Child Protection and Safeguarding Policy

1st September 2023

The vast majority of students attending Corley Academy have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

Version:	**1st September 2023**
Ratified by the Board of Trustees Local Governing Body Signed by the (*Board of Trustees/LGB):	**Date 12/09/2023**
To be reviewed (annually):	**Date 31st August 2024**

Head Teacher: Mark White

Designated Safeguarding Lead: Mark White, Headteacher

Deputy Designated Safeguarding Lead: Sarah Rose, Deputy Headteacher

Deputy Designated Safeguarding Lead: Angie Nagra, Attendance and Inclusion Manager

Named Governor for Safeguarding: Maureen Lea

Chair of Governors: Maureen Lea

Vice Chair of Governors: Steve Reese

Designated Lead for Looked After and Previously Looked-After Children: Gill Matheson

Early Help Assessment Co-ordinator: Angie Nagra

Local Authority designated officer: Kirsty Whiltshire L**ado@coventry.gov.uk**

Safeguarding in Education Adviser: Charlotte Hegarty **charlotte.hegaty@coventry.gov.uk**

MASH: **MASH@coventry.gov.uk** or 024-76788555

MASH Education Representative: Claire McElroy **claire.mcelroy@coventry.gov.uk**

Prevent: **Prevent@coventry.gov.uk**

Emergency Duty Team: 024 7683 2222

Contents

1. Definitions 4
2. Introduction 4
3. Roles and Responsibilities 8
4. Types of abuse 17
5. Responding to signs of abuse 24
6. Record-keeping 32
7. Photography and Images 33
8. Early Help Assessment 33
9. Staff training 33
10. Safer Recruitment 34
11. Allegations of abuse against staff 35
12. Promoting safeguarding and welfare in the curriculum 38
13. Children Looked After 39
14. Children with Special Educational Needs and Disabilities (SEND) or physical health needs 40
15. Use of reasonable force 40
16. Work Experience/ Alternative Provision 40
17. Use of school or college premises for non-school/college activities 41
18. Children staying with host families (see Annex D KCSIE) 41
19. Summary 41
20. Appendix A 42
21. Appendix B – Further Safeguarding Information 43
22. Changes 46

1. Definitions

1.1. 'Safeguarding' is defined in Keeping Children Safe in Education (2023) as;

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2. 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3. 'Child' refers to everyone under the age of 18.

1.4. 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5. 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Corley Academy.

1.6. Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis. Level 2

2. Introduction

2.1. We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2. The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Corley Academy's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Corley Academy's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3. Corley Academy is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4. Safeguarding aims

2.4.1. The safeguarding aims of Corley Academy, in line with Keeping Children Safe in Education (September 2023) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;

- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Corley Academy understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5. This policy adheres to the following documents;

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children 2023 (updated Dec 2023)
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6. We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership (CoventryCSCP@coventry.gov.uk) to safeguard children across the city.

2.7. Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2023).

2.8. This policy should be read in conjunction with the following policies;

a) Behaviour policy,

b) Attendance policy,

c) Anti-bullying policy

2.9. Scope

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

2.9.2. Rather than duplicating content from Keeping Children Safe in Education (September 2023) in this policy, it should be understood that Corley Academy will always refer to this document as the benchmark for all safeguarding practice.

3. Roles and Responsibilities

CORLEY ACADEMY

CORLEY ACADEMY STAFF STRUCTURE 2023-2024

HEADTEACHER /DSL MW

DEPUTY HEADTEACHER & SENCo/Deputy DSL SR

ASSISTANT HEADTEACHER PERSONAL DEVELOPMENT AND WELLBEING LB	ASSISTANT HEADTEACHER CURRICULUM NB	ASSISTANT HEADTEACHER TEACHING & LEARNING KF

SENIOR TEACHER Creativity across the curriculum Mental Health Lead CB

MIDDLE LEADERSHIP				
DDSL /ATTENDANCE & INCLUSION MANAGER AN	DofE / OUTDOOR LEARNING LEADER ZW	VOCATIONAL SKILLS PATHWAYLEADER ES	NUMERACY ACROSS THE CURRICULUM LEADER JP	HEAD OF POST 16 JD
HEAD OF YEAR 7 LK/EM	HEAD OF YEAR 8 LA	HEAD OF YEAR 9 PZ	HEAD OF YEAR 10 JW	HEAD OF YEAR 11 JC

