



SAFEGUARDING POLICY

Review of Safeguarding Arrangements:

Date	1 st September 2021
Approved	16 th February 2022
Review Date	16th February 2023

Amendments

Amendments	Date	Description
Whole Policy	1st September 2021	To bring in line with Legislation effective 1.9.2021

Adults in our school take welfare concerns seriously and encourage students to talk to trusted adults about anything that worries them.

Safeguarding is a priority at The Copper Academy with arrangements in place to ensure all students feel and are safe on the Academy premises and during off site activities. A student's experience of The Copper Academy and academic achievements is paramount and safeguarding initiatives are in place to support and ensure the safety of each student.

Students are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. The Academy ensures safeguarding legislation and guidance are adhered to and are considered when developing and revisiting policies, procedures, and associated arrangements.

The Academy provides a safe physical environment for its pupils and staff, ensuring that equipment and premises are of a good standard. Health & Safety arrangements are in place to ensure adherence to current legislation and guidance.

Applicants for positions at the Academy will be subject to recruitment and selection procedures designed to emphasise the Academy's commitment to the safeguarding of its pupils and staff. The procedures include questioning at interview stage, verification of appropriate qualification(s), acquiring references, appropriate Disclosure and Barring Service (DBS) checks and the checking of barred lists.

The Academy has a Senior Designated Person for Child Protection (Designated Safeguarding Lead - DSL) who has extensive knowledge and experience of Safeguarding issues within a school environment.

The Academy has policies and procedures in place to deal effectively with child protection and safeguarding issues, together with recording and monitoring processes. These are reviewed regularly.

It is a condition of employment that all staff are trained to a level appropriate to their Safeguarding responsibilities. Staff are expected to attend internal and external training and awareness sessions covering safeguarding issues.

DSLs attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff will receive regular safeguarding training and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguarding children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

The Academy commitment to safeguarding is paramount to the success of the pupils. School Governors, the Headmistress and the Designated Safeguarding Officers continue to keep abreast of developments in this area and implement arrangements to continually improve the safety and awareness of its pupils, staff and volunteers.

We expect everyone who works in our school to share this commitment. Adults in our Academy take SAFEGUARDING POLICY September 2021 and all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe (KCSiE 2021, para 110) This includes allowing professionals to share information without consent (KCSiE 2021, para 109).

Pupils at the Academy are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balance curriculum.

The Academy recognises the importance of considering the wider environmental factors in a child's life that may be a threat to their safety and/or welfare known as contextual safeguarding. This is referred to in Working Together to Safeguard Children (2018); and in Keeping Children Safe in Education (2021). The Academy assesses the risks and issues in the wider community when considering the well-being of its pupils.

1.Aims

We believe that confidence and self-esteem, even in the young child, follow intellectual development be it academic or moral.

All children are strongly motivated by the staff to give of their best in the belief that every child has something important to offer. Achievement, in whatever field, is rewarded.

Each pupil is helped to discover and to do what is right, to continually develop all the qualities of good character, including productiveness, honesty, and justice to all.

The Copper Academy seeks to identify the most that each child can do and then to make it possible for each child to achieve the most.”

2. Definitions

Safeguarding

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- ensuring they grow 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

- Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff

- All staff at The Copper Academy including full-time, part-time, temporary, volunteers, junior staff, and Governors.

3. Policy Guidance

This policy refers to and complies with:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Safeguarding Children's Boards' Child Protection Procedures (5th ed. June 2014)
 - Safeguarding Children and Safer Recruitment in Education (DfES 2006)
 - Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Sexual Offences Act 2003
- The Equality Act 2010
- The Female Genital Mutilation Act 2003
- Keeping Children Safe in Education (2021) [Part One] and Annex A
- Working Together to Safeguard Children (DFE – March 2015)
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – April 2015)
- The Early Years Foundation Stage: Statutory Framework (Sept 2014)
- Every Child Matters: Change for Children in Schools (DFE – 2005)
- Preventing and Tackling Bullying (DFE – 2013)
- Counterterrorism and Security Act 2015
- The Prevent Duty Guidance: for England and Wales (March 2015)
- The Prevent duty (DFE guidance for schools – June 2015)

4. Policy and Procedure Review

Policy and procedures are adjusted on an ongoing basis by the DSL on receipt of guidance from DfE, ISI, ISA or local children's social care authorities and are in accordance with locally agreed interagency procedure. In addition, the policy is reviewed termly by The Copper Academy management team annually and by the Board of Governors.

5. Policy Availability

The Copper Academy Safeguarding Policy is available:

- On the Academy website
- Upon request from the Office

6. Designated Persons

Child protection matters are referred to:

Senior Designated Safeguarding Lead (DSL) Mrs Emma Hosie
emma@thecopperacademy.co.uk

In the absence of DSL, child protection matters are referred to: Deputy Designated Safeguarding Leads (DDSL):

Poppy Quartermain-Winsor poppyq@thecopperacademy.co.uk

Sarah Stroud sstroud@thecopperacademy.co.uk

The Governing Board has designated a Governor to lead on Safeguarding issues - this is currently Ms Anne Little

7. Local Children Safeguarding Board Referral Contacts

• MASH Team – 0345 155 1071 mashsecure@devon.gov.uk N.B. The Multi Agency Support Hub (MASH)/Children's Service Referral and Assessment is a single point of referral for all agencies or the public in relation to care and welfare concerns about children.

