



A C A D E M Y
L A N G L E Y

Safeguarding & Child Protection Policy 2023/2024

Policy Owner:	Grace Cox
Reviewed by	Seona Baker (Trust Lead for Safeguarding)
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Ratified by:	Local Governing Body
Date:	September 2023
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Useful Contact Information

	Telephone Numbers/Emails
Sandwell MASH	0121 569 3100
West Midlands Police	101
Local Authority Child Protection Officers for Education	Lisa Harvey: 07747118729 Beverley Need: 07775360203 Louise Atkinson: 07341 795 787 Jemma Jones: 07393009664
Local Authority Designated Officer (LADO)	0121 569 4770
Horizons Exploitation Safeguarding Team	0121 569 2524/8391
LA PREVENT Education Officer (Justin Nixon)	07790396643
Oldbury Strengthening Families Team	0121 569 7295
Tipton Strengthening Families Team	0121 569 7291
Wednesbury Strengthening Families Team	0121 569 7294
West Bromwich Strengthening Families Team	0121 569 7293
Rowley Strengthening Families Team	0121 569 7296
Smethwick Strengthening Families Team	0121 596 7296
NSPCC Helpline	0808 800 5000 / help@nspcc.org.uk
NSPCC Whistleblowing Helpline	0800 028 0285
National Counter Terrorism Helpline	0800 789 321 / counter.extremism@education.gov
Children's Social Care	
Sandwell	0121 569 3100 (available out of hours)
Birmingham	0121 303 1888 (out of hours - 0121 675 48
Walsall	0300 555 2866 (out of hours - 0300 555 2922)
Wolverhampton	01902 555392 (out of hours – 01902 552999)
Dudley	0300 555 0050 (out of hours - 0300 555 8574)

N.B. Check the student's postcode on GOV.UK and ring the authority applicable to where they live.

1. Key Contacts in Academy

Designated Safeguarding Lead (DSL) (Lead)

Name	Grace Cox
Email	Gcox@q3langleley.org.uk
Contact number	01215167070

Designated Safeguarding Lead (DSL)

Name	Katherine Fogarty
Email	Kfogarty@q3langleley.org.uk
Contact number	01215167070

Deputy Safeguarding Lead (DSL)

Name	Daniel Snell
Email	Dsnell@q3langleley.org.uk
Contact number	01215167070

Deputy Safeguarding Lead (DSL)

Name	Rashel Rahman
Email	RRahman@q3langleley.org.uk
Contact number	01215167070

Deputy Safeguarding Lead (DSL)

Name	Blayney Beddow
Email	BBeddow@q3langleley.org.uk
Contact number	01215167070

Designated teacher for Children in Care

Name	Grace Cox
Email	Gcox@q3langleley.org.uk
Contact number	01215167070

Single Point of Contact for PREVENT

Name	Grace Cox
Email	Gcox@q3langleley.org.uk
Contact number	01215167070

Nominated Governor for Safeguarding

Name	Stephen Knight
Email	Please contact Q3 Langleley Reception and they can provide further contact details.
Contact number	0121 516 7070

2. Introduction

This document is the Safeguarding and Child Protection Policy for Q3 Langley and any extended services that it provides.

This policy has due regard for Keeping Children Safe in Education (KCSIE) 2023 and Working Together 2018 (Updated Dec 2020).

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the Academy. It will be reviewed at least annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the Academy's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements (MASA).

This Safeguarding and Child Protection Policy forms one part of our safeguarding responsibilities and the principles embedded in this policy should have due regard to a range of linked policies including, but not limited to: Safer Recruitment Policy, Information Sharing and Record Keeping Policy, Positive Behaviour Policy/Physical Intervention Policy/Mobile Phone Usage Policy, Managing Allegations Against a Person in a Position of Trust/Low-Level Concerns, Health and Safety Policy, PSHE, Sex and Relationship Education, Equal Opportunities, Sexual Violence and Harassment in the Academy, Special Educational Needs, Educational Visits, E-safety, Combating Extremism, Attendance, Educational Visits, Staff Code of Conduct, Acceptable Use of Technologies, and any other relevant policies as defined by statutory guidance and the Academy's Governing body.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is everyone at Q3 Langley's responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. To fulfil this responsibility effectively our Academy ensures their approach is child-centred and has the best interests of the child at the heart of all action.

Purpose of a Safeguarding and Child Protection Policy	<p>To inform all members of staff, parents, volunteers and governors about the Academy's responsibilities for safeguarding children and their responsibilities therein</p>
Local Multi Agency Safeguarding Arrangements (MASA)	<p>The Academy follows the procedures agreed by Sandwell's Children's Safeguarding Partnership.</p> <p>We demonstrate our compliance with these arrangements via an annual S175/157 Audit and Mercian Trust supervision and audits.</p>
Academy Staff & Volunteers	<p>Academy staff incl. supply, volunteers and students are well placed to observe the outward signs of abuse. The Academy will therefore:</p> <ul style="list-style-type: none"> • Ensure that all Academy staff and volunteers receive safeguarding children training, at least annually, to help identify concerns in accordance with 'What to do if you are worried a child is being abused – Advice for practitioners' (DfE 2015). • Ensure that all staff are aware of this policy and those relating to the safeguarding of children. • All staff are familiar with Statutory Guidance Keeping Children Safe in Education (KCSIE 2023) <i>Part One or Condensed version Annex A</i> Safeguarding information for all staff; What Academy and college staff should know and do; a child-centred and coordinated approach to safeguarding.
Principles and Expectations	<p>We are committed to safeguarding children and young people and we expect everyone who works in our Academy to share this commitment.</p> <p>This policy applies to all children between the ages of 11-16 whose care and education comes within the remit of this Academy.</p> <p>Adults in our Academy take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.</p> <p>Ensure that children who are subject to multi-agency plans are supported by the Academy as defined in that plan.</p> <p>Students are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Students are taught to recognise when they are at risk and how to get help when needed.</p> <p>Contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.</p> <p>We operate a whole-Academy approach to safeguarding where everyone adopts zero tolerance to abuse. We recognise</p>