PASTORAL MENTORS															
F1	F2	F3	YR8 LS	YR9 LS	YR10 LS	YR11 LS	E1	E2	S1	S2	W1	W2	N1	N2	P16
LT	EM	SC	ES	CH	AM	JR	GT	PZ	AK	LA	BB	WG	JC	JW	JD

STUDENT SUPPORT			
TC	AL	EJ	GS
Student Support Wellbeing Curriculum Interventions	Student Support Wellbeing Curriculum Interventions	Transition Work Related Learning Interventions	LAC Coordinator Wellbeing

TEACHING AND LEARNING SUPPORT		
DA	JR	KY
Cover Supervisor 1-1 Support Wellbeing Interventions	Cover Supervisor 1-1 Support Wellbeing Interventions	Cover Supervisor 1-1 Support Wellbeing Interventions

CO-MENTORS															
F1	F2	F3	YR8 LS	YR9 LS	YR10 LS	YR11 LS	E1	E2	S1	S2	W1	W2	N1	N2	P16
JG	CR	LW	?	SO	EC	LL	PB	MP	CG	LP	?	KB	PM	GS	SS/CA

SCHOOL BUSINESS MANAGER MJW		
SCHOOL BUSINESS TEAM		
? Examinations	SITE SERVICES MANGER AB	CATERING MANAGER SR
JM Admin/Attendance	SITE HANDYMAN PC	KITCHEN STAFF SaR / GM
MM Admin/Finance/Annual Reviews	CLEANING STAFF PC,RB,DB,DMC	STAFF ROOM STAFF HP
BS Admin/Finance/Transition		
ES Receptionist/Admin		

3.1. The Role of the Governing Body

3.1.1. Thrive Education Partnership **and the Local Governing Body for Corley Academy** have a strategic leadership responsibility for our safeguarding arrangements.

- Part 2 of Keeping Children Safe in Education (September 2023) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;
- Have a strategic leadership responsibility for **Corley Academy** safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure Corley Academy consider local authority and Coventry Safeguarding Children Partnership (CoventryCSCP@coventry.gov.uk) policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure Corley Academy have an effective child protection policy, that it is published on Corley Academy website http://corley.thrive.ac/or available by contacting the Academy and review this annually;
- Ensure Corley Academy have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and this is regularly updated;
- Ensure Corley Academy contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but

recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;

- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the Headteacher

- The headteacher will;
- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;

- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Corley Academy collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); <u>and</u>
- Ensure that children's Services (from the host local authority or placing authority) have access to Corley Academy to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2023).

3.3. The Role of the Designated Safeguarding Lead

3.3.1. The Designated Safeguarding Lead (DSL) for Corley Academy is Mark White. Our Deputy Designated Safeguard Leads (DDSL) in the DSL's absence is Sarah Rose/Angie Nagra.

- The Designated Safeguarding Lead will;
- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023);
- Always be available during term time school hours for staff in Corley Academy to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Corley Academy with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2023);

- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Corley Academy;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Corley Academy leadership team;
- Promote a 'culture of safeguarding', in which every member of Corley Academy community acts in the best interests of the child;
- Ensuring Corley Academy knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Corley Academy; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2. Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2023).

3.4. The Role & Responsibilities of all Staff within School

3.4.1. School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children.

- All staff in Corley Academy;
- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; Corley Academy behaviour policy; the staff behaviour policy/ Code of Conduct; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Corley Academy that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2023) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;

- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5. Multi-Agency Working

3.5.1. Corley Academy is committed to multi-agency working and operates under Working Together to Safeguard Children (2023) and local safeguarding arrangements.

3.5.2. Corley Academy will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3. We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments.