If a child is at immediate risk contact the police on [999](tel:999).

Local Police Child Protection Team – Call 101

- N.B. In an emergency, please call 999
- NSPCC (Worried about a child contact number) – 0808 800 5000 – help@nspcc.org.uk
- NSPCC Whistleblowing Helpline – 0800 028 0285 – help@nspcc.org.uk

- The Samaritans – 116 123 – jo@samaritans.org
- Childline UK – 0800 11 11 11
- Barnardo's – 0808 800 5000
- Child Exploitation and Online Protection Centre (CEOP) – 0370 496 7622 (available 24/7) OR 0870 000 3344 – communication@nca.x.gsi.gov.uk

8. Training

- The DSLs are trained every two years in child protection and inter-agency working. The DSL also attends regular updates training as relevant.
- All staff who work with children are trained in child protection at least every three years with regular updates (at least annual) in regard to new legislation.

KCSiE Part One is taken as the starting point for all staff; all staff are required to read KCSiE Part One and further briefings are designed to support staff understanding of safeguarding issues.

School leaders and staff who work directly with children have also read Annex A of KCSiE 2021. Updates are usually provided at start of term staff days in briefings led by DSL or DDSLs. More detailed training will be delivered by an outside agency or the DSL and DDSLs..

- Prior to formal training with the DSLs, all new staff, temporary staff and volunteers who work with children are issued with a copy of this policy, the school's behaviour policy the staff code of conduct, and role of the Senior and Deputy Designated Safeguarding Lead and a copy of Part 1 of Keeping Children Safe in Education.
- Temporary and voluntary staff are made aware of the school's procedures.

9. Safer Recruitment Procedure

The Copper Academy follows the Government's recommendations for the safer recruitment and employment of staff who work with children and the ISI guidance in Part 4 of the regulations concerning the suitability of staff, supply staff and proprietors.

All members of the teaching and support staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as sports coaches, are checked with the Disclosure and Barring Service before employment. In addition, those Governor and Volunteer Helpers that have contact with children are also checked with the DBS. Visitors, all visiting speakers and those involved in running educational workshops etc will have their suitability checked by the member of staff organizing the event.

Likewise, all risk assessments are completed or obtained in relation to school trips and excursions to ensure the suitability, safety and supervision of the pupils.

This policy works in conjunction with the Safer Recruitment Policy.

Standard application forms are required of all applicants for positions in the school and CVs are accepted. References are taken up using a standard reference form prior to interview whenever possible and job descriptions and person specifications are provided to referees.

Identity checks, qualifications, right to work in the UK and the completion of a medical questionnaire are carried out at the time of the interview where possible. Safeguarding questions are included at every interview and the school aims to ensure at least one person on every interview panel has been trained in safer recruitment. References and career history are scrutinised as part of the recruitment process for potential staff.

When responding to a request by potential employers for current or past staff who may be/have been under suspicion of being unsuitable to work with children, they are advised to contact the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA). The Academy fulfils its legal duty to respond to requests from the DBS for any information it has on record for new referrals after 20th Jan 2009 or existing referrals at 20th Jan 2009 where barring was not automatic.

Disqualification and disqualification by association: This is addressed in the Copper Academy Safer Recruitment Policy.

All new employees complete a Self-Declaration Form which includes questions about Disqualification by Association, and these are renewed yearly.

Volunteer Risk Assessments: The Copper Academy has a policy that under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis, teach or look after children regularly, or provide personal care on a one-off basis The Copper Academy, are deemed to be in regulated activity.

The Copper Academy will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in any regulated activity. The Copper Academy follows Government guidelines and considers that there are certain circumstances where The Copper Academy may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity. This is set out in DBS workforce guides, which can be found on GOV.UK.

The Copper Academy undertakes a risk assessment and use its professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so, The Copper Academy considers:

- The nature of the work with children.
- What The Copper Academy knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers

- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- Whether the role is eligible for an enhanced DBS check; and details of the risk assessment are recorded.

In making these decisions, where an individual is supervised, to help determine the appropriate level of supervision, The Copper Academy has regard to the statutory guidance issued by the Secretary of State which requires that, for a person to be considered supervised, the supervision must be:

- By a person who is in regulated activity
- Regular and day to day; and
- “reasonable in all the circumstances to ensure the protection of children”

Alternative provisions

The Copper Academy is responsible for the safeguarding of its pupils when they are placed in an alternative provision. The Copper Academy obtains a written statement from any provider that they have completed all vetting and barring checks that are necessary on our staff.

10. Types of abuse and neglect

The Academy recognises that all pupils regardless of age, disability, gender, racial heritage, religious belief, or identity have the right to feel safe from harm and abuse. The Academy also acknowledges that it is a statutory requirement to protect its pupils' welfare and establish and maintain a safe environment in which children can learn and develop.

It is the Academy's intention to comply with the law and all relevant Acts and Regulations regarding Child Protection.

For the purposes of this document, the Head, Staff and Governors should be aware of the following definitions:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Domestic Abuse: Definition – The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- a) Physical or sexual abuse
- b) Violent or threatening behaviour
- c) Controlling or coercive behaviour

d) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services)

e) Psychological, emotional, or other abuse.

