annually, and information provided to the local authority about them and about how the above duties have been discharged;
- The school operates safe recruitment procedures and makes sure that all appropriated checks are carried out on staff and volunteers to ensure suitability to work with children;
- The Chair of Governors will be responsible in the event of an allegation of abuse being made against the Head of School. He can be contacted via the school;
- Has a named governor for safeguarding and child protection that is trained as required and who will oversee the school's policy and practice and champion safeguarding issues;
- Appointment of Lead Designated Persons for Safeguarding and Child Protection who are senior members of the school leadership team;
- Liaise closely with the Designated Safeguarding Lead and receive regular reports to monitor procedures and practices to ensure compliance;
- To appoint a designated teacher to ensure that staff have the skills and knowledge necessary respond to respond to the needs and promote the educational achievement of vulnerable children including those with disabilities and who are looked after by the local authority;
- Ensure the school contributes to multi-agency working in line with the current statutory guidance Working together to safeguard children;
- Appropriate arrangements in place that set out the process and principles of information sharing to reflect Working together to safeguard children, GDPR and Data Protection Bill;
- Relevant 'safeguarding' training (including online safety), for all school staff/volunteers, is attended, as per this policy;
- Ensure that the curriculum supports children in recognising and responding to risks including online safety;
- Appropriate and careful management of allegations procedures are in place;
- Appropriate safeguarding responses and procedures in place for: Sexual violence and sexual harassment between children, children who go missing from education, FGM, antibullying, and preventing radicalisation;
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

b) The Head of School

The Head of School will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- There are sufficient resources and time allocated to enable the designated person and other staff to discharge their responsibilities effectively;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to students and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies; and

- He/she manages allegations made against staff and volunteers. Should an allegation be made against the Head of School, it is the responsibility of the Chair of Governors to manage this as part of their role of the School's Governing Body

c) The Senior Designated Safeguarding Lead (DSL):

- Has lead responsibility for safeguarding and child protection (including online safety) which is explicit in the role holders job description;
- Is given the time, funding, training, resources and support to provide advice and expertise within the educational establishment;
- Is a member of the Senior Leadership Team and has successfully completed the level 3 safeguarding training to provide them with the knowledge and skills required to carry out the role.
- Completes refresher training annually to keep his or her knowledge and skills up to date with regular updates on developments in between, e.g. via ebulletins, meetings for DSLs and reading time;
- The Deputy DSL is trained to same standard as the DSL;
- During term time the DSL or Deputy will be available (during school hours) for staff to discuss any safeguarding concerns. Appropriate cover arrangements are in place for out of hours/ out to term activities;
- Ensures that that this policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure that all staff who work in the school undertake safeguarding training to equip them to carry out their responsibilities for safeguarding students effectively and that this is kept up to date by refresher training at yearly intervals;
- Record the names of staff and the training they have received, to what level and the date of that training;
- Ensure that new staff receive safeguarding training as part of their induction process and before commencement of their work with students at the school;
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding students;
- Act as a focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with Working Together to safeguard Children (2018);
- Liaise with the Head of School to inform him/her of any issues and ongoing investigations under section 47 of the Children Act 1989 and police investigations;
- Develop effective working relationships with other agencies and services;
- Discuss with new parents/carers the role of the DSL and the role of safeguarding in the school. Make parents/carers aware of the safeguarding procedures used and how to access the young person protection.
- When sharing information, use appropriate **Information Sharing for Practitioners (DfE, July 2018)**, and in accordance with the school's Data Protection Policy that reflects Working together to safeguard children, GDPR and Data Protection Bill
- Refer all cases of suspected abuse to Harrow children's' Social Care via the Multi-agency Safeguarding Hub (MASH)
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Liaise and work with Safeguarding and Specialist Services over suspected cases of young person abuse;
- Refer cases where a crime may have been committed to the Police as required;
- Ensure that accurate safeguarding records relating to individual students are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely on transfer (both to The Jubilee Academy and on exit back to their 'home school');
- Submit reports and ensure the school's attendance at young person protection conferences and contribute to decision making and delivery of actions planned to safeguard the young person
- Ensure that the school effectively monitors students about whom there are concerns, including notifying Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a young person who is the subject of a young person protection plan;
- Provide guidance to parents/carers, students and staff about obtaining suitable support;

- Where a student transfers to The Jubilee Academy and has been/or is the subject of a young person protection plan, the Senior DSL will liaise closely with the Lead Designated Persons for Safeguarding and Child Protection in the 'home school' to ensure that social care and the young person's social can make the appropriate transfer arrangements of records (which will be kept in a secure manner, and separate from the young person's academic file).
- d) The School Business Manager:**
- responsible for maintaining the safety and security of the site and ensuring safe access for students with disabilities
 - responsible for maintaining safe systems of internet access, blocking any undesirable (e.g. pornographic, racist, violent) sites.
 - responsible for maintaining correct information on students.
- e) The Attendance and Pastoral Officer:**
- work alongside key school staff to promote excellent attendance, substantially reduce levels of absence and work with students and families to promote high levels of attendance, behaviour and achievement. Pastoral care, support and guidance will be given to students.
 - The Attendance Officer, Designated Person or other appropriately designated staff are responsible for notifying Children's Services if a child on a Child Protection Plan is absent for more than two days
- f) All school staff and Volunteer:**
- fully comply with the school's policies and procedures
 - should be conversant with the Staff Conduct Policy and the Acceptable Use of ICT policy
 - attend appropriate training
 - inform the designated persons of any concerns
 - in the case of risk of immediate serious harm to a child, make a referral to children's social care immediately if a senior member of staff or the Safeguarding Team are not available
 - always act in the best interests of the child, even when this is against the expressed wishes of the child
 - 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.
 - support social workers to take decisions about individual children

Staff Induction and Training

All staff members receive safeguarding training by the Senior **DSL** for child protection and safeguarding, to be made aware of systems for supporting safeguarding as part of the staff induction process and before working with students.