3.5.4. The Coventry Safeguarding Children Partnership (CoventryCSCP@coventry.gov.uk) have designated that schools and colleges are a named 'relevant agency'. As such, Corley Academy is under a statutory duty to co-operate with published CSCP arrangements.

4. Types of abuse

4.1. As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Corley Academy/college as well as online, including the multi-faceted occurrence of factors causing emotional harm.

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

a) Physical abuse;

b) Sexual abuse;

c) Emotional abuse;

d) Neglect.

4.2. Types of abuse (Taken from Keeping Children Safe in Education, 2023)

Type of abuse	**Information**
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the

	child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of Corley Academy policy and procedures for dealing with this.

Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3. Indicators of abuse can be found in Appendix B.

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

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

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;

- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of Corley Academy day.
- is a privately fostered child.

4.7. Corley Academy recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Corley Academy believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;

- mental health;
- neglect;
- child on child abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including child on child abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8. Corley Academy will also take action to protect;

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

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

- We work with other agencies in line with Keeping Children Safe in Education (2023) to support children and families in the following circumstances;
- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

4.9. Children potentially at greater risk of harm

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

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

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

4.10. Children absent/missing from Education

4.10.1. Corley Academy understands that children that are absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines. This includes children missing from education that are not on roll.

4.10.2. Corley Academy will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

4.11. Elective Home Education

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

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

4.12. Children requiring Mental Health support

4.12.1. Corley Academy recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2. All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3. Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4. We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should complete a CPOMS and parents will be contacted. Students will be offered support from Managing Minds and a referral will be made to Rise. Parents may be asked to take their child to their DP or if urgency is needed to Children's A&E

4.12.5. If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6. Charlotte Brooks, Lead for Mental Health support within school has a policy and this is shared with all staff.

4.12.7. Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2023.

4.13. Children who are Lesbian, Gay, Bi or Trans (LGBT+)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

5. Responding to signs of abuse

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

5.2. If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

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

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

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

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

- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5. The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

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

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

5.7. See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2023).

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

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9. Corley Academy have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or Corley Academy are aware the 28 days has been exceeded.

5.10. All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Corley Academy's Prevent duty.

5.11. If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12. Child on Child Abuse

5.12.1. Corley Academy understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Corley Academy recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2. All members of staff will be made aware of Corley Academy's policy and procedures with regards to child-on-child abuse. Corley Academy will ensure staff understand what is meant by child-on-child abuse and Corley Academy policy on child-on-child abuse by ivluding this is

Satutory training and ensuring staff know that a CPOMS is to be completed.

5.12.3. Corley Academy will work to prevent child on child abuse by undertaking a Protective Behaviours programme that is understood and delivered by all staff.

5.12.4. Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Corley Academy will investigate this and will carry out this investigation, recording it and responded to the outcomes.

5.12.5. In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by their Mentors and staff with whom they trust, and referral to the MASH will be considered.

5.12.6. Corley Academy will never pass off child on child abuse as 'banter', 'having a laugh. 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7. Corley Academy will adhere to guidance set out in Keeping Children Safe in Education (2023) when responding to incidents of child-on-child abuse.

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

5.13. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1. Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2. CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3. Corley Academy is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4. CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5. Corley Academy recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.14. Sharing of consensual or non-consensual nude and semi-nude images or videos

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

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

5.14.2. Corley Academy has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online.

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

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

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);

- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

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

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

5.14.6. Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7. We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8. We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.15. Domestic Abuse

5.15.1. Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2. Corley Academy recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. Corley Academy is part of the operation Encompass programme and will receive limited information if the police have attended the home of a young person with regards to a DV situation.

5.16. Searching, Screening and Confiscation

5.16.1. Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Corley Academy.