People are 'personally connected' when they are or have been married to each other or are civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual or sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Some of the following signs may be indicators of physical abuse:

Bruising It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth.
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital, and rectal areas
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g., belt marks, hand/finger marks etc.
- Linear bruising at any site, particularly on the buttocks, back or face.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.

- Bruising around the face.
- Grasp marks to the upper arms, forearms, or legs.
- Petechial haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing.

Fractures

Fractures may cause pain, swelling and discolouration over a joint. It is unlikely that a child will have a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Rib fractures are possibly primarily caused in major trauma such as a road traffic accident, a severe shaking injury, or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e., from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over two to three hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced illness

Staff may be concerned at the possibility of a child suffering significant harm because of having illness fabricated or induced by their carer.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits.
- Attendance at various hospitals, in different geographical areas.
- Development of feeding/eating disorders, because of unpleasant feeding interactions.

- The child developing abnormal attitudes to their own health.
- Non-organic failure to thrive – a child does not put on weight and height and there is no underlying medical cause.
- Speech, language, or motor development delays.
- Dislike of close physical contact.
- Attachment disorders.
- Low self-esteem.
- Poor quality or no relationships with peers because social interactions are restricted.
- Poor attendance at school and under-achievement.

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g., circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his/her feet.
- A child getting into too hot water of his/her own accord will struggle to get out and there will be splash marks.

Scars

Many scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries.
- Admission of punishment which appears excessive.
- Fear of parents being contacted and fear of returning home.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of medical help.
- Aggression towards others.
- Frequently absent from school.
- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.

Indicators in the parent

May have injuries themselves that suggest domestic abuse.

Not seeking medical help/unexplained delay in seeking treatment.

Reluctant to give information or mention previous injuries.

Absent without good reason when their child is presented for treatment.

Disinterested or undisturbed by accident or injury.

Aggressive towards child or others.

- Unauthorised attempts to administer medication.
- Tries to draw the child into their own illness.
- History of childhood abuse, self-harm, or false allegations of physical or sexual assault.
- Parent/carer may be over involved in participating in medical tests, taking temperatures, and measuring bodily fluids.
- Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child.
- Wider parenting difficulties; may/may not be associated with this form of abuse.
- Parent/carer has convictions for violent crimes. Indicators in the family/environment
 - Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic abuse.

- History of unexplained, illness or multiple surgery in parents and/or siblings of the family.
- Past history of childhood abuse, self-harm, or false allegations of sexual assault or a culture of physical chastisement.

Emotional abuse:

- The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the following signs may be indicators of emotional abuse.

Indicators in the child

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or no attachment.
- Aggressive behaviour towards others.
- Child scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a "loner" – difficulty relating to others.
- Over-reaction to mistakes.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.

- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- Self-harm.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
 - Drug/solvent abuse.
- Chronic running away.
- Compulsive stealing.
- Air of detachment – “don’t care” attitude.
- Social isolation – does not join in and has few friends.
- Depression, withdrawal.
- Behavioural problems e.g., aggression, attention seeking, hyperactivity, poor attention, low self-esteem, lack of confidence, fearful, distressed, anxious.

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

- Abnormal attachment to child e.g., overly anxious or disinterest in the child.
- Scapegoats one child in the family.
- Imposes inappropriate expectations on the child e.g., prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may/may not be associated with this form of abuse.

Indicators on the family/environment

- Lack of support from family or social network.
- Marginalised or isolated in the community.
- History of mental health, alcohol or drug misuse or domestic abuse.
- History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family.
- History of childhood abuse, self-harm or false allegations of physical or sexual assault or a culture of physical chastisement.

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 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 nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Some of the following signs may be indicators of sexual abuse.

Indicators in the child

Physical Presentation

- Urinary infection, bleeding, or soreness in the genital or anal areas.
- Recurrent pain on passing urine or faeces.
- Blood on undergarments.
- Sexually transmitted infections.
- Vaginal soreness or bleeding.

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit.
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn.
- Self-harm – eating disorders, self-mutilation and suicide attempts.
- Poor self-image, self-harm, self-hatred.
- Reluctant to undress for P.E.
- Running away from home.

- Poor attention/concentration (world of their own).
- Sudden changes in schoolwork habits e.g., fails to complete homework.
- Withdrawal, isolation, or excessive worrying.

- Inappropriate sexualised conduct.
- Wetting or other regressive behaviours e.g., thumb sucking.
- Draws sexually explicit pictures.
- Depression. Indicators in parents
- Comments made by the parent/carer about the child.
- Lack of sexual boundaries.
- Wider parenting difficulties or vulnerabilities.
- Grooming behaviour.
- Parent is a sex offender.

Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic abuse.
- History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family.
- History of childhood abuse, self-harm or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy 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 caregivers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of Neglect

Indicators in the child Physical presentation

- Failure to thrive or, in older children, short stature.
- Underweight

- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair.
- Red/Purple mottled skin, particularly on the hands and feet, seen in the winter due to cold.
- Swollen limbs with sores that are slow to heal, usually associated with old injury.
- Abnormal voracious appetite.
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g eczema or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries.
- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation.