	<p>our own responsibility to protect and safeguard the welfare of the children and young people entrusted to our care, by establishing a safe and trusting environment in which children can learn and develop.</p> <p>We create a culture of safe recruitment and have adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2023 statutory guidance for Schools.</p> <p>The staff and Governing Body of the Academy are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the Academy who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. Children's wishes and feelings are always taken in to account when determining what action is taken and included in any referrals. The Academy promotes a positive, supportive and secure ethos, giving students a sense of being valued and understanding that their voice will be heard.</p> <p>This Academy also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Children's Trust, Child and Adolescent Mental Health Services, School Attendance Support Service, Inclusion Support Service and other agencies/services coming into the Academy to support individual pupils/groups of pupils. This includes providing a coordinated offer of Early Intervention and contributing to any statutory assessments. The Academy ensures that all staff understand the Early Intervention process and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be brought about by factors such as family members in prison or homelessness.</p> <p>We take timely action to support Early Intervention if we have concerns.</p> <p>We ensure that support is matched to children's individual needs.</p> <p>We encourage all children and young people to respect, value and support each other.</p> <p>We recognise that Children who are LGBTQ+ may be targeted by others and discriminated against. This behaviour will not be tolerated, and we will ensure children who may be LGBTQ+ have a trusted adult who they can be open with. This will be located on their Q3 Langley Safeguarding Card on their lanyard. We also ensure they receive support through our Pastoral Teams and wider if needed.</p> <p>We are fully compliant and promote Operation Encompass, which is a police and education early intervention safeguarding partnership that supports children and young people exposed to domestic abuse. It aims to ensure Academies are notified in a timely manner of any Domestic Abuse incident where child/ren</p>
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	<p>are present. This includes ensuring all parents/carers are aware we are part of this initiative via Newsletters, Academy website and induction.</p> <p>All staff, governors and Trustees receive safeguarding and child protection training at induction, and at least annually thereafter. Temporary staff and volunteers will be made aware of policies including Child Protection, Staff Code of Conduct and Acceptable Use of Technologies including social media as part of their induction.</p> <p>We ensure appropriate robust filtering and monitoring is in place for school devices and networks, which are regularly reviewed (every term with the Trust lead for ICT). This report is then shared with SLT and the Governing Body. We recognise the part mobile phones can play in compromising children's safety. We are a mobile-free school. We aim to meet the DfE filtering and monitoring standards, and the Cyber Security standards for schools and colleges. We use their standardised testing every term to ensure we match with their recommendations.</p> <p>We ensure that children who are subject to multi-agency plans are supported by the Academy as defined in that plan.</p> <p>We are fully committed to safeguarding the welfare of children in care, previously known as looked-after children, and care leavers.</p> <p>To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including: Domestic Violence and Abuse (DVA), Child Exploitation (including sexual and criminal), Modern Slavery, Serious Violence, Trafficking, Gangs and Knife Crime, Radicalisation, Female Genital Mutilation (FGM), Honour-Based Violence (HBV) and Forced Marriage (FM), Online/Social Media Safety. They will be supported to calculate risk and be made aware of the range of support available to them.</p> <p>To ensure staff are aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) online grooming, sexual exploitation, criminal exploitation, and serious youth violence. This is known as Assessment of Risk outside the family home and we will have due consideration for this when assessing risks to children and young people.</p> <p>We are familiar and keep up to date with legislation and guidance that relates to children and young people, such as the legislative changes to the legal age of marriage in England and Wales.</p> <p>We encourage pupils to respect the fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect, and Tolerance of those with different faiths and beliefs.</p>
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	<p>We do this through our PSHE curriculum, Family Lunches and standing assemblies. We ensure that partisan political views are not promoted in the teaching of any subject in the Academy, and where political issues are brought to the attention of the students, reasonably practicable steps have been taken to offer a balanced presentation of opposing views.</p> <p>To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being.</p> <p>To support the mental health and well-being of students and be able to identify when there are needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe.</p> <p>The Academy will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the Academy prospectus (http://www.q3langleley.org.uk/prospectus/). The Academy's Child Protection Policy is made available to parents on request, and published on the Academy website.</p> <p>Our policy extends to any establishment our Academy commissions to deliver education to our students on our behalf, including Alternative Provision settings.</p> <p>We will continue to be responsible for the safeguarding of any pupil placed in Alternative Provision and ensure we are satisfied that the provider meets the needs of the pupil.</p> <p>Our Governing Body and Trust will ensure that any commissioned agency will reflect the values, philosophy and standards of our Academy. Confirmation should be sought from the Academy that appropriate risk assessments are completed, and ongoing monitoring is undertaken.</p> <p>Currently our premises are not offered for use of other organisations. If this changes during the academic year, confirmation will be sought by the Academy that appropriate risk assessments, aligned with 'Keeping Children Safe in Offsite Settings', are completed, and that safeguarding and child protection policies and procedures are in place. This assurance will be included in any transfer of control agreement i.e. lease or hire agreement.</p>
<p>Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy</p>	<p>The Designated Senior Person will ensure that the Academy's Child Protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal.</p> <p>Our Academy submits the Local Authority annual safeguarding audit within agreed deadlines (S175/157 Education Act 2002 audit), to evidence compliance with current legislative requirements, including any implications and learning from local, regional or national safeguarding issues.</p>

	In this way the Governing Body authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory Guidance.
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3. Statutory Framework

In order to safeguard and promote the welfare of children, the Academy will act in accordance with the following legislation and guidance:

[The Education Act 2002](#) (section 175/157). Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Education and Training (Welfare of Children) Act 2021 amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 to impose safeguarding duties on 16 to 19 academies and further education in essence ensuring that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with ([The Children Act 2004](#)).

[Sandwell Children's Safeguarding Partnership - Inter Agency Procedures](#) – regional procedures
[Working Together to Safeguard Children](#) - “[Working Together to Safeguard Children](#)” (2018 updated December 2020) requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Multi Agency Safeguarding Arrangements, and have appropriate procedures in place for responding to all concerns of actual or suspected abuse, including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective Early Intervention assessment and take on the role of the Lead Professional. Sandwell's multi-agency Threshold Document explains Early Intervention and expectations more in depth.

[What to do if you're worried a child is being abused: advice for practitioners](#)

[The Education \(Pupil Information\) \(England\) Regulations 2005 \(now within KCSIE 2023\)](#)

[Keeping Children Safe in Education](#) – places the following statutory duties on all schools:

It is essential that:

- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- All staff should be aware of and follow regional and local policies and procedures.
- Staff should be vigilant to signs of abuse and to whom they should report any concerns on to.
- We have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations or concerns against persons in a position of trust, including knowing local referral processes.
- We have a Designated Senior Lead who is a member of the Senior Leadership Team and responsible for co-coordinating safeguarding/child protection work within the Academy and liaising with other agencies as appropriate.
- The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). SLT will also have an oversight into the overall responsibility of this.
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by local safeguarding arrangements at least every two years, and their knowledge and skills should be refreshed regularly, but at least annually, via briefings, newsletter and national, regional and local updates.
- All other staff in the Academy should receive training to raise their awareness of signs and symptoms of suspected or actual abuse, and the procedures they should follow at least every three years. They should also be given regular updates on safeguarding issues.
- All staff will receive online safety training, which includes an understanding of expectations and applicable roles and responsibilities in relation to filtering and monitoring. To ensure they are not only

knowledgeable around risks and indicators, but are also able to ensure children are taught about keeping themselves safe in the real and virtual world.

- All staff should be prepared to identify children who may benefit from Early Intervention.
- That all academies and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- We will maintain safeguarding responsibility when a child is attending Alternative provision.

Children absent from and missing from education must have appropriate safeguarding arrangements in place to respond to children. These are included in our Attendance Policy, but include ensuring all points of contact are called. Home Visit to be conducted on children who we are struggling to contact.

[Information sharing advice for safeguarding practitioners](#)
[Mental Health and Behaviour in schools: Departmental Advice](#)

Sexual Offences Act 2003

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.

Sexual violence refers to sexual offences and includes rape and sexual assault.

Sexual harassment is any 'unwanted conduct of a sexual nature' that can occur online and offline. 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.

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 physically and verbally) and are never acceptable. We ensure victims are taken seriously and offered appropriate support, following **KCSIE 2023**.

[Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
[The Prevent Duty](#)

The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists, or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1st July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years childcare providers and registered later year's childcare providers). They 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". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

Forced Marriage (Civil Protection) Act 2007 (legislation.gov.uk) - the legal age of marriage in England and Wales is 18 years old.

[Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015), places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under-18. Those failing to report such cases will face disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.

[Child and Social Work Act 2017](#)

Requires all schools to ensure:

- Relationships education be provided to pupils of compulsory school age receiving primary education at schools in England;

- Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England;
- That pupils learn about:
 - Safety in forming and maintaining relationships;
 - The characteristics of healthy relationships; and
 - How relationships may affect physical and mental health and well-being; and
 - The education is appropriate having regard to the age and the religious background of the pupils.

[General Data Protection Legislation \(2018\)](#)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
[Voyeurism Offences Act 2019](#)

[DfE statutory guidance on Children Missing Education](#)

[Additional links to Resources/ Information can be found in KCSIE 2023](#)

4. The Designated Senior Lead

The Designated Senior Lead (DSL) for child protection will co-ordinate action on child protection within the Academy. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is, and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which specific safeguarding issues may occur within the wider environment (Assessment of Risk outside the family home) – see Appendix A to discuss any concerns with the Designated Member of Staff.

NAME: Grace Cox (Lead) and Katherine Fogarty

The named staff are DSLs for Child Protection and are members of the Senior Leadership Team.

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

The Deputy Designated Senior Person for Child Protection in this Academy is:

NAME: Daniel Snell, Rashel Rahman and Blayney Beddow

In the absence of the DSL and the deputy DSL the most senior member of staff in Academy will assume responsibility for any child protection matters that arise. All deputies are trained to the same standard as the Designated Safeguarding Lead.