5.16.2. Corley Academy adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.17. Online Safety

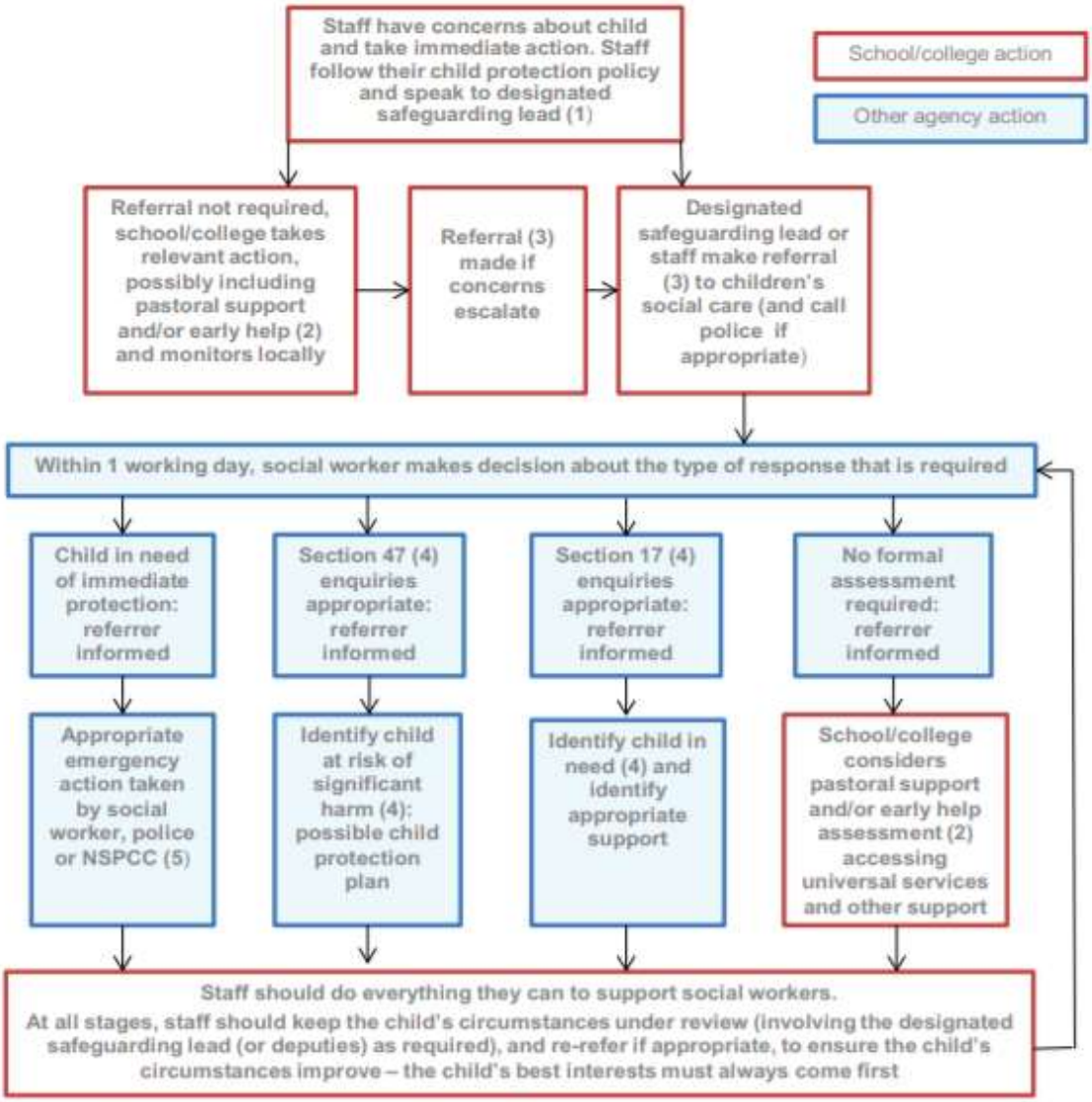
5.17.1. Corley Academy recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)
- Contact – being subject to harmful online interaction with other users (child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2. Corley Academy understand that the above can take place on a student's phone or smart device (including smart watches) whilst at school/college or elsewhere. Corley Academy have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. Students at Corley Academy must hand in all devices to the school office on arrival to school.

5.17.3. Corley Academy has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. Corley Academy uses the IMPERO system which filter key words. These then trigger a response where the image on the screen is captured with user details. Members of the senior team are notified immediately, and the students is spoken to straight away. Parents are also contacted. This is recorded on CPOMS.