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self-esteem
- Destructive tendencies
- Thrives away from the home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour. Indicators in the parent
- Dirty, unkempt presentation
- Inadequately clothed.
- Inadequate social skills and poor socialisation

- Abnormal attachment to the child e.g., anxious
 - Low self-esteem and lack of confidence.
 - Failure to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene.
 - Failure to meet the child's health and medical needs e.g., poor dental health; failure to attend or keep appointments with GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy.
 - Child left with adults who are intoxicated or violent.
 - Child abandoned or left alone for excessive periods
 - Wider parenting difficulties may/may not be associated with this form of abuse.
- Indicators in the family/environment
- History of neglect in the family
 - Family marginalised or isolated by the community
 - Family has history of mental health, alcohol or drug misuse or domestic abuse.
 - History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family.
 - Family has a history of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement.
 - Dangerous or hazardous home environment including failure to use home safety equipment, risk from animals.
 - Poor state of home environment e.g., unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating.
 - Lack of opportunities for child to play and learn.

11. Concerns About a Child

All students at The Copper Academy are made aware of the opportunities they must express their concerns:

- through speaking to any member of staff
- Independent Helplines.

All staff are aware that there are times when a child must be given the opportunity to be listened to. Any member of staff may become aware of a child in distress or suspicious that a child may have been maltreated.

The abuse or suspected abuse may have taken place at home, school or elsewhere. It may involve parents, relations, staff, other adults, or pupils. The welfare of the child at risk is the priority.

These are some of the signs and behaviours which may indicate that a child is being abused (neglect, physical, sexual, emotional or a combination thereof):

- repeated minor injuries.
- children who are dirty, smelly, poorly clothed or who appear underfed.
- children who have lingering illnesses which are not attended to, deterioration in schoolwork, or significant changes in behaviour, aggressive behaviour, severe tantrums.
- an air of 'detachment' or 'don't care' attitude.
- overly compliant behaviour.
- a 'watchful attitude'.
- sexually explicit behaviour (e.g., playing games and showing awareness, which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play.
- a child who is reluctant to go home or is kept away from school for no apparent reason.
- does not trust adults, particularly those who are close.
- 'tummy pains' with no medical reason; • eating problems, including over-eating, loss of appetite.
- disturbed sleep, nightmares, bed wetting.
- running away from home, suicide attempts.
- self-inflicted wounds.
- reverting to younger behaviour.
- depression, withdrawal.
- relationships between child and adults which are secretive and exclude others.
- a change in behavioural pattern

These signs are not evidence themselves; but may be a warning, particularly if a child exhibit several of them or a pattern emerges. **It is important to remember that there may be other explanations for a child showing such signs.** Abuse is not easy to diagnose, even for experts.

If any member of staff is approached by a child who wishes to tell them about abuse or a worry of this kind, they should:

- Take the concerns seriously and listen sympathetically
- Do not offer confidentiality and explain that you may have to inform someone else
- Do not ask leading questions.

- Do not make promises
- Hand-write the report, adding signature and the date; Immediately report to either DSLs.

Staff should be aware of the issues in regard to mental health which may show themselves in anxiety, eating disorders, concerns over body image and self-harm.

Staff should be particularly alert to pupils' relationships with each other and the potential for peer abuse across the rest of the school. Staff should also note that children with SEN and disabilities are more likely to be abused or neglected and should be especially alert to the well-being of these pupils.

Staff are to report any Safeguarding concerns about a child as a 'record of concern' to the DSL or DDSL.

Mental Health and possible links to safeguarding and child protection

All staff at the Academy are aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is suffering abuse, neglect or exploitation. Academy staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. The Academy recognises that when a pupil has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

The Academy takes these needs into account when making plans to support pupils who have a social worker. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue immediately by informing the Designated Safeguarding Lead or a Deputy, in person.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur using technology.

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 into 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. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol.

Child sexual exploitation does not always involve physical contact and grooming 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 children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

The official definition of CSE was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England.

It is as follows:

“Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) because of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur using technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

” Sexual exploitation can happen to any young person – whatever their background, age, gender, race or sexuality or wherever they live”.

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- have relationships with controlling or groups of significantly older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- isolation from peers and social networks

- have older boyfriends or girlfriends
- spend time at places of concern known for sex work, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care for periods of time or regularly come home late
- be excluded from school or regularly miss school or education or do not take part in education
- Appear with unexplained gifts or new possessions for example the acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Suffer from sexually transmitted infections or become pregnant.
- Self-harm or suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Receive excessive of texts/phone calls
- Demonstrate inappropriate sexualised behaviour for age/sexually transmitted infections.
- Show evidence of/suspicious of physical sexual assault
- Have multiple callers – unknown adults or peers
- Demonstrate concerning use of the internet or other social media
- Demonstrate increasing secretiveness around behaviours

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

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

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

More information can be found in Child sexual exploitation:

Definition and a guide for practitioners (DfE 2017)

The Copper Academy recognises that CSE is a form of sexual abuse. The Copper Academy understands its safeguarding duties and will strive to protect any pupil that it may consider at risk of CSE either presently or in the future.

Should any member of staff suspect that a pupil is at risk of CSE, they will report their suspicions to the Designated Safeguarding Lead, who will respond with sensitivity and act in the best interest of the child to ensure their safety and prevent any future harm.

Child criminal exploitation: County lines

'County Lines' is a term used to describe gangs and organised criminal networks involved in exploiting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victim (and their families) if they attempt to leave the county lines network.

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.

Child criminal exploitation does not always involve physical contact; it can occur through the use of technology.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and

exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (national crime agency human trafficking) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation
- 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; and
- Children who regularly miss school or education or do not take part in education.