Our Designated Senior Person for Child Protection will:

- Ensure that he/she receives refresher training at least every two years.
- Take a lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.
- To keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.
- Ensure that all staff (including supply and volunteers) who work with children undertake appropriate training at induction to equip them to carry out their responsibilities for safeguarding children, with regular updates at least annually training will enable them to recognise the signs and symptoms of abuse including Online abuse/Grooming, understanding expectations and applicable roles and responsibilities in relation to filtering and monitoring, Domestic Violence and Abuse (DVA) with knowledge of what is controlling behaviours and coercive control, Child to Parent Domestic Abuse, Child to Child Abuse, Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour-based Violence (HBV) and Forced Marriage (FM).
- Ensure that all staff understand the statutory duty to report to police when they suspect a girl under-18 has had FGM carried out.
- Ensure all staff understand the Prevent Duty.
- Ensure that parents/carers are aware the Academy is part of Operation Encompass by providing full information around school and on the school website.
- Ensure there are effective induction procedures around safeguarding and child protection for all adults working in the Academy, be they staff or volunteers, including supply agency staff, which are to be undertaken no longer than 10 working days of commencement of their contract.
- Make sure that concerns are raised by staff/volunteers when necessary.
- Offer support and guidance to all adults working within the Academy on matters of safeguarding and child protection.
- Ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the Academy.
- Ensure that (whenever possible) the Designated and Deputy Designated Persons are not out of Academy (e.g. at training events) at the same time. If they are absent, arrangements should be in place to ensure their duties are covered during their absence.

- Ensure that the telephone number for Sandwell Children's Trust is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral.
- Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Intervention process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns).
- Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are or are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, children missing or absent from education.
- Ensure suitable safeguarding arrangements are in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods, considering when threshold for educational neglect may be met.
- Work closely with colleagues with specific lead responsibilities in the Academy, such as the attendance officer, the welfare co-ordinator and mental health leads, to respond to safeguarding concerns and improve outcomes.
- Work closely with partner agencies and services to improve outcomes for children and young people including (but not limited to) Local Authority Designated Officer (LADO), allocated social workers, Special Educational Needs Coordinators (SENCO's), senior mental health leads, school nurses, domestic abuse support, Locality Strengthening Families team, community policing.
- Be aware of the requirement for children to have an Appropriate Adult when they are being questioned by police regarding any criminal matters. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Complete/oversee all necessary paperwork and correspondence including referral forms to the Early Intervention team or MASH with regard to safeguarding and child protection referrals.
- Ensure there is appropriately trained staff to lead on targeted support and that all staff are aware of the Early Intervention process and their role within it.
- Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.
- Ensure that the Academy is represented by a Designated Person for Child Protection at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Person for Child Protection who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated lead should attend or other deputised trained person (PLD). If neither can attend, apologies will be given and a written report will be submitted prior to the conference.
- Compile and submit a written report regarding children who are subject to child protection conferences. This will be shared with parents/carers before the conference takes place if they request this information, unless the DSL feels that the content would place the child at risk.
- Ensure there is appropriate representation on Core Groups when a child is on a Child Protection Plan. If the most appropriate person is a class teacher, they will be work jointly with the Designated Safeguarding Lead.
- Ensure that welfare records are kept securely and confidentially (locked and with limited access).
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- Ensure that records are transferred, within 5 days for an in-year transfer or within the first 5 days of the start of a new term, when a child changes/transitions to a new school.
- Ensure there is a mechanism in place to support the Designated Persons for Child Protection in specific regard to their welfare responsibilities e.g. weekly/monthly one-to-one meetings between the Designated and Deputy Designated Persons to offer mutual support.
- Keep the Academy's SLT, Governors, Local Authority and SCSP informed about safeguarding and child protection issues as requested.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Discuss with new parents the role of the DSL and the role of safeguarding in the Academy. Make

parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection policy.

- To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, including onsite day care provision.

5. The Governing Body

The Local Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is: Stephen Knight

In particular the Governing Body ensures that:

- Our Governors/Trustees will be subjected to an enhanced DBS check and 'Section 128' check.
- All governors and trustees receive appropriate safeguarding and child protection (including online to include responsibilities and expectations around filtering and monitoring) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole-Academy approach to safeguarding. Their training is updated at least annually.
- Safeguarding and child protection policy and procedures are in place and reviewed annually.
- Obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements are maintained and any breaches are tackled appropriately.
- Safe recruitment procedures (including considerations for online search on any shortlisted candidates which they will be informed about), are in place and reviewed annually.
- All staff (paid and unpaid) have an up-to-date enhanced Disclosure and Barring Service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- Ongoing vigilance beyond the recruitment process to ensure safety and welfare of children is embedded in all of our processes and procedures to ensure deterrent of abuse and the challenging of inappropriate behaviour.
- A Single Central Record (SCR) is monitored to ensure it meets statutory requirements (Please see our Recruitment Policy). All staff leavers will be deleted from our current SCR.
- Position of trust procedures are in place (including the management of low-level concerns) and reviewed annually.
- A DSL who is a senior member of Academy leadership team is appointed and notifies the LA of any changes in personnel to this role.
- The governors support the Designated Member of Staff for Child Protection in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September 2022). Their role is also outlined within their Job Description.
- There is a dedicated teacher for Children in Care who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked After Children and engaging with the DSL.
- A member of the Governing Body (David Pope) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher. That robust policies and procedures are in place, implemented and monitored.
- Relevant safeguarding/child protection training is accessed by all Academy staff/volunteers according to their role and responsibilities. (Including online safety which amongst other things includes the understanding of expectations, and applicable roles and responsibilities in relation to filtering and monitoring).
- Consider the number and age range of pupils, those who are potentially at greater risk of harm and how often they access IT systems, along with the proportionality of costs versus safeguarding risk.
- Ensure that the Academy adheres to the DfE Guidance – Meeting digital and technology standards in school and colleges – Filtering and monitoring standards for schools and colleges – guidance – GOV.UK (www.gov.uk). Monitoring and reviewing with IT staff to determine how best to support the Academy to meet these standards.
- Robust policies and procedures are in place, implemented and monitored.

- They receive an annual report from the DSL regarding safeguarding/child protection work including details of Early Intervention involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.

6. Academy Procedures – Staff Responsibilities

Safeguarding and child protection is everyone's responsibility. All Academy staff and volunteers need to be alert to the potential abuse of children both within their families, and from other sources, including members of the Academy community. Safeguarding incidents could happen anywhere and staff must be alert to possible concerns raised in the Academy.

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse;
- Emotional abuse;
- Sexual abuse;
- Neglect.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix 1 for further information.

If any member of staff is concerned about a child, the DSL/DDSL must be informed immediately. There is an absolute responsibility for all members of the Academy to respond to any suspected or actual abuse of a child in accordance with these procedures. Under no circumstances should staff leave the Academy without discussing their concerns with someone. Staff should also record the concern using Class Charts safeguarding platform. The recording must be a clear, precise, factual account of the observations.

All staff who work directly with children will read and understand Part One of Keeping Children Safe in Education September 2023. Those staff who do not work directly with children will read either Part One or Annex A (a condensed version of Part One). Regular staff training will assist and support staff to understand and discharge their role and responsibilities. Staff training will take place at least annually, with regular updates and will include the role of the DSL and Early Intervention.

The DSL ensures that all Academy staff and volunteers are alert to the potential abuse of children both within their families, and from other sources including members of the Academy community.

The DSL will ensure all staff are aware of the Academy's reporting and referral procedure on Class Charts and the need for timely reporting.

A child being absent from education is a potential indicator of abuse or neglect. The Academy will follow the Academy's procedures for dealing with children that 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 their going missing in future, in accordance with KCSIE (2023). Consideration should be given for a referral to children services if there are safeguarding concerns, or there has been no contact with Academy. If a child stops attending altogether this will firstly go through the Academy Attendance Policy, and then the attendance and prosecution service with information regarding off rolling the child.

The Academy will robustly monitor the attendance of children on roll in the Academy in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

The Academy will ensure it has systems in place to regularly update contact numbers for parents/carers, and that there are at least two emergency contact numbers on file for every child on roll.

If any member of staff is concerned about a child, the Designated Senior Person (or the rep in their absence) must be informed immediately. There is an absolute responsibility for all members of the Academy to respond to any suspected or actual abuse of a child in accordance with these procedures.

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day via Class Charts Safeguarding Module. The recording must be a clear, precise, factual account of the observations.

There may be emerging needs or adversities faced by children and their families that could be addressed through Early Intervention. [Sandwell's Multi Agency Threshold document](#) (available on the [SCSP Website](#)) will guide you on what is the most appropriate level of support for families based on their level of need. The Single Point of Contact or the MASH education team are available for early advice and support prior to getting to the point when things need to go to MASH.

The Designated Senior Person will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk, or compromise any enquiries that may need to be made.

When concerns have been raised regarding a child or they are subject to any multi-agency work, a written record will be kept securely and separately from the child's main pupil record. Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner (within 5 working days), and relevant agencies will be informed of the new school that the child has moved to.