Actions where there are concerns about a child



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

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

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

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

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

5.18. Raising concerns

- To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency

Referral Form (MARF) and submit this to the MASH. Corley Academy will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

- MASH Telephone number: 02476 788 555
- MASH online referral form: http://www.coventry.gov.uk/safeguardingchildren
- Out of hours Emergency Duty Team: 02476 832 222
- Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk
-

5.18.1. If a child's situation does not appear to be improving following a referral, Corley Academy may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy to ensure that our concerns have been addressed and that the situation improves for the child. https://www.proceduresonline.com/covandwarksscb/p_escalation_resol.html

6. Record-keeping

6.1. All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely.

6.2. A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3. Corley Academy keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMS)

6.4. Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5. In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner **(within 5 days for in-year transfers)**. Once received by the new school, this school will not retain the information.

6.6. Corley Academy will seek to hold at least two emergency contacts for every child.

6.7. All data processed by Corley Academy is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018).

6.8. Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2023).

7. Photography and Images

7.1. Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Corley Academy. Consent details can be found on the Arbor Information Management System

7.2. Parents can withdraw consent at any time and must notify Corley Academy if they do not wish their child's photographs to be used.

7.3. Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4. Photographs of children will be processed in line with the General Data Protection Regulation.

8. Early Help Assessment

8.1. Corley Academy is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Corley Academy is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

8.2. Corley Academy works within the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' framework, available on the CSCP website.

9. Staff training

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

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex B of Keeping Children Safe in Education (September 2023)
- School procedures for Children Absent from Education
- Corley Academy Behaviour Policy

9.2. Staff and Governors at Corley Academy will receive training throughout the year. Via staff briefing sheets, staff will be made aware of any updates or changes as they arise.

9.3. Corley Academy recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4. All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10. Safer Recruitment

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

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (all employees);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);

- Professional qualifications check ;
- Social Media Checks;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required); and
- Verification of the candidate's mental and physical fitness may also be sought.

10.2. A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3. All new members of staff will be required to obtain DBS clearance. Corley Academy reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4. At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5. We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6. Any visitor to Corley Academy who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7. All safer recruitment practices at Corley Academy comply with Keeping Children Safe in Education (September 2023). See Part 3 of Keeping Children Safe in Education (September 2023) for further information.

11. Allegations of abuse against staff

11.1. Corley Academy takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2023) and the CSCP Guidance, 'Allegations Against Staff and Volunteers'.

11.2. Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3. If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Richard Chapman, CEO of Thrive Education Partnership. enquiry@thrive.ac

11.4. If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5. Concerns or allegations of abuse against staff must be reported to the Headteacher or the CEO as appropriate and not discussed directly with the person involved.

11.6. The Headteacher or CEO should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.
- The details of the LAdo can be found of the front of this policy. Immediate referrals can be made via the following link

- https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

11.7. Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education 2023, Corley Academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.8. If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9. In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Corley Academy in managing the allegation.

11.10. A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.11. Supply Teachers and all contracted staff

11.11.1. Although Corley Academy does not directly employ supply teachers and contractors, Corley Academy will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2. Corley Academy will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.11.3. Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4. Corley Academy will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. Corley Academy will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.12. Governors

- If an allegation or concern is about a Governor, Corley Academy/college will follow local procedures.

11.13. Volunteers

- Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.14. Whistleblowing

11.14.1. Corley Academy operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Corley Academy's safeguarding processes to the senior leadership team.

11.14.2. Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.14.3. In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.15. Complaints Procedure

- Corley Academy operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. All Complains should be in a letter and sent to the headteacher. If it is about the Headteacher, the complaint should be in the form of a letter and sent to the CEO of the trust.
- Complaints from staff are dealt with under Corley Academy's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)
- Complaints which escalate into a child protection concern will automatically be managed under Corley Academy's child protection procedures.

12. Promoting safeguarding and welfare in the curriculum

12.1. Corley Academy recognises the importance of teaching children how to stay safe and look after their mental health and are committed to

equipping children with the skills and knowledge to have successful and happy lives.