Information about Child Criminal Exploitation can be found in KCSiE (2021) page 125.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes that have witnesses. There exists an age-appropriate guide for children aged 5-11 years old. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers and the school should direct parents to this if necessary.

Children Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

Holland House School understands that all children, regardless of their circumstances, are entitled to a fulltime education which is suitable to their age, ability, aptitude, and any special educational needs that they may have. The school also recognises that a child going missing from education is a potential indicator of abuse and/or neglect.

As required by law, Holland House School has an admission register and an attendance register. All pupils are placed on both registers as soon as they are admitted to the school. Parents are required to provide at least two emergency contacts for their child and update the school as soon as possible if the numbers change.

The school monitors attendance carefully and addresses poor or irregular attendance without delay. Should a child be absent from school and no explanation offered (i.e. no reason given via telephone, e-mail etc.), the School will attempt to contact the parent to ascertain the reason for the child's absence. Class teachers are aware of the requirement to use an absence code for any absence and will contact the Designated Safeguarding Lead should they have any cause for concern about a pupil's absence/attendance record. In accordance with KCSiE 2021, Holland House School will keep on record at least two emergency contacts for every child in the school in case of emergencies, and in the event, there are welfare concerns at home.

In response to the guidance in KCSiE (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriages.
4. Procedures to inform the local authority when we plan to take off-roll when they:
 - a. Leave school to be home educated
 - b. Move away from the school's location
 - c. Remain medically unfit beyond compulsory school age
 - d. Are in custody for four months or more (and will not return to school afterwards)
 - e. Are permanently excluded

The Academy will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority. When a student leaves the school, the Academy will record the name of the pupil's new school and their expected start date.

All staff are aware and alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

A child going missing from education is a potential indicator of abuse or neglect. The school has a duty to inform the local authority of any pupils who:

- Have been taken out of school by their parents and are being educated outside the school system e.g., home education.
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
 - Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

Children with family members in prison

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

Religious, social or cultural reasons are sometimes given for FGM. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM has been a criminal offence in the UK since 1985. In 2003, it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

From July 2015, anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years imprisonment.

FGM typically takes place between birth and around 15 years old. Most girls are aged 5 to 8 when FGM is carried out, but FGM can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out.

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin/'at risk' country (especially before the summer holidays)
- Talk about a 'special' procedure or celebration to become a woman.
- Parents who wish to withdraw their children from learning about FGM

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM, Staff should not assume that FGM only happens outside the UK.

Signs and behaviours which may indicate that a child has undergone FGM:

- A girl may talk about pain or discomfort between her legs

- Difficulty walking, sitting, or standing and may even look uncomfortable
- Be particularly reluctant to undergo normal medication examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return.
- Frequent urinary, menstrual or stomach problems
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from the classroom during the day with bladder or menstrual problems.

If any member of staff is approached by a child who wishes to tell them about abuse or a worry of this kind, they should:

- Take the concerns seriously and listen sympathetically.
 - Do not offer confidentiality and explain that you may have to inform someone else;
 - Do not ask leading questions.
 - Do not make promises
- Hand-write the report, adding signature and the date.
- Immediately report to either DSLs or in their absence, the Headmistress.

If a member of staff discovers that an act of FGM appears to have been carried out, they should report the matter to the police.

(See Appendix 6 for further guidance on reporting FGM.)

Honour based abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Holland House School recognises that all forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Therefore, should any member of staff have concerns that a child may be at risk of HBA, they should, as a matter of urgency speak to the designated safeguarding lead who will then take appropriate action.

All Copper Academy staff, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Forced marriage

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

a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. The Copper Academy recognises the important role it may play in safeguarding children from forced marriage and, therefore, should any member of staff have concerns that a child may be at risk of being forced to marry, they should speak to the Designated Safeguarding Lead who will then take appropriate action.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of The Copper Academy wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

The school recognises its duty under the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism and forms of extremism. The school builds pupils' resilience to radicalisation (the process by which people come to support terrorism and the forms of extremism leading to terrorism) by promoting fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, and enabling them to challenge extremist views.

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Copper Academy ensures that suitable filtering is in place through its ICT provider (currently STORM-IT).

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to the School's ICT curriculum and is also embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

The school has sought appropriate training for the DSL and works in partnership with the LSCB to maintain awareness in this area.

All staff receive a briefing on Prevent at Inset and are directed to KCSiE September 2021 for further guidance.

The school uses the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. The school is committed to ensuring that its pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Staff should be alerted to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or Deputy) making a Prevent referral.

Recognising Extremism

Staff should be aware of the following early indicators which may be signs of radicalisation or extremism:

- expression of views by a child or the child's family members which suggest that a child may be susceptible or exposed to a terrorist ideology
- showing sympathy for extremist causes
- advocating messages like illegal organisations or other extremist groups
- advocating violence towards others
- changes in children's behaviour which could indicate that they may need help or protection
- out of character changes in dress, behaviour, and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- seeking to hide their views
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes • attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views If staff have concerns about children's vulnerability to radicalisation or if they are concerned that children and young people

are developing extremist views or showing signs of becoming radicalised, they should report this to the DSL as with other safeguarding concerns.

Online Safeguarding Risks

The school recognises that the use of technology has become a significant component of many safeguarding issues including child sexual exploitation, radicalisation, and sexual predation.