The Designated Senior Person takes responsibility for making the Senior Leadership Team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from, or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them (<https://www.gov.uk/government/publications/advice-to-Academys-and-colleges-on-gangs-and-youth-violence>).

All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

Staff will oversee the safe use of electronic and social media by staff and pupils, and take immediate action if they are concerned about any bullying or risky behaviours.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix A for details.

7. Dealing with a Disclosure

Where a pupil discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

- If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me..."
- Never ask leading or suggestive questions e.g. "Did he/she do anything that they shouldn't have done?"
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the student to repeat their disclosure for any other member of staff; it is your responsibility to share the information.
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you, and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used. Make sure this is uploaded to Class Charts. Record the date, time and place of the disclosure.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes made even if you later write things up more neatly and fully.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- Immediately inform the Designated Senior Person for child protection GCX/KFY/DKM, or in their absence the Deputy Designated Senior Person for child protection DSL/MGN, who will be responsible for following the appropriate procedures. In the absence of anyone being available in Academy, contact the Community Operating Group social worker for advice.
- To consult with your Designated Senior Person for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Person for child protection who will contact the appropriate agency as and when required.

If you are unhappy about the response you receive from your Designated Senior Person for child protection contact Sandwell Children's Trust Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE THE ACADEMY WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

8. Making a Referral

A referral involves sharing information in line with the Multi Agency Threshold Document, to either the Strengthening Families team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).



Parents/carers should be informed if a referral is being made except in the circumstances outlined in communication with parents section of a MARF (if it puts a child at further risk of harm). However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Sandwell Children's Trust about how and when the parents should be approached and by whom.

If lower-level multi agency support is required for a child and/or their family, the Designated Senior Person for child protection will, with consent of the parent/carer, complete an Early Intervention assessment to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention then the Designated Senior Person for child protection will refer the matter to children's social care via the MASH service, where a decision will be made whether any enquiries are needed under Section 17 (Child in Need Enquiry) or Section 47 (Child Protection Enquiry) of the Children Act 1989. A flowchart can be found in Appendix D detailing the referral procedure.

Check the student's postcode on GOV.UK and contact the authority applicable to where they live.

How to make a referral to Children's Social Care if a child is at risk of significant harm, for a student who lives in Sandwell:

Step 1 - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and Sandwell Children's Trust contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern.

Step 2 – (If step 1 if not needed) Complete a Multi-Agency Referral Form (MARF) including any relevant body map and/or Child Exploitation Screening form and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool should always be completed and submitted to Sandwell Children's Trust.

Step 3 - Accurately record the action agreed (on Class Charts Safeguarding Module) following the referral, or that no further action is to be taken and the reasons for this decision, noting with whom discussions were held and who made the decisions. All of which should be logged appropriately.

Position of Trust referrals

Position of Trust referrals will be referred via the SPOC/MASH. A MARF for the child will be completed, if requested by Sandwell Children's Trust and a Multi-Agency POT referral form for the person allegations have been made about. This will detail the alleged incident and have all relevant details regarding the child and the adult who the allegations have been made about.

Preventing Radicalisation

The Counter-Terrorism and Security Act 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). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

The Academy will refer any incidents of suspected radicalisation or children deemed at risk on a Multi-Agency Referral Form (MARF) to the MASH marked as Prevent referral.

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator [Pardeep brar@sandwell.gov.uk](mailto:Pardeep_brar@sandwell.gov.uk) [Justin nixon@sandwell.gov.uk](mailto:Justin_nixon@sandwell.gov.uk) or sarfraz_khan@sandwell.gov.uk for further advice.

9. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in the Academy.

All staff in the Academy, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the Academy's Confidentiality policy and other relevant policies e.g. the Safeguarding and Child Protection policy, SCSP inter-agency procedures.

10. Communication with Parents

We will always discuss concerns with parents/carers, and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm;
- Compromise any enquiries that need to be undertaken by children's social care or the police.

We will endeavour to ensure that parents/carers have an understanding of the responsibilities placed on the Academy and staff for safeguarding children.

We will working closely with parents/carers to support them in safeguarding their child/ren by raising awareness of any such issues/concerns in the community, emerging hoaxes, challenges that may cause harm, online safety, monitoring and filtering, and parental controls etc.

11. Information Sharing and Record Keeping

Sharing the right information at the right time with the right people, is fundamental to good safeguarding practice. It enables effective working together to improve outcomes for children, young people and their families. The importance of effective information sharing and good child safeguarding and child protection record keeping has been highlighted in the learning from Child Safeguarding Practice Reviews (CSPRs), previously known as Serious Case Reviews. Timely information sharing and effective record keeping is central to safeguarding and promoting the welfare of our students.

Good up-to-date record keeping of concerns and action taken with discussions and justifiable decision making is essential for two main reasons:

- It helps the Academy identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
- It helps the Academy monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice
- We follow the principles of effective record keeping with information being kept confidential and stored securely. Our records include a clear and comprehensive summary of the concern and details of how the concern was followed up and resolved. We record any action taken, decisions reached and the outcome. This is all logged electronically on Class Charts Safeguarding Module.
- We make a record of a concern, suspicion or allegation at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make an electronic record (on Class Charts Safeguarding Model) within the hour, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records will be signed and dated clearly with the name of the signatory clearly printed using the function on Class Charts.
- A record is made of any visible marks or injuries to a child that give cause for concern; this will also be completed on a body map. The child should not be examined intimately, or pictures taken of any injuries/marks (unless requested by statutory services).

When a child has made a disclosure, the member of staff/volunteer will:

- Not destroy the original notes in case they are needed by a court, these should be uploaded to Class Charts Safeguarding Module;
- Record the date, time, place and any noticeable non-verbal behaviour, and the words used by the child, this should be uploaded to Class Charts Safeguarding Module;
- Record statements and observations rather than interpretations or assumptions;
- Distinguish fact from opinion;
- Children should NOT and will NOT be asked to make a written statement themselves or to sign any records;
- No copies will be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018 and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

We will ensure that when a child moves on to a new educational provision that their child protection file is transferred to the new school or college as soon as possible. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will allow the new school or college to have support in place for when the child/young person arrives. Files will be securely transferred via Class Charts electronic safeguarding system (if compatible), email or recorded delivery, and confirmation of receipt will be obtained. The safeguarding file will be transferred separately from the main pupil file.

When we receive any safeguarding files, we will issue a receipt to the previous school/college. The Academy will ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it.

We retain all records in line with data protection guidance and our record retention policy after which records will be archived or destroyed as appropriate.

Where there are records regarding a member of staff relating to allegations of sexual abuse, these records will be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer.

12. Allegations/Concerns involving Academy Staff/ Supply Staff/Work placement students/ Volunteers/ Contractors

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk e.g. incidents at home, in the community).

In these circumstances, any allegation or concern will be taken seriously and the Headteacher who has the responsibility for managing allegations against persons in a position of trust in Academy, will be informed immediately.

We are aware that there can be two levels of allegation/concern:

- Allegations that meet the harm threshold;
- Allegations/concerns that do not meet the harm threshold – Referred to in KCSIE 2023 as ‘low-level concerns’.

When dealing with allegations/concerns we will ensure that we will:

- Apply a common sense approach and judgement;
- Deal with them quickly, fairly and consistently;
- Provide effective protection for child/ren and support the person subject to the allegation;
- Complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties/deployed elsewhere whilst an investigation is undertaken.

Low-level concerns are those concerns that do not meet the threshold for harm as detailed above, but we always take them seriously. They will be dealt with as all allegations/concerns in a timely and appropriate manner. Our management of low-level concerns procedure is detailed within our Low-level Concern Policy (this is stored on the staff shared area).

They will be recorded on separate file so these concerns can be monitored and patterns established.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Head Teacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a 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 Teacher.

Under no circumstances will the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will refer the incident on a Multi-Agency Position of Trust Referral form to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed, and a POT referral form for the person allegations have been made about.

Appropriate support will be put in place for the member of staff who is facing the allegation, and a named

contact within Academy will be provided.

If the Headteacher is implicated in the concerns, Chair of Governors will be informed immediately or, in their absence, the Vice Chair.