The aim of this training is to develop their understanding of the signs and indicators of abuse, to ensure they understand what to do if they have concerns about a child and how to respond to a student who makes an allegation

All staff members receive refresher safeguarding training at the beginning of every academic year delivered by the Senior **DSL** for child protection and safeguarding, to equip them to carry out their responsibilities for child protection effectively.

The Senior **DSL** holds a Central File of all training dates and details.

All staff are required to read the following documents and sign the Safer Working Agreement that confirms that they have read and understood their duties and responsibilities in relation to:

- Part one of 'Keeping Children Safe in Education'
- Safeguarding including Child Protection Policy
- Behaviour Policy

- Staff Code of Conduct Policy
- The safeguarding response to children who go missing in education and the role of the designated safeguarding lead.

All staff continue to receive ongoing safeguarding updates and guidance through staff meetings and daily staff briefings.

Mandatory and further ongoing safeguarding training will be part of our INSET and Continuing Professional Development (CPD) – e.g.

- Prevent and Channel Programme
- Female Genital Mutilation - FGM
- Child Sexual Exploitation – CSE
- Child on Child Sexual Violence and Sexual Harassment
- Children Who go Missing in Education

All staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Two Emergency contact details
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- If the child is or has been the subject of a Child Protection Plan.
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information. The Privacy Policy and Notice is on the school website and this informs stakeholders how and what data is shared. Parents are then able to opt out of this system. The School Business Manager has control over access to information

Section C: Identifying Children & Young People Who May Be Suffering Significant Harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

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.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Signs and Symptoms of Abuse

Possible signs of physical abuse

1. Unexplained injuries or burns, particularly if they are recurrent
2. Refusal to discuss injuries
3. Improbable explanation for injuries
4. Untreated injuries or lingering illness not attended to
5. Disclosure of punishment which appears to be excessive
6. Shrinking from physical contact
7. Fear of returning home or of parents being contacted
8. Fear of undressing
9. Fear of medical help
10. Aggression / bullying
11. Running away from home
12. Significant changes in behaviour with no apparent explanation
13. Deterioration in work
14. Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Possible signs of emotional abuse

1. Continual self-deprecation
2. Fear of new situations
3. Inappropriate emotional responses to painful situations
4. Self-harm or mutilation
5. Drug / solvent abuse
6. 'Neurotic' behaviour – obsessive rocking, thumb sucking etc.
7. Social isolation – does not join in and has few friends
8. Desperate attention seeking behaviour
9. Eating problems, including over-eating and lack of appetite
10. Depression, withdrawal

Possible signs of neglect

1. Constant hunger
2. Poor personal hygiene
3. Inappropriate clothing
4. Frequent lateness or non-attendance at school
5. Untreated medical problems
6. Low self-esteem
7. Poor social relationships
8. Compulsive stealing or scrounging
9. Constant tiredness
10. Weight loss

Possible signs of sexual abuse

1. Bruises, scratches, burns or bite marks on body
2. Scratches, abrasions or persistent infections in the anal or genital regions
3. Pregnancy – particularly in the case of young adolescents who are evasive concerning the identification of the father
4. Sexual awareness inappropriate to the child's age shown in drawings, vocabulary, games etc
5. Frequent public masturbation
6. Attempts to teach other children about sexual behaviour
7. Refusing to stay with certain people or go to certain places
8. Aggressiveness, anger, anxiety, tearfulness
9. Withdrawal from friend

Related School Practice and Policies

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children....providing first aid, school security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population'.

Types of abuse and neglect include physical abuse, emotional abuse, sexual abuse and neglect. Some specific forms of abuse or safeguarding concern are outlined in **Appendix A** contains important additional information about specific forms of abuse and safeguarding issues.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff should be considering the context within which such incidents and/or behaviours occur

Section D: Ensuring Children are safe at school and at Home

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. This may only be investigated by the Police, NSPCC or Social Care. All staff, however, have a duty to recognise concerns and maintain an open mind.

a. Reporting a concern

Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Senior Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

b. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Should pupils have communication difficulties the school will ensure they are enabled to express themselves to a member of staff with appropriate skills wherever possible.

c. Confidentiality

Safeguarding students raises issues of confidentiality that must be clearly understood by all staff/volunteers in the school and information will be shared on a need to know basis

If a young person confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the young person in a manner appropriate to the young person's age/stage of development that they cannot promise complete confidentiality – instead they must

Explain that they may need to pass information to other relevant professionals to help keep the young person or other students safe.

Information Sharing:

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. **Information Sharing for Practitioners (DfE, July 2018, P5)**

The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

Where possible, we share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 we may share information without consent if, in our judgement, there is a lawful basis to do so, such as where safety may be at risk.

d. Timings of Referrals

Schools have no legal right to stop the young person from going home at the end of the school day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.

It is particularly important that any concerns about the safeguarding and protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks

If a young person discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief;
- Take what the child says seriously;
- Keep an open mind;
- Allow the young person to talk freely;
- Reassure the young person, but not make promises which it might not be possible to keep;
- Not promise confidentiality – it might be necessary to refer to Student Services: Safeguarding and Specialist Services;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify;
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record (see Record Keeping);
- Pass the information to the Designated Senior Person without delay.

e. Record Keeping

When a young person has made a disclosure, the member of staff/volunteer should:

- Complete a 'Record of Concern' pro-forma is available on the school's ICT network in the staff shared area – see appendix E.
- The recording must be a clear, precise, factual account of the observations.
- Not destroy the original notes in case they are needed by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the young person;
- Draw a diagram to indicate the position of any visible injuries and do not remove clothing from intimate areas
- Record statements and observations rather than interpretations or assumptions.

f. Support, Advice and Guidance for Staff

The DfE (2018) have produced a flowchart which in **Appendix B** summarises the actions where there are concerns about a child and how this is to be managed by schools and other agencies

Staff will be supported by the senior DSL and additional advice and support can be found in **Appendix E**

The senior DSL will be supported by SLT, nominated Governor for safeguarding. Advice and support are always available from the Designated Officer for the Local authority – Janice Miller and Barbara Houston.