There are three broad areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of or causes harm

Allegations of Abuse by One or More Children Against Another Child

Staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse.

This is most likely to include but is not limited to:

bullying (including cyber bullying, prejudice-based and discriminatory bullying)

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

gender-based violence

sexual assaults and sexual harassment

up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation

distress or alarm

sexting (also known as youth produced imagery) and initiation-type violence and rituals.

Bullying is unacceptable behaviour and staff are referred to the procedures in the Anti-Bullying Policy.

Abuse is abuse and should never be tolerated or passed off as 'banter' or merely 'part of growing up' as this could lead to a culture of unacceptable behaviours and an unsafe environment for children. Different gender issues can be prevalent when dealing with peer-on-peer abuse.

This could for example, include girls being sexually touched/assaulted or boys being subject to initiation type violence.

At The Copper Academy we recognise that even if there are no reported case of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

The school recognises that it is more likely that girls will be victims and boys, perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously.

At The Copper Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other pupils. We recognise that some pupils will sometimes negatively affect the learning, wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. T

he allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this pupil

When considering whether behaviour is abusive, the school will consider whether there is a large difference in power (for example, age, size, ability, development) between the young people concerned, whether the perpetrator has repeatedly tried to harm one or more other children and/or whether there are concerns about the intention of the alleged perpetrator.

Where there is reasonable cause to suspect that a child is suffering any form of abuse, or likely to suffer significant harm then staff follow the procedures laid out in this policy including referring to an external agency when needed.

Staff should be clear as to the procedures to follow with regards to peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it At the Copper Academy, we will support the victims of peer-on-peer abuse and the perpetrator by referring the matter to Emma Hosie or in their absence the Head of Governors.

Sharing nudes and semi-nudes

In cases of sharing nude and semi-nude images (previously known as sexting) the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and Semi-nudes (December 2020) is to be followed.

There is no universal definition, but this guidance says, 'The sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, cat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline.' The guidance only applies to images created or shared by young people under the age of 18.

The guidance does not apply to:

- Images of under-18s created by adults (refer to police)
- Under-18s sharing adult pornography
- Exchanging text-only sexual content If handles poorly, an unsafe and unhealthy set of norms can be created which enable peer-on-peer abuse and this can also prevent other children and young people from disclosing.

In respect of Indecent images of children (under 18s; including images of self) making, possessing, and distributing any imagery of someone under 18 which is 'indecent' is illegal. Specifically, it is an offence to possess, distribute, show, and make indecent images of children.

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. The non-consensual sharing of private sexual images or videos with the intent to cause distress is also illegal.

Indecent imagery does not always mean nudity; however, images are likely to be defined as such if they meet one or more of the following criteria:

- Nude or semi-nude sexual posing
- Someone nude or semi-nude touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting someone else sexually
- Sexual activity that includes animals Children and young people who share nudes and semi-nudes of themselves, or peers, are breaking the law. However, children and young people should not be unnecessarily criminalised.

Whilst children and young people creating and sharing images can be risky, it is often the result of their natural curiosity about sex and their exploration of relationships. Therefore, engaging in the taking or sharing of nudes and semi-nudes may not always be 'harmful' to all children and young people.

The police have made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children. In many cases, the school may respond to incidents without involving the police, for example where an incident can be defined as 'experimental'. Where there are abusive and/or aggravating factors, incidents should always be referred to the police through the Multi-Agency Safeguarding Hub (MASH). Even when the police are involved, a criminal justice response and formal sanction against a child or young person would only be considered in exceptional circumstances.

Youth Produced Sexual Images Aggravated incidents:

- Incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes
- Adult involved (The images may be solicited by adult offenders – Report to police)
- Youth only – intent to harm: these can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail, threats or deception, sexual abuse, or exploitation by young people.
- Youth only – reckless misuse; no intent to harm but the images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result.

Experimental Incidents:

- Incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse.
- Romantic – Incidents in which young people in ongoing relationships make images for themselves or each other to share only between themselves.
- Sexual attention seeking – it is important to note that incidents within this category can be part of normal childhood. A child or young person should not be blamed for taking and sharing their image.
- Other – cases that do not appear to have aggravating elements, but also do not fit into these Romantic or Attention Seeking sub-types. These involve either young people taking pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

What staff should do:

- Report to the DSL immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident report this to the DSL and seek support. (e.g., if a young person has showed it to you before you could ask them not to).

- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves their parents and/or carers or others.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Initial response

The incident should be reported to the DSL immediately, who will then hold initial review meetings with relevant staff and if appropriate, interview the children involved.

Parents/Carers should be informed at an early stage unless this puts the child/children at risk of harm. A referral must be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Questions to consider

- Do you have any concerns about the young person's vulnerability?
- Why were the nudes and semi-nudes shared? Was the young person put under pressure or coerced or was consent freely given?
- Have the nudes and semi-nudes been shared beyond its intended recipient? Was it shared without the consent of the young person who produced the images?
- Have the nude and semi-nudes been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread of the images?
- How old is the young person or young people involved?
- Did the young person send nudes and semi-nudes to more than one person?
- Does the young person understand the possible implications of sharing the nudes and semi-nudes?
- Are there additional concerns if the parents or carers are informed? The DSLs must not intentionally view any nudes and semi-nudes' images unless there is a good and clear reason to do so and requires delegated authority from the Head and the reasons for viewing the images must be recorded.