The Chair of Governors in this Academy is:

Paola Easton CONTACT NUMBER: 0121 516 7070 (please contact Q3 Langley Reception)

The Vice-Chair in this Academy is:

Richard Hadley CONTACT NUMBER: 0121 516 7070 (please contact Q3 Langley Reception)

The same process will be followed by the Chair or Vice-Chair of governors as that followed by the Headteacher.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, Code of Conduct or Government document '[Guidance for safer working practice for those working with children and young people in an education setting](#)'.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Senior Person for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the four criteria outlined above, procedures will be followed in accordance with Sandwell's Inter-Agency Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the Academy's internal procedures.

The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer, inform the person against whom the allegation has been made of the concern.

At the conclusion of any case, especially if concerns are substantiated, the Academy will review the circumstances of the allegation, consider if any changes to processes in the Academy need to be made.

Employment Law may not recognise that what happens in a person's private life can impact on their professional life, however, where an individual has done something in their personal life, that means they might be unsuitable to work in their role with children, we will risk assess and make a judgement on whether they pose a risk of harm to children. We will seek our own legal advice on this to ensure we are compliant with employment law when dealing with any disciplinary action. We will record all information and decisions to demonstrate our justification for decisions made.

13. Children with Additional Needs

Q3 Academy Langley recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents etc.

When we are considering excluding, either for a fixed-term or permanently, a vulnerable student or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

This link to the NSPCC website gives more information on why SEND students are often vulnerable, including how they can be disproportionately affected by abuse without showing any signs.

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

14. Child-on-Child abuse including Sexual Violence and Harassment

We recognise that sometimes children can abuse other children. This may occur inside and outside of the Academy. It is important that we recognise that children of any age are capable of abusing their peers.

We recognise the impact of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of 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, anus or mouth 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.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, (B) does not consent to engaging in the activity, and (A) does not reasonably believe that (B) consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this possible.

This may include:

- Bullying (including cyber bullying);
- Physical harm;
- Sexual violence;
- Sexual harassment;
- Discrimination;
- Upskirting – which typically involves taking a picture under a person's clothing without them knowing. With the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim;
- Abuse in intimate personal relationships between children (teenage relationship abuse);
- Sexting;
- Initiation/hazing type violence and rituals.

We recognise that child-on-child abuse can occur between and across different age ranges.

We accept that whilst perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences.

We will explain to children that the law is in place to protect children and young people rather than criminalise them.

All children should be able to attend the Academy and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with predominantly through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- Ensuring all staff have training on child-on-child abuse.
- We will adopt the 'whole-Academy approach' to tackling sexism and any form of discrimination.
- We will challenge inappropriate behaviours between children.
- Providing developmentally appropriate PSHE Curriculum, which develops students understanding of acceptable behaviour and keeping themselves safe.
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those students identified at risk.
- Developing robust risk assessments and providing targeted work for students identified as being a potential risk to other pupils.
- We follow both national (Sexual violence and sexual harassment between children in schools and colleges) and local guidance and policies to support any children/young people subject to child-on-child abuse to enable provision of effective support.
- We fully understand that even if there are no reports of child-on-child abuse in the Academy it may be happening. Equally, whilst we are aware that female students are the predominant victims we will take all reports seriously. As such all our staff and children/young people are supported to:
 - Be alert to child-on-child abuse (including sexual harassment);
 - Understand how the Academy views and responds to child-on-child abuse and be confident that reports of such abuse will be taken seriously.

We will not tolerate instances of child-on-child abuse and will not pass it off as “banter”, or “part of growing up”.

Our system for supporting student disclosures and ensuring all students have a named adult they can discuss concerns with include:

- Pastoral teams – pictures of these key people are displayed outside each PLD office;
- Safeguarding Cards - all students have a safeguarding card with at least one member of staff that feel they can talk to if needed;
- R U Ok? Cards – there are different points around the Academy that students can find cards and post boxes to communicate concerns to the Academy.

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- Allegations against an older student's behaviour towards a younger child;
- Severe bullying;
- Is of a serious nature possibly related to a criminal offence;
- Indicates that other students have been affected by this student;
- Taking part in sexting;
- Photographing or videoing other children performing indecent acts;
- Forcing others to use drugs or alcohol.

All complaints and incident will be taken seriously with a record of incidents and action taken.

An assessment of an incident between children will be completed to consider:

- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Chronological and developmental ages of everyone involved;
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability;
- All alleged physical and verbal aspects of the behaviour and incident;
- Whether the behaviour involved inappropriate sexual knowledge or motivation;
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery;
- The effect on the victim;
- Any attempts to ensure the behaviour and incident is kept a secret;
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred;

- Whether this was a one-off incident, or longer in duration.

We understand the importance of dealing with a situation of child-on-child abuse immediately and sensitively. We will gather the information as soon as possible to get the true facts, and we consider the language used and the impact of that language on both the children and the parents when they become involved. We avoid any language that may create a 'blame' culture and leave a child labelled.

Taking Action – What we do:

- Always take complaints seriously;
- Gain a statement of facts from the student(s);
- Assess needs of victim and alleged perpetrator;
- Put appropriate support in place (e.g. mentoring counselling, emotional well-being service);
- Consider referral to Police or Children's Social Care;
- Contribute to multi-agency assessments;
- Convene a risk management meeting;
- Record all incidents and all action taken.

Consideration will be given to whether the complaint raises a safeguarding concern and then report to the Designated Safeguarding Lead or the safeguarding person on duty in the absence of the DSL.

A factual record should be made but no attempt should be made to investigate at this stage. The DSL can discuss the case with advisory personnel such as the Single Point of Contact (SPOC), Strengthening Families team or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the Police may become involved. The Academy may be advised to refer this case to the Police or advise parents to do so.

The DSL will speak to parents of the victim(s) and the alleged perpetrator to inform them of the referral, as long as it does not put either parties at risk of further harm.

Records of action and advise will be kept on both children's file.

Consideration will be given to whether the alleged perpetrator should be excluded from the Academy according to the Academy's Behaviour policy.

If Children's Services decide there will be no further action, a thorough investigation will be carried out in the Academy using the Academy's usual disciplinary procedure.

If the Academy, consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow-up review.

15. Physical Interventions (Use of Reasonable Force)

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during the teaching session or otherwise.

The general guidance on Reducing the need for restraint and restrictive intervention (HMGovt., June 2019), Behaviour and discipline in Schools Advice for Head Teachers and school staff (HMGovt September 2022), The Use of Reasonable force: Guidance for Head Teachers, staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (2012) and 'Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the student as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the student. If that is the case, or if there is no parent of the student to whom the incident could be reported, then the incident must be reported to the local authority where the student normally lives.

There is separate guidance on the use of force by staff in Further Education colleges: www.aoc.co.uk and applies to school pupils who receive some of their education in an FE college.

16. The Designated Teacher for Looked After and Previously Looked After Children

At Q3 Academy Langley we appoint a designated teacher who will work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The School Designated Teacher will:

- *Work with the Virtual School to provide the most appropriate support utilising the Pupil Premium Plus to ensure they meet the needs identified in the child's Personal Education Plan.*
- *Work with the Virtual School Head to promote the educational achievement of Previously Looked After Children.*
- *Our Academy will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.*

Sandwell Children's Trust and other LSCP have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how Sandwell Children's Trust and other LSCP will support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker:

- Children with a social worker may face barriers to education because of complex circumstances.
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress. Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

17. Statutory Academy Policies

A full list of statutory policies can be found at: <https://www.gov.uk/government/publications/statutory-policies-for-Academys> . Note that none of these policies relate to safeguarding and child protection.
Academy –Virtual Office link: <http://www.sandwell.gov.uk/extranetforAcademys/info/22/safeguarding>

Appendix A: Definitions of Abuse and Neglect (Including specific Safeguarding Issues)

Abuse and Neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female Genital Mutilation, children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs, you can respond to problems as early as possible and provide the right support/services for the child and their family.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (previously referred to as Munchausen syndrome by proxy).

Signs of possible physical abuse:

- Any injuries not consistent with the explanation given for them;
- Injuries which occur to the body in places which are not normally exposed to falls or rough games;
- Injuries which have not received medical attention;
- Reluctance to change for, or participate in, games or swimming;
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation;
- The child gives inconsistent accounts for the cause of injuries;
- Frozen watchfulness;
- Possible effects of physical abuse;
- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

Emotional abuse is 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 children 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 the 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 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, though it may

occur alone.