Children's Services Multi Agency Safeguarding Hub (MASH) – See Contacts List **Appendix F**
Guidance and contact details for national and voluntary advisory bodies are also provided on The Harrow LCSB Website

g. Action by the Senior Designated Safeguarding Lead (or Deputy DSL)

Following any information raising concern, the senior designated persons will consider:

- any urgent medical needs of the child
- the context of the concern within which incidents and/or behaviours occur and the wider environmental factors present in a child's life
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Children's Services
- the child's wishes

All staff will have access to the Golden Number – if in the unlikely scenario none of the 2 Designated Safeguarding Staff or the Head of School are not available, staff are able to access the number on the Contacts page of this policy.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately. Any serious concerns will be reported immediately to Children's Services and a written referral (CAF) made within 24 hours of the disclosure.

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate/beneficial to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Services will be accompanied by a standard referral form (CAF).

h. Early Help

Safeguarding is everyone's responsibility and that management should ensure that all staff are prepared to identify children who may benefit from 'early help'. 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.

If Early Help is appropriate, the senior DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving

Early Support in Harrow delivers services and activities for parents, carers, pregnant women and young people aged 0-19 (or 25 with Special Educational Needs/disability). Children with Special educational needs and disabilities can face additional safeguarding challenges.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- 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
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

i. Communication with parents/carers

The Jubilee Academy will:

- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless to do so would place the young person at further risk of harm or undermine the collation of evidence;
- Ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding students.

j. Recording and Monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and senior designated persons. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' separately to the student's main school file, by hand or by recorded delivery. A record of this transfer will be kept, and an acknowledgment of receipt sent by receiving school. Original copies will be retained until the child's 25th birthday

k. Allegations Involving School Staff/Volunteers

The Jubilee Academy follows the guidance as outlined in **part four of DfE document: 'Keeping Children Safe in Education' published and updated in September 2018** and follows the local HSCB Allegations Management involving staff and volunteer's guidance.

An allegation is any information which indicates that a member of staff/volunteer that provides education for children under 18 years of age may have:

- Behaved in a way that has, or may have harmed a young person;
- Possibly committed a criminal offence against/related to a young person;
- Behaved towards a young person or students in a way which indicates s/he would pose a risk of harm if they work regularly or closely with students.

This guidance applies to all members of staff who are currently working in the school, regardless of whether the alleged abuse took place in the school, at a previous school or elsewhere. Any allegation against a teacher who is no longer teaching should be referred to the police.

If a member of staff has a concern then this should be reported directly to the **Head of School** however if the allegation is made against the Head of School, this will be investigated by the **Chair of Governors**.

Initial Action

- The person to whom an allegation is first reported or witnessed an event should take the matter seriously and **MUST** immediately inform the Head of School.
- S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.
- Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head of School.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The Head of School will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head of School may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head of School will consult the Designated Officer for the Local Authority (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Children's Services and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.
- In the absence of the Chair of Governors, the Vice Chair of Governors should be contacted. The Vice Chair of Governors at The Jubilee Academy is: Ms Becky Cozens

Investigation

If a decision is taken that further action is required, the Head of School will consider with the Local Authority Designated Officer (LADO) what information should be put in writing to the individual concerned and who should conduct the investigation. The accused person should be told about the allegation as soon as possible, however this may need to be after consultation with other agencies to establish what information can be disclosed.

The Head of School will need to decide whether the allegations warrant the accused person being suspended from contact with children or whether alternative arrangements can be put in place.

If a decision is taken that further action is required, the Head of School will consider with the Local Authority Designated Officer (LADO) what information should be put in writing to the individual concerned and who should conduct the investigation. The accused person should be told about the allegation as soon as possible, however this may need to be after consultation with other agencies to establish what information can be disclosed.

The Head of School will need to decide whether the allegations warrant the accused person being suspended from contact with children or whether alternative arrangements can be put in place.

Confidentiality

The Education Act 2011 contains provisions to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The legislation imposes reporting restrictions making it clear that “publication” of material that may lead to the identification of the accused teacher is prohibited. This would include publication by a parent on a social networking site and the school should inform the parents of this restriction.

Reporting allegations

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

If a person resigns or otherwise ceases to provide services prior to an investigation being completed, the Headteacher should discuss with the Local Authority Designated Officer (LADO) whether the school should make a referral to the DBS.

Malicious or unsubstantiated allegations

If a child makes an allegation which is determined to be malicious or unsubstantiated, the school should discuss with the Designated Officer for the Local Authority whether a referral should be made to Children’s Social Care to determine whether the child is in need of services. In the case of a malicious allegation, the school can consider action under its behaviour policy.

The police can also be asked to consider action in cases of malicious allegations either from a child or an adult.

