



St Matthew Academy

Safeguarding and Child Protection Policy

Our mission is to provide a positive, inclusive Catholic learning environment for learning and growth which promotes excellence and inspires each individual to discover, develop and fulfil their spiritual, intellectual and personal potential and become lifelong learners.

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A. INTRODUCTION AND RATIONALE FOR THIS POLICY

In this policy 'staff' refers to teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with young people and families in the community,

All young people at St Matthew Academy have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe.

Any young person, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of *'it could happen here'*.

The Academy is therefore committed to providing an environment where children and young people can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about a young person.

The governors and staff of St Matthew Academy fully recognise the contribution we make to safeguarding children.

All staff have a statutory responsibility to safeguard and promote the welfare of young people and must be aware of and fully conversant with this policy. Adherence to this policy is mandatory for all staff and volunteers, and its use is not subject to discretion.

All staff must have access to the policy and follow the Academy's procedures and guidance at all times. We recognise that all staff have a full and active part to play in protecting our children from harm: where a child is suffering significant harm, or is likely to do so, we will take action to protect that child; we will also promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

St Matthew Academy is committed to ensuring that all members of the Academy community are aware of procedures and their responsibilities. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

B. KEY REQUIREMENTS

This policy responds to the requirements of statutory guidance issued by the Department for Education in *Keeping Children Safe in Education, September 2019*, which requires all schools to have regard to such guidance when carrying out their duties to safeguard and promote the welfare of children.

Our procedures for safeguarding children are in line with the London Borough of Lewisham and the London Safeguarding Children Board procedures.

The Academy and its staff form part of the wider safeguarding system for children. The Academy works with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and protect them from harm.

C. WHAT DO WE MEAN BY SAFEGUARDING?

This policy reflects the Government's broader definition of safeguarding children as:

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

This policy sets out our procedures and provisions to support the delivery of these outcomes. It defines the roles and responsibilities of staff in safeguarding children.

D. CONFIDENTIALITY AND INFORMATION SHARING

All matters relating to Child Protection are confidential.

The Designated Safeguarding Lead will disclose information about a young person to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets. Pupils should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the pupil should be informed first and then supported, as appropriate.

Parents will be informed of concerns if staff are certain that the child would not be put at risk by their doing so (In this policy statement, "parents" means all those having a parental responsibility for a child).

E. HELPING OUR PUPILS TO KEEP THEMSELVES SAFE

Our pupils are taught to understand and manage risk through all aspects of school life, in particular through our personal, social, health (PSHE) education lessons.

Our approach is designed to help pupils to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and young people and promote sensible behaviour rather than fear or anxiety.

Pupils are taught how to conduct themselves and how to behave in a responsible manner. They are also reminded regularly about e-safety and tackling bullying procedures.

The Academy continually promotes an ethos of respect for young people, and they are encouraged to speak to a member of staff in confidence about any worries they may have.

F. LISTENING TO PUPILS

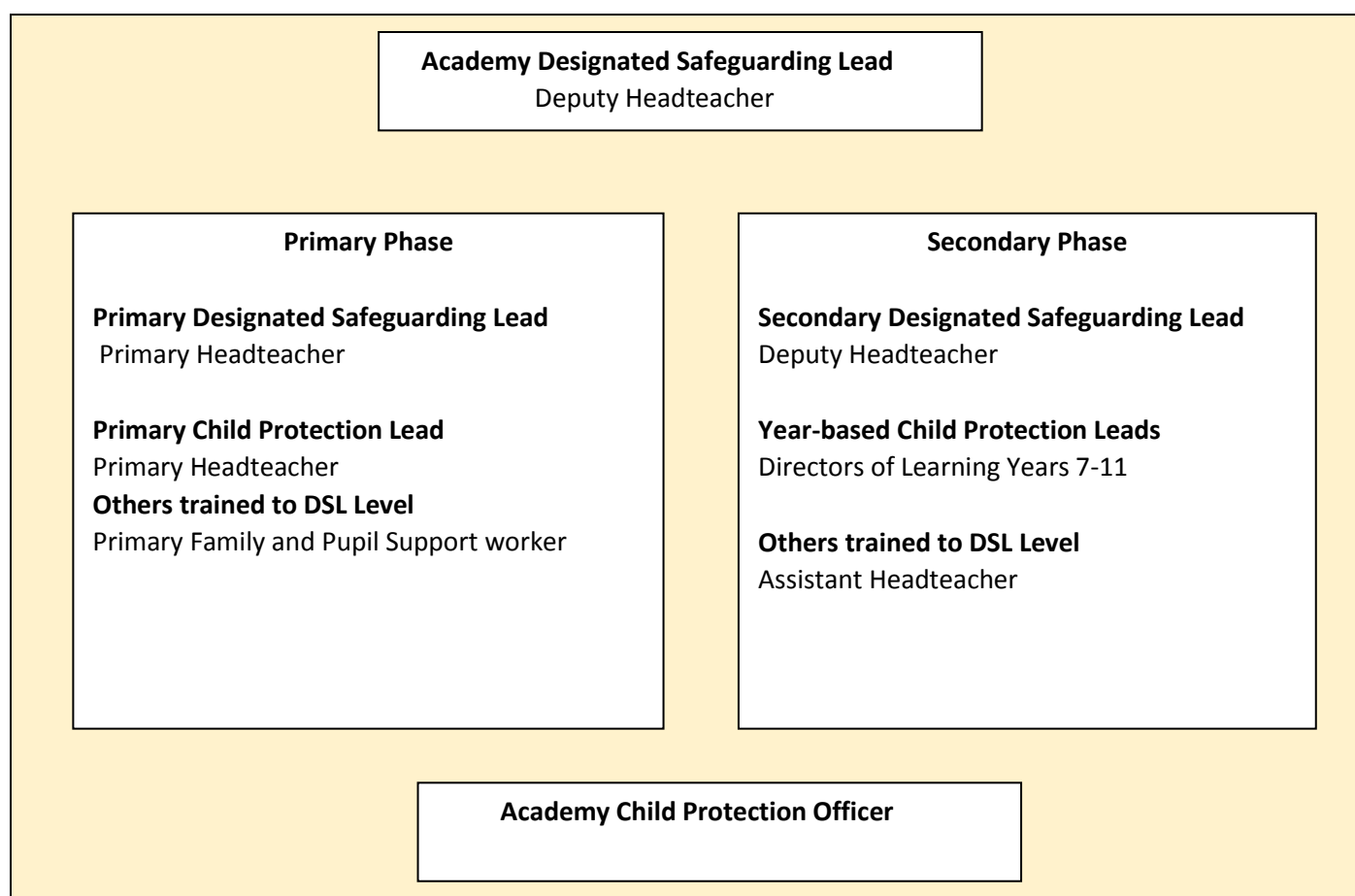
The Academy recognises the importance of listening to pupils at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times pupils may feel stressed and confused. The Academy shall identify quiet areas and provide the opportunity to pupils to take respite from the normal day when necessary.