Signs of possible emotional abuse:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;
- Obsessions or phobias;
- Sudden underachievement or lack of concentration;
- Seeking adult attention and not mixing well with other children;
- Sleep or speech disorders;
- Negative statements about self;
- Highly aggressive or cruel to others;
- Extreme shyness or passivity;
- Running away, stealing and lying;
- Possible effects of emotional abuse.

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy, and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse and Exploitation

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, grooming a child in preparation for abuse (including via the internet).

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

Signs of possible sexual abuse:

- Any allegations made by a child concerning sexual abuse;
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age;
- Sexual activity through words, play or drawing;
- Repeated urinary infections or unexplained stomach pains;
- The child is sexually provocative or seductive with adults;
- Inappropriate bed-sharing arrangements at home;
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations;
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse:

- Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse once recognised; can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were

themselves sexually abused as children.

Neglect

Neglect is 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 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);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect:

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice;
- Clothing that is dirty, too big or small, or inappropriate for weather conditions;
- Frequently left unsupervised or alone;
- Frequent diarrhoea;
- Frequent tiredness;
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to;
- Frequently hungry;
- Overeating junk food.

Possible effects of neglect:

- Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long-term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.
- For further information about Neglect please see SCSP [neglect policy](#).

Specific Safeguarding Issues

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse (including Controlling behaviour and coercive control); Female Genital Mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

So-called 'Honour-Based' Violence is a crime or incident, which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

For example, honour-based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion;
- Want to get out of an arranged marriage;
- Want to get out of a forced marriage;
- Wear clothes or take part in activities that might not be considered traditional within a particular

culture;

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- Domestic abuse;
- Threats of violence;
- Sexual or psychological abuse;
- Being held against your will or taken somewhere you don't want to go;
- Forced marriage.

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

Female Genital Mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as 'female circumcision'. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from the Academy;
- The child may talk about a special procedure/ceremony is taking place;
- Prolonged absence from the Academy or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems;
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs;
- Spend longer in the bathroom or toilet;
- Appear withdrawn, anxious or depressed;
- Have unusual behaviour after an absence from the Academy;
- If a child suspects FGM is going to happen she may run away from home or miss school;
- Talking about somebody doing something to them that they aren't able to talk about.

In Africa, FGM is known to be practised among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practise FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent information shows that certain communities are practising FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practise FGM in Columbia, Ecuador, Panama and Peru.

In many Western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practised among diaspora populations from areas where the practice is common.

Practice of FGM can be linked to a Belief in Spirit Possession whereby the perpetrators believes that an evil

spirit has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves, that evil forces are at work. Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.

Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse:

- Signs or marks such as bruises or burns;
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- A person's personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them;
- Parent or carer does not show concern for or have a close bond with the child;
- A child's attendance to the Academy becoming irregular, or the child being taken out of the Academy altogether;
- A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'.

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. All staff have annual training on mental health and a number of our staff are mental health first aid trained (list can be found in the First Aid policy). Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on [Mental Health and Behaviour in Schools](#).

Assessment of risk outside the family home – (Extra-Familial Abuse)

The following toolkits and guidance will be referred to when concerns are used:

[Child Exploitation Toolkit](#)

[County Lines Exploitation Guidance](#)

[CSE Exploitation for Academics](#)

[Mutli-agency-Practice-Principles-for-responding-to-child-exploitation-and-extrafamilial-harm-designed-PDF](#) (researchinpractice.org.uk).

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, and or extremist ideologies. Professionals should consider whether wider environmental factors are present that threaten a child's safety and welfare.

Serious Violence

Staff are made aware of the possible indicators that may signal a child/young person is involved in serious violent crime. Indicators may include but are not limited to:

- Increased absence from the Academy;
- Changes in friendships groups;
- Relationships with older individuals or groups;

- Signs of self-harm;
- Decline in academic performance;
- Unexplained gifts or new possessions;
- Changes in well-being;
- Signs of assault or unexplained injuries;

There are a range of risk factors that increases vulnerability and likely involvement in serious violence. Risk factors may include (but are not limited to):

- Being male;
- Frequent absence or exclusion from school;
- Experience of child maltreatment;
- Previous involvement with offending behaviour.

Further advice and guidance is available from [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines guidance](#) .

Online Safety

There is a breadth of issues relating to online safety and social media. They can be broadly categorised in to four areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material;
 - Contact – being exposed to harmful interactions with other users;
 - Conduct – personal online behaviours that increases the likelihood of or actually causes harm;
 - Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- We will report any concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as ‘sexting’ covers the incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a young person under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with another young person under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff’s attention, this will be shared with the Designated Safeguarding Lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) [‘Sexting in schools and colleges’](#).

Child Criminal Exploitation

Gang activity and youth violence

Child exploitation can occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and/or victims of crime. Some risks associated with gang/criminal involvement are:

- Retaliatory violence due to territorial disputes with other gangs;
- Criminal records;
- Physical and sexual violence as a means of control;

- Drug/alcohol addiction;
- Poor educational or employment potential.

Children may often be at the periphery of involvement for some time before they become active gang members. Children may also follow older siblings into gang involvement. There are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

County Lines

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

Possible indicators of exploitation:

- Missing episodes;
- Disengagement with education and leisure activities;
- Becoming isolated from friends and family;
- Significant changes in emotional well-being;
- A person meeting unfamiliar adults or a change to their behaviour;
- The use of drugs and alcohol;
- Acquiring money or expensive gifts they can't account for;
- Lone children from outside of the area;
- Individuals with multiple mobile phones or tablets, or 'SIM cards';
- Unknown or suspicious looking characters coming and going from a neighbour's house;
- Relationships with controlling or older individuals or associated with gangs;
- Suspicion of self-harm, physical assault or unexplained injuries.

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH. You can also report any suspected criminal activity to the police via the FIB (police intelligence form) or by reporting via 101 or 999 in an emergency.

Child Sexual Exploitation (CSE)

A form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts, money or new possessions;
- Children who associate with other children involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Frequenting areas known for risky activities;
- Being groomed or abused via the internet and mobile technology;
- Having unexplained contact with hotels, taxi companies or fast food outlets;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;

- Children who regularly miss school or education or don't take part in education.

Early intervention and preventative work is key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk. Here at Q3 Langley we do this by supporting our families and communities to engage in local support and group work. Pastoral teams will help referral to agencies to gain the right support for families at the right. Here at Q3 Academy Langley we have a number of different local agencies we work closely with.

Radicalisation/Extremism

The Counter-Terrorism and Security Act 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). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- **Example indicators that an individual is engaged with an extremist group, cause or ideology include:** spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; 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 (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- **Example indicators that an individual has an intention to use violence or other illegal means include:** clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- **Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:** having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism: calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Academy staff are able to recognise those vulnerabilities.

Indicators of susceptibility include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being **susceptible** to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children’s and youth services and offender management services) and the local community.

Child-on-Child Abuse

Children are capable of abusing other children including their peers. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out

overnight, photographing).

Private Fostering

Private fostering is when a child under the age of 16 (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, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Sandwell Children's Trust should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family and or maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Sandwell we will notify the council's Multi Agency Safeguarding Hub ([MASH](#)).

Appendix B: Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, immediate risk of significant harm.

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.
- Assessment and actions: I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) or I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- An Early Intervention Assessment has/hasn't been completed/ followed prior to this referral.
- The child is now (describe current condition and whereabouts)...
- I have not been able to assess the child but I am concerned because ...
- I have (actions taken to make the child safe)...

Family Factors

- Specific family factors making this child at risk of significant harm are... (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)
- Additional factors creating vulnerability are...
- Although not enough to make this child safe now, the strengths in the family situation are ...