For full information regarding other aspects of whistleblowing relating to Safeguarding please refer to the Whistleblowing Policy which is part of the suite of TJA HR Suite of Policies available on the staff shared drive and school website

Advice to Staff

- We will ensure that where allegations against staff are made, they are properly and appropriately investigated following the procedures laid down by the Harrow Safeguarding Children Board.
- Recognise that on occasion troubled young people can make false or misplaced allegations against staff.
- Would always advise staff to avoid putting themselves in potentially vulnerable situations with students i.e. by not being alone with individuals in confined or secluded areas. However, where this is the case, they should maintain a physical barrier (desk) between themselves and the individual, and ensure any door remains open.
- Would advise staff not to develop inappropriate personal relationships with students or young people
- Reiterate in this policy our approach to dealing with challenging behaviour e.g. ‘We will maintain an appropriate distance (an arm’s length) between ourselves and students, recognising and respecting their rights to personal space, as we expect them to respect ours’.
- Would always advise staff never to stand in the way of a student who is determined to leave a room, as this may result in unavoidable physical contact which may later be misinterpreted.

I. Whistleblowing: Concerns with safeguarding practices in the school

All staff and volunteers are made aware of their Whistle-blowing responsibilities and will promptly report any raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

The school has appropriate whistleblowing procedures as outlined in the Whistleblowing Policy which is part of the suite of **TJA HR Suite of Policies**, to support staff for such concerns to be raised that is available on the staff shared drive and school website

This policy aims to:

- provide avenues for employees to raise concerns internally as a matter of course, and receive feedback on any action taken;
- provide for matters to be dealt with quickly and appropriately; and ensure that concerns are taken seriously;
- reassure employees that they will be protected from reprisals or victimisation for whistleblowing where they have a genuine concern;
- allow employees to take the matter further if they are dissatisfied with the Governing Body's response.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at: [Advice on whistleblowing](#).

The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

m. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Senior Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Section E: Monitoring And Evaluation

- All students at risk and with Child Protection Plans or Child in Need Plans are monitored regularly and discussed between the Senior Designated Safeguarding Lead and Safeguarding Team at fortnightly meetings
- All students at risk and with Child Protection Plans or Child in Need Plans are monitored by the Senior Designated Safeguarding Lead, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate
- The Senior Designated Safeguarding Lead meets the team regularly to monitor individual cases.
- The Senior Designated Safeguarding Lead meets the Head of School regularly to monitor individual cases.
- The Senior Designated Safeguarding Lead provides the designated Governors with regular briefings.
- The designated Governor for overall Safeguarding will make regular 'blind' checks of a sample of staff to ensure correct practices are accurately understood.
- All staff regularly receive updated Safeguarding and Child Protection information and training.
- All adults working on a temporary or casual basis are required to read and sign updated staff conduct policy before working with students.
- Staff leading residential trips are given a briefing on CP procedure as disclosures are more likely in these types of situations.
- Regular questionnaires regarding safeguarding issues and the perception of safety are issued to students, parents and staff, the results analysed, and data used to inform future planning and practice.
- Governors will conduct visits and internal checks on the school's systems relating to safeguarding.
- The Senior Leadership Team and the relevant Safeguarding Governor, with the Head of School, will conduct an annual audit of Safeguarding as per the Local Safeguarding Children Board guidance

Appendices

Appendix A Related School Practice and Policies

This part contains important additional information about specific forms of abuse and safeguarding issues.

Bullying

The Jubilee Academy's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Physical Intervention

The Jubilee Academy has a separate Physical Intervention Policy which complies with DfE's guidance on use of reasonable force. This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

The Jubilee Academy has a searching, Screening and Confiscating Policy which complies with DfE's guidance on Searching Screening and Confiscating. The Head of School and other authorised trained staff can use such forces as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel

- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

In response to the guidance Keeping children Safe In Education (2018) the school will follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. Children missing from education are at greater risk of:

- Physical harm
- Sexual exploitation
- Becoming involved in crime
- Demonstrating anti-social behaviour
- Abusing drugs and alcohol
- Being illegally employed

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

If staff have a concern they should discuss any such case with the DSL and who will involve social care or specialist services as appropriate.

Children with family members in prison

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

If staff have a concern they should discuss any such case with the DSL and who will involve social care or specialist services as appropriate

Child sexual exploitation

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE Child Sexual Exploitation: Feb 2017)

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- children who appear with unexplained gifts or new possessions;

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

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm

Sexual exploitation can have links to other types of crime.

- Child trafficking;
- Domestic abuse;
- Sexual violence in intimate relationships;
- Grooming (including online grooming);
- Abusive images of children and their distribution;
- Drugs-related offences;
- Gang-related activity;
- Immigration-related offences;
- Domestic servitude.

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation

- Having a prior experience of neglect, physical and/or sexual abuse; •
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example); •
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;

- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present

These include: If staff have a concern they should discuss any such case with the DSL and who will involve social care or specialist services as appropriate.

Child criminal exploitation: county lines

County lines is the police term for urban gangs supplying drugs, mainly heroin and crack cocaine, to suburban areas, market and coastal towns. Gangs typically use children to deliver drugs around the country. County lines is one of the main generators of gang-related exploitation of children'

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

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

If staff have a concern they should discuss any such case with the DSL and who will involve social care or specialist services as appropriate.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

If staff have a concern they should discuss any such case with the DSL and who will involve social care or specialist services as appropriate.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Faith

Certain kinds of child abuse linked to faith or belief. These include belief in witchcraft, spirit possession, demons or the devil and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation.

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Fabricated or induced illness

A rare form of child abuse, which may include parents or carers fabricating signs and symptoms of illness, falsifying medical records, letters or documents, or inducing illness.

Signs:

- Frequent and unexplained absences from school, particularly from PE lessons
- Regular absences for doctor's or hospital appointments
- Repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed (for example, headaches, tummy aches, dizzy spells)
- Frequent contact with opticians and/or dentists or referrals for second opinions

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Female Genital Mutilation (FGM)

Also known as 'female circumcision'. Any FGM procedure on a woman or girl is unlawful under the Female Genital Mutilation Act 2003. It is also an offence under the Act for UK nationals or permanent residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report **'known' cases of FGM in under 18s** which they identify in the course of their professional work to the police

School staff are made aware of the risks of a girl having suffered FGM or be a risk of this. Victims of FGM are more likely to come from a community that is known to practise this activity. Staff should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, therefore sensitivity should be shown when approaching the subject.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

Potential Symptoms of FGM include

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

The above indicators and risk factors are not intended to be exhaustive.