All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with pupils at all times.

The Academy recognises that pupils who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such pupils need firm boundaries, staff will take into account the pupil's distress when managing behaviour.

G. ROLES AND RESPONSIBILITIES

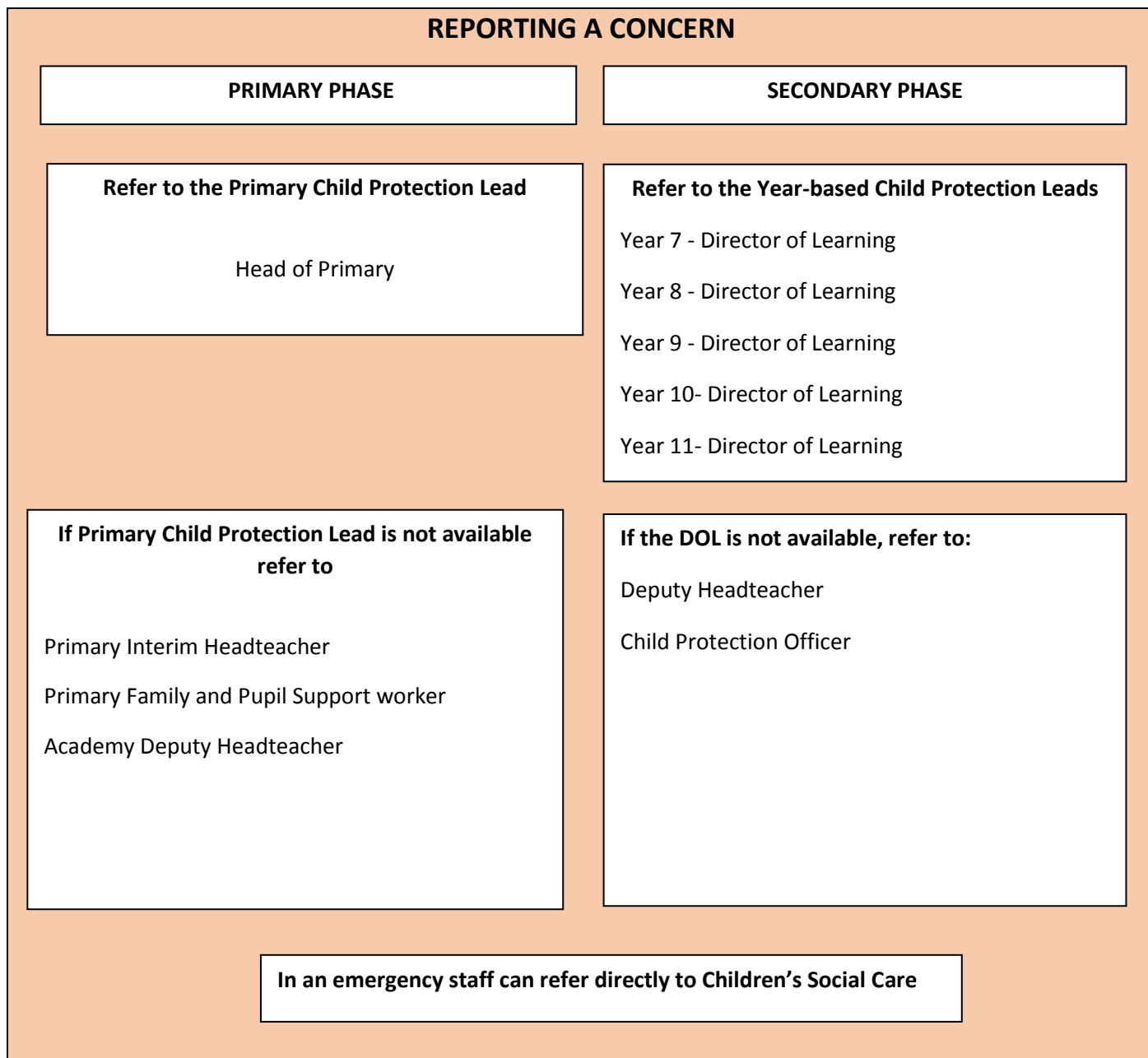
The following staff have been trained to Designated Safeguarding Lead level (Advanced Level)