Expected response:

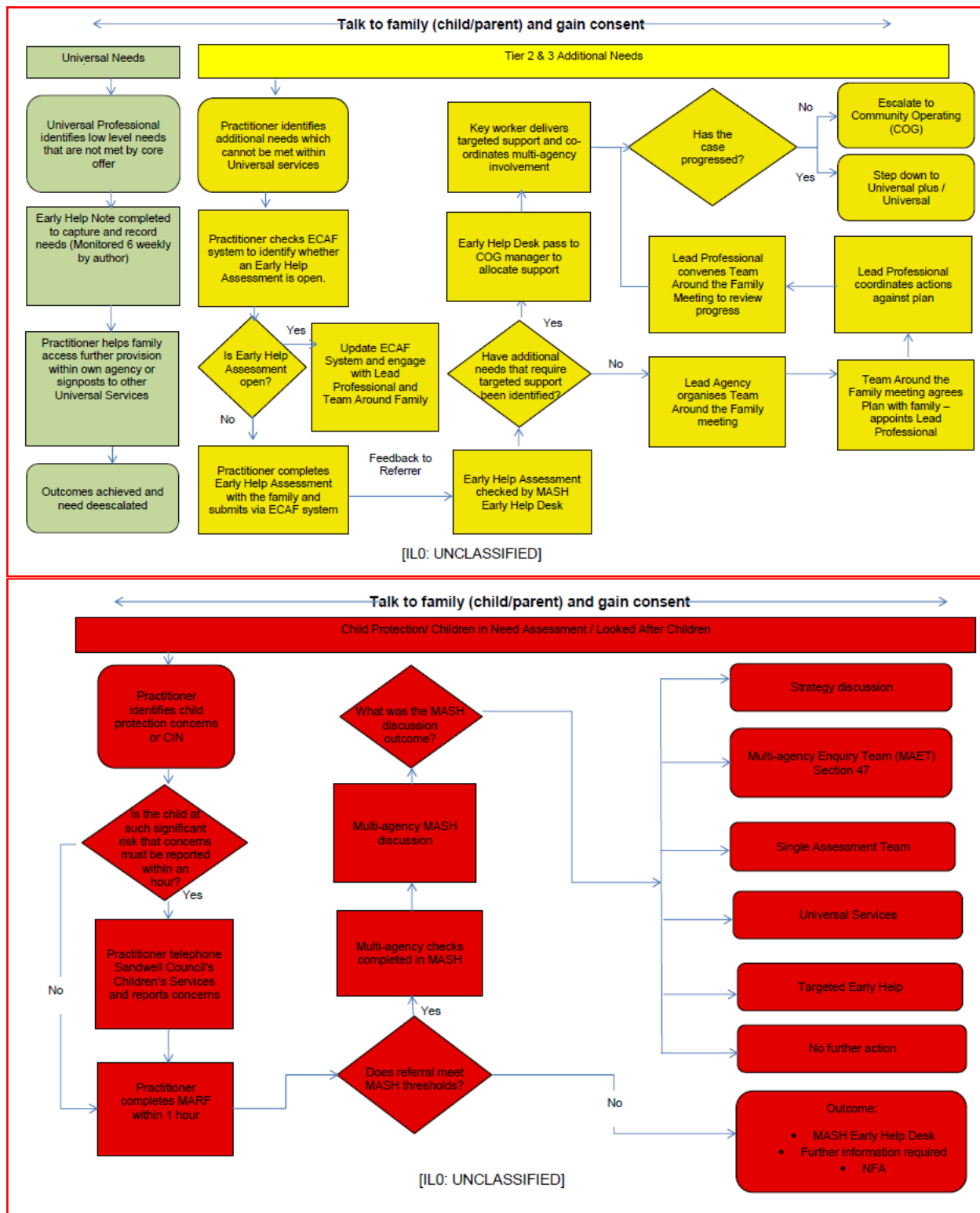
- In line with "Keeping Safe in Education 2022", "Working Together to Safeguard Children" 2018 (updated December 2020) and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken swiftly with a sense of urgency.
- Other recommendations.

Ask: Do you need me to do anything now?

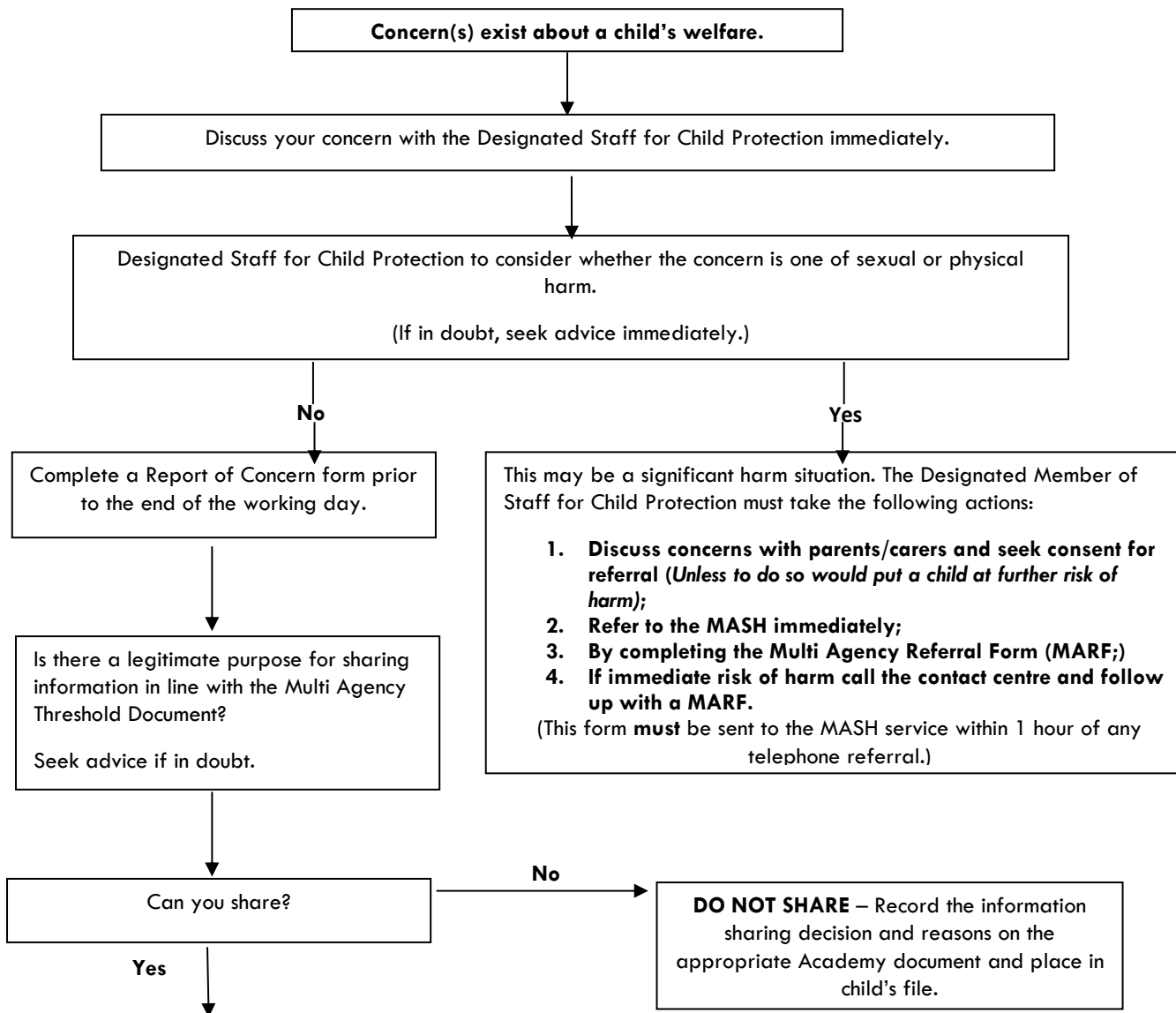
Referral and recording

- I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the MARF ensuring that it is sent within 1 hour and record details, time and outcomes of telephone referral.

Appendix C: Process Map



Appendix D: Safeguarding and Promoting Children's Welfare Procedural Flowchart



SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an Early Intervention assessment or the threshold for risk of significant harm (child protection).
- Early Intervention MASH – concerns that you believe are safeguarding concerns. Complete **Early Help Assessment** and submit via e-caf (if trained), via post to Early Help Team, PO Box 16021, Oldbury, B69 9EW or via e-mail to ecaf_queries@sandwell.gov.uk.
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead for child protection; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency referral form) via secure e-mail to access_team@sandwellchildrenstrust.org or if an emergency that cannot wait an hour – call Sandwell's Contact Centre on 0121 569 3100.
- Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.

Appendix E: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

The SPOC for the Academy is Grace Cox, who is responsible for:

- Ensuring that staff of the Academy are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Grace Cox in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the Academy's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the Academy about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Academy for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator;
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify **susceptible** individuals;
- Safeguard individuals who might be **susceptible** to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix F: Suicide Prevention

See the Mental Health and Wellbeing Policy for further information on suicide.

Suicide Risk Factors for consideration: Please remember that risk factors give an indication of the potential for harm to occur - they do not provide a 100% accurate prediction of what will happen.