As a school we will monitor requests for leave before the Easter Break and Summer Holidays and on the return to school in order to support any individual student that may be at risk and also help raise awareness amongst parents, pupils and teachers. We will also draw on the knowledge of our local community

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Sexting

The term 'sexting' also known as youth produced sexual imagery) UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017); is derived from texting and refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication such as mobile phones, tablets, email, social networking sites and instant messaging services. Legal Implications for Students

Sexting may breach laws that prohibit the creation, distribution or possession of child pornography regardless of whether all parties involved consent to the images being taken and shared, or whether the images are sent to other minors, even minors of the same age.

Sexting can constitute a criminal offence and sexual harassment. It can also be considered a form of sexual exploitation and cyberbullying. This is especially the case where images are shared past the intended audience or when accompanied by nasty comments

All staff members are required to notify the Lead Designated Persons for Safeguarding and Child Protection immediately upon becoming aware that sexting by a student is likely to have occurred. The allegation will first be investigated by the Lead Designated Persons for Safeguarding and Child Protection and the parents of all students involved will be contacted.

Staff members are not permitted to forward, copy or print any sexting images, however, if the nature of the sexting is deemed by the designated Person to be of a serious nature, the Police will be contacted, and the sexting will be reported to Children's Services.

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. There can also be links to Honour Based Violence

Signs include: Absence and persistent absence

- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Not being allowed to attend extra-curricular activities
- Prevented from going on to further/higher education

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. This is a safeguarding and child protection issue. The school will ensure:

- All staff need to be aware of any signs that would indicate a pupil is concerned that they may be taken away.
- There are close checks on requests for holidays abroad or requests for leave of absence
- There is close monitoring of attendance and reasons for absence.
- All concerns regarding the possibility of Forced Marriage will be referred to the Duty and Assessment Team or the Forced Marriage Unit 0207 0080151 or out of hours 0207 0081500

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Child Trafficking

The Jubilee Academy will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around -Gypsy, Roma, traveller or migrant families – who collectively go missing from school. For further government guidance refer to Safeguarding Children who may have been trafficked practice guidance.

Gangs and youth violence

Gangs are defined as a relatively durable, predominantly street-based group of young people who:

- See themselves (and are seen by others) as a discernible group
- Engage in criminal activity and violence
- Lay claim over territory
- Have some form of identifiable structural feature
- Are in conflict with other, similar gangs

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched

We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Radicalisation and Preventing Violent Extremism

In line with Government and local guidelines, the school is committed to protect the freedom of speech. However, we understand that we must challenge any extremist (and non-violent) ideas that are part of a terrorist ideology. We are committed to intervene to prevent students from being drawn into radicalisation and terrorism.

We have worked and will continue to work in partnership with a wide range of local and national agencies, including those responsible for PVE, to monitor, report and record any activity deemed inappropriate.

Preventing

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

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

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

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

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

The relevant provisions of the Act will come into force on 12 Indicators that an individual is engaged in an extremist group, ideology or cause, include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance in accord with the group
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (for example, the swastika for far-right groups)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁰³ to the need to prevent people from being drawn into terrorism”.¹⁰⁴ This duty is known as the Prevent duty.

The Prevent duty is part of the school's wider safeguarding obligations. Designated safeguarding leads and other senior leaders are familiar with the [Revised Prevent duty guidance: for England and Wales, especially](#) paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. The school will provide access to Prevent awareness training, which will support staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

If staff have a concern they should discuss any such case with the **DSL** and who will involve social care as appropriate.

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

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

Channel

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

The senior **DSL** is aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Teenage relationship abuse

Teenage relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include sexual abuse, physical abuse, financial abuse, emotional abuse or psychological abuse.

Signs include:

- Physical signs injury/illness
- Truancy
- Falling grades
- Isolation from family and friends
- Frequent texts and calls from boyfriend/girlfriend
- Depression
- Self-harm

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Under the Children and Social Work Act 2017, a 'registered pupil' is any child who has ever been looked after by the local authority but has now ceased to be looked after as a result of child arrangements order, or a special guardianship or an adoption order – schools must have a designate member of staff for promoting the educational achievement of such 'registered pupils'. Designated member of staff for 'registered pupils' - Looked after child, Looked after child in past, Special guardianship or adoption order is Mr Boothe, Deputy Headteacher

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

LA notification when private fostering is discovered

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

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

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

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

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

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

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

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

The Jubilee academy recognises that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Peer on peer abuse is most likely to include, but not limited to:

- bullying (including cyberbullying);
- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexting (also known as youth produced sexual imagery); and
- initiating/hazing type violence and rituals.

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

At The Jubilee Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

At The Jubilee Academy will deal with such incidents following the DfE guidance: Sexual Violence and Sexual Harassment ‘Sexual Violence and Sexual Harassment between children in schools and colleges’ (DfE 2018).

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Sexual violence and sexual harassment between children in schools

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

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

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

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

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

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

At The Jubilee Academy we will support the victims of peer on peer abuse by investigating thoroughly and involving other agencies whenever necessary e.g. Children’s Services, CAMHS, police. The procedures to deal with sexual violence and sexual harassment are laid out in **Appendix D**

The Jubilee Academy has an effective programme of personal, social, health and economic education (PSHE) and sex and relationships education (SRE) to help our students to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality, in order to minimise peer on peer abuse.