12.2. Corley Academy will teach children about safeguarding, including online safety. Copies of our school curriculum can be obtained from our website.

12.3. Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Corley Academy/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by Corley Academy's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

12.4. Children at Corley Academy will receive the following as part of our promotion of safeguarding across the curriculum: Protective Behaviours, Assemblies, Weekly Themes Curriculum specific activities.

12.5. Education at home and remote education

- If a student is working remotely, either offsite or at home, The Attendance and Inclusion manger takes a lead in ensuring daily contact is made and support is offered. All school safeguarding systems apply.

13. Children Looked After

13.1. The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. *Corley Academy* recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Gill Matheson

13.2. Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

13.3. Corley Academy will work with Personal Advisors when children leave care (where applicable).

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

14. Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1. As outlined in Keeping Children Safe in Education (2023), Corley Academy as a Special School is more than aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

14.2. Any reports of abuse involving children at Corley Academy will therefore require close liaison with the designated safeguarding lead and. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

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

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

15. Use of reasonable force

15.1. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary.

16. Work Experience/ Alternative Provision

- Corley Academy will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work

experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that Corley Academy would otherwise perform in respect of its own staff.

16.1. The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by Corley Academy. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between Corley Academy and alternative/external providers.

16.2. The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17. Use of school or college premises for non-school/college activities

- Corley Academy may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this, and Corley Academy will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with Corley Academy on these matters were appropriate. This applies whether the children in attendance are on Corley Academy's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, Corley Academy will follow its own policy including informing the LADO.

18. Children staying with host families (see Annex D KCSIE)

19. Summary

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

20. Appendix A

- Corley Academy's safeguarding policy is intended to be used in conjunction with the following policies;
- Corley Academy adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:
- https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership
- Allegations Against Staff or Volunteers **(CSCP)**
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Health & Safety Policy
- Online Safety Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- PSHE Policy
- Mental Health Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

20.2. Types of Abuse

- As outlined in paragraph 4.4, Corley Academy will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2023), Annex A.
- Bullying, including cyber- or online-bullying
- Corley Academy takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.
- We also teach children about the dangers of bullying through our curriculum.
- Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.
- Child criminal exploitation (including involvement in county lines)
- Domestic abuse (Operation Encompass)
- Fabricated or induced illness
- Faith-based abuse
- Female genital mutilation (A form of so-called 'honour-based' abuse)
- Forced marriage (A form of so-called 'honour-based abuse)
- Gangs or youth violence
- Gender-based violence
- Hate
- Homelessness
- (So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)
- Radicalisation and Extremism
- Relationship abuse
- Serious Violence
- Sexual violence or sexual harassment (including child-on-child abuse)

- Sharing of consensual or non-consensual nude images and videos
- Trafficking and modern slavery

20.3. Children absent from education, home or care

- Corley Academy will also take action to protect;
- Children absent from education
- Children missing from home or care

20.4. Children Absent from Education

- It is school procedure that all students absent from school will receive a phone call on day 1 of absence and will be followed up subsequently. If school are unable to gain contact and have called all of the numbers given, a home visit will take place.
- If parents do not answer their door, a letter will be posted through the letterbox informing parents of the visit and numbers to call. If there are pre existing concerns, Social care will be called. Decisions will then be made on the next steps to take to locate the child.
- If there are no existing concerns, parents will be call each half hour until a response is gained. If there is no response by the end of the day. School will call Mash for advice.
- Failure to contact school may result in a call to local police.

20.5. Children Missing from home or care

- School will undertake best endeavous to ascertain where a child may be. If school is unable to ascertain the wherabouts of a child and they have been absent for a maximum of ten days Information will them be passed to CME within the LA for further support and Guidance. A CME referral form will be completed. cme@coventry.gov.uk
-
-

20.6. Private Fostering

- Corley Academy have a duty to refer any children who are living in a private fostering arrangement to the local authority.
- We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

20.7. Indicators of abuse

- See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)
- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;

- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Corley Academy recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

21. Changes

Description	Date	Page	Section