The images should only be viewed in the following circumstances:

- To establish facts because it is not possible to do so from the young person.

- To report to a website, app or suitable reporting agency (such as the Internet watch Foundation - IWF) to have it taken down, or to support the child or young person or parent or carer in making a report.
- Is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a education setting's device or network.

Should the images be deleted?

If the School has decided that other agencies do not need to be involved, consideration should be given to deleting nudes and semi-nudes from devices and online services.

In most cases, children and young people should be asked to delete the imagery and to confirm that they have deleted them. They should be given a deadline for deletion across all devices, online storage, or social media sites. If the young person refuses to delete or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved. In considering harmful sexual behaviour, refusal, or failure to delete would increase risk of further harm.

If the image is not to be deleted, any device that needs to be taken and passed onto the police, must be confiscated and the police called. Disconnect the Wi-Fi and data, immediately turning the device off to avoid the imagery being removed from the device remotely through a cloud storage service. Place the device in a secure place (e.g., locked cupboard or safe) until the police can come and collect it.

Private Fostering

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

A close family member is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents, or cousins. Parents and private foster carers both have a mandatory duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. The Copper Academy recognises its mandatory duty to report to the local authority where it is aware or suspects that a child is subject to a private fostering arrangement.

Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school.

However, it should be clear to the school who has parental responsibility. School staff should notify the DSL when they become aware of private fostering arrangements.

Reporting and Referral Arrangements

Safeguarding is everyone's responsibility. Once a concern has been raised by a member of staff concerning a child, it is the responsibility of the DSL or one of the DDSLs or, in their absence the Head Governor, to make a referral about the matter to the Local Safeguarding Children Board.

Any member of staff may make a direct referral to external agencies and the contact details of the Local Authority Designated Officer (LADO) are therefore included in this policy; staff who make their own referral should inform the DSL that they have done so. If at any time, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately.

If a crime may have been committed the matter will be reported to the Police. Staff who are speaking to a child who has raised an issue of safeguarding concern about themselves, or another pupil should never promise that they will not tell anyone about an allegation. It will not be appropriate to promise unconditional confidentiality as information will need to be shared with relevant staff in school and perhaps with children's social care.

Staff will report concerns to the DSL or to the DDSL or in their absence to the Head Governor. During term time, the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances, this discussion could be by phone or email, but face to face discussion is preferred. Contact details are made available to staff.

In the DSL's absence from school both DDSLs should be aware and make themselves available for staff to raise any safeguarding concerns. If both DDSLs are also absent, then the Head Governor should be made aware so that he can ensure that he is available.

It will always be the case that the school will seek to ensure that children receive the right help at the right time, to address risks and prevent issues escalating, to act on early signs of abuse and neglect, to keep clear records, to listen to the views of the child, to reassess concerns when situations do not improve and to share information quickly.

The school recognises that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who need additional support from one or more agencies. The former will be reported via the Children's Social Care agencies or the police immediately.

Reporting criteria are met if any person who works with children, in connection with his/her employment or voluntary activity, has:

- 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

- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Allegations of Abuse Against a Member of Staff

The following advice is made available to staff to help them avoid allegations:

- If you are involved in an incident that you believe may compromise your position, write down what happened, where and at what time, as well as the names of any witnesses who may be able to speak for you.
- Any allegations made about you by a pupil should be reported immediately to your union so that you can be advised and represented should the need arise.
- There are situations where you are allowed to restrain a child but, overall, you should avoid any personal physical contact however innocent and well-intentioned.
- If you need to meet with a pupil on a one-to-one basis, make sure there is another teacher or pupil in the vicinity, or that the door to the room is left open. If this is not possible, inform a colleague that the meeting is taking place.
- Never agree to, or suggest, a meeting with a pupil outside of school unless this has been approved by the Headteacher Emma Hosie.
- Refrain from accepting requests from pupils to link up on Facebook or other social networking sites, and do not solicit this sort of contact yourself. Protect your comments on Twitter and other social media.
- Never give a pupil your mobile or home telephone number or your address and reveal as little as you can about your private life.
- Don't engage in text messaging or emailing pupils outside of school.
- Do not attempt to deal with blackmail or malicious allegations alone.

Confide in the Headteacher Emma Hosie or another senior colleague and seek support and advice from your union.

If an allegation is made against a member of staff the quick resolution is a clear priority for the benefit of all concerned. The Copper Academy does not undertake their own investigations of allegations without prior consultation with the Governors, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

All allegations are reported straight to the Headteacher Emma Hosie and Chair of Governors. The Chairman of Governors receives reports in the absence of the Headteacher, or in cases where the Headteacher is the subject of the allegation or concern.

The Headteacher will not be informed that she is the subject of the allegation or concern at this stage.

If the allegation is against the DSL, DDSL or the Chair of Governors then it is reported to the Headteacher Emma Hosie.

The school recognises that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay any concerns about the headteacher Emma Hosie should go to the Chair of Governors who can be contacted by email governors@thecopperacademy.co.uk.

The guidance in KCSiE 2021 (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- 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
- 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.

This is regarding a person's conduct outside school, and need not include a child, for example, domestic abuse of a partner.

The Copper Academy follows the Local Authority procedures for managing allegations against staff.