They are taught that sexual violence and sexual harassment is always wrong

If staff have a concern they should discuss any such case with the DSL and involve social care or specialist services as appropriate.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The school has an effective approach to online safety to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. A commitment to E-Safety is an integral part of the safer recruitment and selection process of staff and volunteers

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

To ensure the E-safety of all students, we have developed good practice in internet use as a tool for teaching and learning is essential. The School internet access is designed expressly for student use and includes filtering and monitoring systems such as Impero, which limit children's exposure to the above risks from the IT system. These can be monitored from teacher stations

Students are taught what internet use is acceptable and what is not and be given clear objectives for internet use.

All staff receive E-Safety training and made aware that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school. Staff must also understand that misuse of the internet may lead to disciplinary action (as detailed in section 5 of the HR Policies) and possible dismissal;

The **DSL and SBM (ICT)** are the appointed staff members Staff E-learning /who receive appropriate on-going training, support and supervision and works closely with the Designated Person for Child Protection

All temporary staff and volunteers are made aware of the school's E-learning /Safety Policy and arrangements;

Emerging technologies will be examined for educational use and a risk assessment will be carried out before use in School is allowed and methods to identify, assess and minimise risks will be reviewed regularly.

The "Three C's" (Content, Contact and Conduct) will be employed to determine and minimize risks associated with use of technologies with online access.

Further information and guidance can be found in the school's:
E-Safety and ICT Acceptable Use Policy in. of Remote and Mobile Technology

If staff have a concern they should discuss any such case with the DSL and refer to the E-Safety and ICT Acceptable Use Policy in. of Remote and Mobile Technology to report any Esafety incidents

Filters and monitoring

At The Jubilee Academy we have a lot of children who are vulnerable. As such it is very important that we create an online environment that protects our students whilst also giving them the flexibility to learn through their own ideas. We achieve this by carefully restricting access to the resources, online and locally on the school's internal network, that students have access to.

We manage pupils' use of their own devices by Make sure that when they are brought to school they are switched off before entering the school site and stored securely in a plastic wallet in reception. Mobile phones/devices are not to be seen, heard of or used on the school site at any time. Access to the wireless school network is tightly password protected and access is monitored by the ICT technician.

We use two pieces of software/hardware to restrict access. We have a Lightspeed [1] filter that all internet traffic passes through, this is a software installed on a piece of hardware. This filters all traffic by web address and/or IP address. We also have a software installed on every computer called Impero [2]. This is a monitoring software that also allows multiple ways of restricting content via keywords. It has the ability to prevent and log any attempts to access a website/file/program with restricted keywords providing a very powerful way to protect students from harmful content.

Both programs are very flexible and over the three years that The Jubilee Academy has been opened have been fine tuned to suit the school's needs. However, as education and ways of bypassing such programs is changing it is necessary to be ready and able to further fine tune these programs.

Lightspeed has a suggested Web Filter 5-Point Check Up [3] which is useful to check a school is doing all it can to protect students.

These 5 points and how TJA adheres to these are as follows:

1. Force Safe Search

Using a built in Lightspeed tool and a local proxy installed on every PC that a student logs into, The Jubilee Academy Forces any use of a search engine to be done so through its safe search ^{[4][5]} feature. This blocks content deemed unsuitable or offensive.

2. Force YouTube Safety Mode

The Jubilee Academy does not allow any access to YouTube (or similar video streaming websites such as Vimeo or DailyMotion) for students. It has been found that it creates a distraction for students and can disrupt lessons. However, staff have access to YouTube so that they can present educational videos where necessary. The keyword 'YouTube' is also blocked on student PCs via Impero to prevent students accessing any sites that may embed YouTube videos in order to bypass filters. Though Lightspeed does block these sites, this is just an added feature for security.

3. Block Unknown URLs

Within Lightspeed's filter, each known website is placed into a category. These categories are then filtered by suitability for Staff, Students or nobody. Any site that has not been assigned to a category is disallowed and cannot be accessed on any school device on the school's network.

4. Block P2P

By default, any traffic passing through a Lightspeed filter that has the properties of a Peer to Peer network [6] is blocked. There are a few exceptions that have been created specifically on the TJA filter to enable some educational software to function correctly.

5. Set Lockouts

Lightspeed has the functionality to set lockout timers, as does Impero. These timers are only set for breaches that are deemed to be 'Major'. At present this designation is only triggered within Lightspeed when a student (or staff member) attempts to access a site in the adult category 3 or more times in under 5 minutes. This can be tweaked to trigger on other categories if deemed necessary.

All student iPads have the same proxy installed as student PCs and go through the same filters. We also have mobile device management (provided by lightspeed) [7] that allows us to control the apps that are installed on each iPad and prevents students from deleting or installing their own apps.

We have policies and guidelines in place that explain what school devices should and should not be used for and both Staff and Students sign an agreement based off these policies each year.

Further information and guidance can be found in the school's:
E-Safety and ICT Acceptable Use Policy in. of Remote and Mobile Technology

Mental Health

Pupils: The Jubilee Academy seeks to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary.

The daily morning staff briefing is a forum used to highlight all students with behaviour, attendance or emotional issues as well as reminders on key aspects from the safeguarding policy.

Students receive a yearly Safeguarding Booklet which contains a range of simplified information relating to such issues as safety, abuse, depression and sexuality with appropriate links to both internal and external agencies who can help. These areas are followed up in PSHRE, assembly and tutor sessions.

The Year Coordinator, who is a member for the Senior Leadership Team is the first port of call for any student's concerns in addition to their form tutor.

There is a Safeguarding team comprising 2 designated safeguarding officers trained to Level 3, led by Mr Boothe, Deputy Headteacher, Personal Development and Welfare as well as the Attendance and Pastoral Officer, Pastoral Administrator, a Learning Mentor, Learning Champions and a counsellor.