It may help to think of risk factors as 'alarm bells' - the more 'alarm bells' that are ringing, the greater the concern. However, it may only take one risk factor to trigger a young person having suicidal thoughts or behaviours.

Guidance:

Personal history

- Previous self-harm, suicidal thoughts or suicide attempt;
- Substance use – used as a possible self-harming behaviour or generating a deterioration in mood that may prompt an attempt;
- Evidence of mental health problems; especially depression, psychosis, post-traumatic stress disorder or eating disorder;
- Dual-diagnosis; history of mental health and substance misuse;
- History of abuse, whether physical, emotional or sexual - but especially the latter;
- Loss or bereavement - this may include such things as loss of relationships or social status as well as deaths. Anniversaries of losses can be significant;
- Breakup of relationship (boyfriend/girlfriend/family);
- Bullying or other victimisation; such as experiencing racial or sexual discrimination, and including homophobic bullying (see below);
- Current stressors or life events (e.g. not coping at the Academy);
- Family factors – instability (divorce, separation, changes of care giver, repeated house moves etc.), conflict, arguments and domestic violence and abuse;
- Family history of suicide or mental illness, especially in first-degree relatives. History of adult substance misuse;
- Gender or sexual orientation – many young people who are homosexual, or are uncertain about their sexuality may self-harm or attempt suicide.

Personal functioning

- Changes such as; anxiety levels, problem-solving skills, social withdrawal, feelings of hopelessness, personal appearance, sleeping and eating habits;
- Altered mental states; agitation, hearing voices, delusional thinking, aggression, intoxication;
- Statements of intent; such as letters, comments, Facebook status, text messages etc. ;
- Poor communication skills and difficulties in concentrating;
- Tendency of impulsive behaviour;
- Running away from home;
- Anger/hostility/anti-social behaviour;
- Drug and alcohol misuse;
- Young people may display ambivalence about their future; e.g. no reason for living, no purpose in life.

Verbal warning signs

- 'I'm going to top myself.'
- 'I can't take it anymore.'
- 'Nobody cares about me.'

- 'I can't see the point anymore.'
- 'Everyone would be better off if I weren't here.'
- 'Nothing matters anymore.'

External Factors

- Time of year may be significant; especially when school-related factors are involved, such as bullying or exams. Hence the start of terms or exam periods may see an increase in suicidal thoughts;
- Some people are impacted by Seasonal Affective Disorder (SAD);
- Social economic disadvantage/unemployment;
- Homelessness;
- Disaster;
- The death of other young people (particularly by suicide);
- Discrimination.

Levels of risk and suggested action:	Sandwell Suggested Action	Advised Academy approach (not exhaustive)
Low Risk <ul style="list-style-type: none"> • Suicidal thoughts are fleeting and soon dismissed; • No plan; • Few or no signs of depression; • No signs or psychosis (delusional thoughts and behaviours); • No self-harming behaviours; • Current situation felt to be painful but bearable. 	<ul style="list-style-type: none"> • Ease distress as far as possible. Consider what may be done to resolve difficulties; • Link to other sources of support; • Make use of line management or supervision to discuss particular cases and concerns; • Review and reassess at agreed intervals; • Consider completing an Early Help Assessment (EHA) – refer to Threshold Document. 	<ul style="list-style-type: none"> • Assign a Key Person (Tutor/Pastoral Team); • Discuss with parents/families; • Discuss and complete an EHA with family's consent if needed; • Record on ClassCharts and add any updates.
Raised Risk <ul style="list-style-type: none"> • Suicidal thoughts are frequent but still fleeting; • No specific plan or immediate intent; • Evidence of current mental disorder, especially depression or psychosis; • Significant drug or alcohol use; • Situation felt to be painful, but no immediate crisis; • Previous, especially recent, suicide attempt; • Current self-harm. 	<ul style="list-style-type: none"> • Ease distress as far as possible. Consider what may be done to resolve difficulties; • Consider safety of young person, including possible discussion with parents/carers or other significant figures; • Seek specialist advice; • Possible mental health assessment – discussion with, for example, primary care mental health worker, Child and Adolescent Mental Health Service (CAMHS) or G.P. 	<ul style="list-style-type: none"> • Assign a Key Person (Tutor/Pastoral Team); • Liaise regularly with Parents/Carers; • Refer to CAMHS team for additional advice if necessary; • Complete a risk assessment if deemed needed; • Record on ClassCharts and add any updates.
High Risk <ul style="list-style-type: none"> • Frequent suicidal thoughts, which are not easily dismissed; • Specific plans with access to potentially lethal means; • Evidence of current mental illness; • Significant drug or alcohol use; • Situation felt to be causing unbearable pain or distress; • Increasing self-harm, either frequency, potential lethality or both. 	<ul style="list-style-type: none"> • Ease distress as far as possible. Consider what may be done to resolve difficulties; • Safety – discussion with parents/carers or other significant trusted figures in the child's life; • Consider avenues of support available for those involved; • CAMHS referral; • Consider consent issues; 	<ul style="list-style-type: none"> • DSL to decide if the young person should be taken to A&E and/or contact Sandwell SPA for immediate advice; • Parents/Carers called immediately; • Assign a Key Person (Tutor/Pastoral Team); • Refer to CAMHS; • Multiagency support/involvement determined via Academy Safeguarding Team to ensure support for whole family/friendship groups;

	<ul style="list-style-type: none"> • Consider increasing levels of support/professional input in the meantime; • Monitor in light of level of CAMHS involvement. 	<ul style="list-style-type: none"> • Complete a risk assessment.
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Appendix G: Online Safety/Filter and Monitoring

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 breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
 - **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying;
 - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- If students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

When students use the Academy's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, which are regularly reviewed for their effectiveness. Sophos Webfilter is used to filter the internet for all staff and students. There is also Sophos AV on all Academy machines. The Academy also have the support of Wave9 who ensure that filtering systems are up to date and block any new websites which are concerning to our students. Any keyword monitoring is conducted through Impero, which is a monitoring software package. It is the responsibility of the DSL to monitor the filtering on a day-to-day basis, and any concerns about accessing material of a concerning nature goes through the regular safeguarding processes. Any safeguarding concerns that arise from these alerts should be recorded on the individual student's ClassCharts safeguarding file. All staff will have access to Impero and should have this open while students are accessing their device in classrooms/learning spaces. This adds an extra level extra layer of vigilance

There is a clear policy on the use of mobile technology in the Academy that does not allow students to use their mobile phone on site during Academy hours. Students in Years 7-11 are required to hand their phone in during morning Tutor Time; this is returned to students during afternoon Tutor Time. Staff are allowed to bring their personal phones to the Academy for their own use, but should limit such use to non-contact time when students are not present. Staff members' personal phones should remain out of sight during contact time with students. Staff are not permitted to take pictures or recordings of students on their personal phones or cameras. Academy phones and cameras are available for staff for trips and sporting fixtures. The Academy follows the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Academy.

Education

Online safety training for staff is integrated into the staff induction process, as well as throughout the academic year for all staff when new updates need to be shared. This is also in the compulsory HAYS Safeguarding and Child Protection Training, which is completed every year by the all employed staff of Q3 Academy Langley.

Students at Q3 Academy Langley are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. This is included within the RSE and PSHE curriculum (see RSE/PSHE Curriculum Policy). We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. The SENCO is consulted about adaptations to resources and delivery to ensure all students have access to these.

The Academy teaches and regularly promotes safeguarding issues, including online safety, through a number of ways. The PSHE and RSE programme delivers information sharing and discussions, including the following topics; sex education, knives, gang culture, cultural diversity and acceptance, e-safety, child sexual exploitation, neglect, keeping safe, radicalisation.

Appendix H: Covid 19 & Safeguarding

As an Academy, we will follow any published guidance from the DfE in relation to Covid-19 or any other national pandemic.

At Q3 Academy Langley will still apply the principles of outstanding safeguarding practice including at those times where Covid-19 compliance and statutory direction are in place. This policy acknowledges Covid-19 and resulting Academy closures or part-closures.

Online safety

Coronavirus (COVID-19): keeping children safe online

All academies and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the Remote Learning policy. This policy should, amongst other things, include: acceptable use of technologies, staff-student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the Child Protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the 'Guidance for safer working practice for those working with children and young people in education settings' published by the Safer Recruitment Consortium may help academies and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas, academies and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.