- Any allegation made against a member of staff is to be taken immediately to the Headteacher Emma Hosie.
- The Headteacher will discuss the content of the allegations with the Head of Governors.
- Suspension of the member of staff against whom an allegation has been made will be very carefully considered before a decision is made. This decision will be made by the Head of Governors and the Headmistress in consultation with the Governors.
- The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The report includes as much evidence about the circumstances of the case as possible. Compromise agreements cannot apply in this connection. If a teacher is dismissed (or would have been dismissed if he or she had not resigned) for a reason which does not reach the threshold for referral to DBS, separate consideration will be given to a referral to the National College for Teaching and Leadership.

The school understands that ceasing to use a person's services includes:

- dismissal.
- non-renewal of a fixed-term contract;
- no longer engaging/refusing to engage a supply teacher provided by an employment agency
- terminating the placement of a student teacher or other trainee

- no longer using staff employed by contractors
- no longer using volunteers
- resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Whistle Blowing

The school's Whistle Blowing Policy makes it clear that it is the duty of employees and volunteers to report any concerns or allegations about behaviour of colleagues or practices which are likely to put children at risk of abuse or serious harm.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed.
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed

The whistle blower is guaranteed confidentiality until, or if, the police are informed. Where a member of staff feels unable to raise a whistleblowing issue within school or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them including the NSPCC whistleblowing helpline (0808 800 5000).

Low Level Concerns about Staff Behaviour

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers, or contractors. At The Copper Academy we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

Any concerns about the conduct of other adults in the school should be taken to the Headteacher Emma Hosie without delay; any concerns about the Head should go to the Chair of Governors who can be contacted via email governors@thecopperacademy.co.uk

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher Emma Hosie.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Head will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Allegations:

It is an allegation if the person (anyone working in a school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors) has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child in a way that indicates he or she may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside of school and need not involve a child, e.g., domestic abuse of a partner)

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or,
- Using inappropriate sexualised, intimidating or offensive language. If the concern has been raised via a third party, the Head should collect as much evidence as possible by speaking:
 - Directly to the person who raised the concern, unless it has been raised anonymously
 - To the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they could consider falls below the expected professional standards

Low-level concerns should be recorded in writing, including:

- Name of individual sharing their concerns. (If the individual wishes to remain anonymous then that should be respected as far as reasonably possible)
- Details of the concern
- Context in which the concern arose
- Action taken Records must be kept confidential, held securely, and comply with the Data Protection Act 2018.

The school will decide how long to retain such information for, but it is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

Procedure When a Member of Staff, Volunteer, Safeguarding Lead or Head Faces Allegations of Abuse

1. Introduction Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party an allegation of such seriousness would normally be made directly to the Headmistress; but if another member of staff is told first, he/she will ensure that the Headmistress is informed immediately.

If the Headmistress is unavailable or implicated, the Chair of Governors should be told at once. The Chair of Governors will also be informed of any allegation as soon as possible after the Headteacher becomes aware of the allegation.

2. Anonymous Allegations

Any anonymous allegation of child abuse which names both a member of staff and a child, will be dealt with as per policy procedure.

The member of staff will be interviewed if the allegation names the member of staff, but not the pupil. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

3. First Response

Response will be prompt and sensitive to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, seriously.
- Establish the facts.
- Inform the member of staff concerned honestly of the allegation that has been made and advise him or her to contact their Trade Union or Professional Association for advice and support.
- Suspension will be considered.
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place.

4. Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct.

Suspension will follow legal advice where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven
- The police are investigating allegations of criminal misconduct. In addition:
 - Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative. Staff do not have a right to legal representation
- The suspended member of staff will be kept informed of the progress of the investigation.

5. Alternatives to Suspension

- Sending the member of staff on leave
- Considering non-contact duties
- 2 adult present when staff member has contact with children.

6. Resignation

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned.

7. Compromise Agreements

The policy at The Copper Academy is to follow the KCSiE September 2016 guidance on the use of compromise agreements in cases of child abuse which is:

“If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement.

A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make the referral.”

8. Referral to the Disclosure and Barring Service has a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) within one month of the individual’s dismissal or resignation because he or she has been considered unsuitable to work with children.

9. Recording All allegations of abuse, investigations and any disciplinary actions will be recorded on an individual’s file.

A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

Due regard is taken concerning public statements about child protection with reference to the Education Act of 2011.

10. Supply, Contract and Volunteer Workers In the case of supply, contract and volunteer workers, normal disciplinary procedures may not apply.

In these circumstances, the employer should act jointly with the providing agency, if any, in deciding whether to continue to use the person’s services, or provide future work with children, and if not whether to make a report for consideration of barring or other action.

Sharing Information for Disciplinary Purposes

Wherever possible, Police and Social Care should, during the course of their investigations and enquiries, obtain consent to provide the employer and/or regulatory body with statements and evidence for disciplinary purposes. If the Police or CPS decide not to charge, or decide to administer a caution, or the person is acquitted, the Police should pass all relevant information to the employer without delay. If the person is convicted, the Police should inform the employer straight away so that appropriate action can be taken.

Guidance on Accessing Inappropriate Sites at School

- Staff may not access inappropriate material on the premises
- Downloading inappropriate material will instigate disciplinary procedure

- Concerns re: inappropriate sites or images used by staff or children are to be reported to the Headteacher Emma Hosie
- Staff are asked to refer to the Whistle Blowing Policy re: referrals of colleagues.