Staff can make referrals to Mr Boothe, The Deputy Head of Personal Development and Welfare or The Deputy Head of Discipline and Conduct of any concerning behaviour, both of whom are also the designed safeguarding leads. If it is deemed necessary referrals will then be made to the fully trained, experienced counsellor, employed to work at TJA for part of the week.

In order to target all students including those who may not self-refer or be reluctant to talk, the school has a universal system to ensure potential signs of safeguarding concern including mental health and self-harm, and other forms of abuse are reported to a dedicated email address for Safeguarding. safeguarding@thejubileeacademy.onmicrosoft.com.

This ensures that when any member of staff such as a classroom teacher spots a potential concern, e.g. low mood, change in behaviours they report directly to one of the 2 Level 3 trained members of the safeguarding team.

This is usually the first reporting point – staff are aware that should a member of the SG team not acknowledge / respond to the email within an hour, they must find a member of the team and report / discuss the concern in person. Instances of potential self-harm for individual students would be reported, and have been reported, and staff are confident and willing to do this

Most concerns turn out to be minor, however, the following would be put in place if a student's mental health was of a concern (Refer also Section C):

- Student is spoken to before the end of the school day and if necessary, confidential support offered – Counselling in school or Learning Mentor.
- If considered appropriate, parent / carer is spoken to that day and invited in to discuss and go over options for support – counselling in school, allocation of a Learning Mentor and / or advised to go to GP and discuss a referral to CAMHS. Harrow Horizons (a commissioned service supported by Barnardos that offers mental health and therapeutic support prior to accessing CAMHS), can also be accessed in school.
- Should the concern be significant and a student is deemed to be at risk to themselves, school contact parents / carers immediately and meet with them that day.
- Should the concern be even greater and a student is deemed to be at significant risk to themselves, school contact parents / carers immediately and advise parent / carer to take to the student to A&E to access immediate psychiatric consultation. If this is not possible, the school will take the student to A&E themselves.
- If there is a lack of protective factors for that student e.g. (family issues) – the school would refer to MASH as a priority safeguarding concern.

Once counselling is in place for a student, this is regularly monitored by the The Deputy Head of Personal Development and Welfare and the Safeguarding Team, and next steps discussed with parents / carers, student and counsellor, CAMHS and other agencies as appropriate.

Parental Mental Health: The Jubilee Academy recognises that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children.

Health and Safety

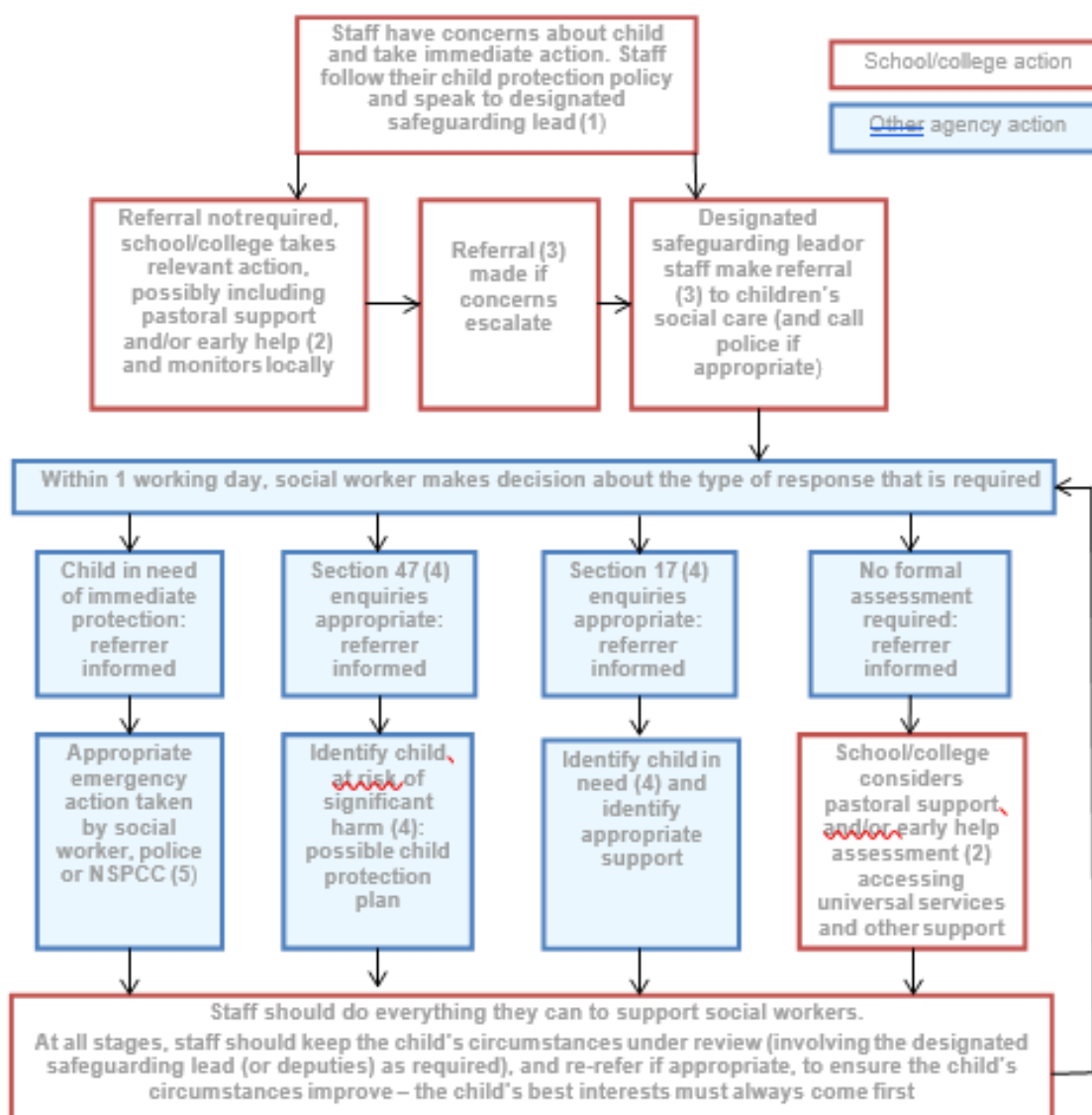
– For more information see full and detailed policy

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

The Jubilee Academy ensures the safety of its environment for pupils through:

- Controlling access to the site
- a single entry/ exit access point, for visitors supervised by reception staff that is separate to staff and student entry/ exit access point
- Conducting an accessibility report and acting on its recommendations.
- Ensuring that we comply with Health and Safety requirements for all on-site activities.
- Requiring risk assessments before allowing any trips, visits or work experience placements.
- Work Experience that include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities
- Vigilant monitoring to guard against intruders, anti-social behaviour and drug and alcohol misuse on site.
- Curriculum activities and social areas compliant with Health and Safety Requirements.
- Named passes issued to visitors with prior appointments, after their identity has been checked.
- Visitors being met at reception and escorted into the school.
- CCTV monitoring of the site, internal and external.
- A record of staff and visitors signing in/out.
- Supervision of students at break and lunchtimes.

Appendix B Action 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).

Appendix C Record of Concern

Student's Name:			
Student's DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern:			
Additional information: (your opinion, context of concern/disclosure)			
Your response: (what did you do/say following the concern)			
Your name:			
Your signature:			
Your position in The Jubilee Academy:			
Date and time of this recording:			
Action and response of DSL			
52			
Name:_____ Date:_____			

Appendix D Procedure for dealing with incidents of Sexual Violence and Sexual Harassment (peer on peer abuse)

Procedure for dealing with incidents of Sexual Violence and Sexual Harassment

The Jubilee Academy will deal with such incidents following the DfE guidance: Sexual Violence and Sexual Harassment 'Sexual Violence and Sexual Harassment between children in schools and colleges' (DfE 2018).

For each incident, school will consider the severity of the incident and therefore whether it will be managed internally, with Early Help sought or referred to Social Care and the Police. Other considerations are listed on the flow chart below.

In all incidents, the victim will be supported and reassured, in consultation with parents / carers. The safeguarding of the victim and other students is paramount. Witnesses will also be supported (as per Table 2).

School will also support the alleged perpetrator.

The Jubilee Academy will consider the conduct of the alleged perpetrator as part of our behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences. Depending on the nature of the incident, a Risk Assessment will be completed with the emphasis on the victim continuing with normal routines. If necessary, victims and alleged perpetrators can be kept apart in classrooms and other shared spaces, and consideration will be given about travel to and from school.

Response to report of alleged sexual violence or harassment (peer on peer abuse)

**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses

Definitions
Sexual Violence
 Rape
 Assault by penetration
 Sexual assault
Sexual Harassment
 Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record-keeping
 Remember, to record all concerns, discussions, decisions and reasons for decisions.

REPORT RECEIVED
 (from the victim or third-party)
 [Onsite, offsite or online]

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity
 Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Considerations
 (Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
 Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY
 One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
 Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
 Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
 Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
 Case-by-case basis

RISK ASSESSMENT
 Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
 (see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
 (see separate page)

DISCIPLINARY MEASURES TAKEN
 (see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
 (may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation
 School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

Safeguarding and supporting victims and alleged perpetrators

Victim	Alleged Perpetrator	Other children
<ul style="list-style-type: none"> • needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support 	<ul style="list-style-type: none"> • possible tension between discipline and support (these are not mutually exclusive) • consider age/ developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file 	<ul style="list-style-type: none"> • witnesses may need support (especially in cases of sexual violence) • avoid allowing pupils to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses

Appendix E Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Appendix F Key Contacts

Role	Name	Telephone	Email
Designated Safeguarding Lead (DSL)	Mr Boothe	02030961221	Safeguarding@TheJubileeAcademy.onmicrosoft.com
Deputy Designated Safeguarding Leads (DDSL)	Mr Sutherland	02030961221	
Designated Lead Governor for Safeguarding & Health and Safety	Ms Cozens	02030961221	
Lead for Looked After Children	Mr Boothe	02030961221	
Lead for Online Safety - (DSL)	Mr Boothe	02030961221	
Head of School	Dr Jarrett	02030961221	info@thejubileeacademy.org.uk
Chair of Governors	Mr Howard	02030961221	info@thejubileeacademy.org.uk

Key Local contacts for safeguarding children

Harrow Children's Social Care & Multi agency Safeguarding Hub (MASH)	'Golden Number': 020 8901 2690 Emergency Duty Team: weekends, bank holidays and between 5pm – 9am during the week: 0208 424 0999
Police	101 or for immediate emergency: 999
FGM- Mandatory reporting	Police on 101 Stephanie Mintern Social Worker, FGM Lead
Local Authority Designated Officer for Allegation against staff (LADO)	Initial referrals via MASH/Golden Number as above. Janice Miller – (Mon, alternate Tuesdays and Friday) – 0208 7366435 Barbara Houston (Alternate Tuesdays, Wed, Thurs) 0208 736 6435
Children and Young People with Disabilities 0-25 years	020 8966 6481
Children Missing from Education	pragna.bhatt@harrow.gov.uk
Local multi-agency procedures, guidance and training: Harrow Safeguarding Children Board (HSCB)	www.harrowlscb.co.uk
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistleblowing Service via NSPCC Report Line	0800 028 0285