PROCEDURES FOR REPORTING CONCERNS

All adults working in the academy (including visiting staff, volunteers and pupils on placement) are legally required to report instances of actual or suspected child abuse or neglect to the Primary Child Protection Lead or Secondary Directors of Learning in the first instance.

In their absence staff should refer to the Academy Designated Safeguarding Lead or one of the members of staff with Designated Safeguarding Lead status. It is essential that all verbal reports are followed up in written form and that this is dated.



Where a person makes an oral statement, a written record should be produced and it should be signed and dated by the author.

All staff have a duty to share relevant information about possible Child Protection issues. Confidences shared by children must not be kept and it is important that any child making a disclosure is informed sensitively of the duty to share information with those who need to know.

When a concern / incident is brought to the attention of the Designated Safeguarding Lead, s/he will discuss the concern with appropriate colleagues, before passing on to the Academy Child Protection Officer who is responsible for reporting to the Local Authority.

Staff may be asked to provide information / reports for use at Child Protection conferences. Any member of staff may be required to attend a court hearing. Staff may also be required to provide support to children and families as part of the Child Protection plan drawn up at conferences.

All staff are briefed about any safeguarding concerns regarding children. Information is shared with staff so that any further concerns can be immediately reported and staff are aware of responding appropriately. Staff are updated as regularly as necessary.

St Matthew Academy uses the Common Assessment Framework CAF as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for pupils. This might be because:

- We are concerned about a pupil's health and general wellbeing
- We are concerned about their appearance
- A pupil has poor attendance
- We are concerned about a pupil's behaviour
- A pupil's parent/guardian has asked for support
- We need the input of external professionals to help us identify the needs of a pupil

Responsibilities of the Academy Designated Safeguarding Lead

- To ensure that all members of staff:
 - have access to and understand the Academy's Child Protection and Behaviour policies and procedures
 - have read and understood Part 1 of Keeping Children Safe in Education (September 2019)
 - are aware of the Academy's Whistleblowing Policy
 - receive appropriate and regular (at least annual) child protection training and that they are up to date with current legislation, policy and practice
- Link with the Local Authority to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Keep a record of staff child protection training
- Ensure that all staff new to the Academy receive the child protection policy in their induction pack and there are regularly updates and follow up
- Act as a source of support, advice and expertise to staff on matters of safeguarding and child protection, and when deciding whether to make a referral by liaising with relevant agencies.
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the Academy may put in place to protect them.
- Ensure that systems are in place to check the attendance of pupils subject to a Child Protection Plan on a daily basis and refer any absence immediately to Children's Social Care.
- Ensure that where a pupil who is subject to a Child Protection Plan leaves, their information is transferred to the new placement immediately and the child's social worker is informed.
- When young people leave the Academy, ensure that where a Child Protection file exists, it is transferred to the new provision as soon as possible. This should be transferred separately from the main pupil file,

secure transit must be ensured, and confirmation of receipt should be obtained. If the pupil's destination is not known, keep the file in a secure place for five years.

- Ensure the Academy's Child Protection Policy is reviewed annually, and that procedures and implementation are updated and reviewed regularly.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this.
- Ensure that a secure system exists for monitoring and accurately recording concerns about children and young people at an early stage.
- Act as the designated person with responsibility for Looked After Children
- Keep abreast of developments in the field of Child Protection by liaising with the relevant agencies, attending relevant training or events and reading relevant bulletins and publications.
- Regularly brief the Headteacher on updates concerning children and young people at risk, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

Responsibilities of the Primary CP Lead and Secondary Directors of Learning

- Promote good practice by encouraging and championing Child Protection policies and procedures
- Respond appropriately to disclosures from children and young people
- Receive Child Protection concerns from members of staff
- In consultation with appropriate colleagues make a judgement as to whether referral to Children's Social Care is required.
- Where a referral is required, liaise with the Academy Child Protection Officer who will complete the referral.
- Continue to liaise closely with the Academy CP Officer, attending any meetings as required.
- Closely monitor the welfare, attendance and progress of such pupils
- Keep clear, dated, factual and confidential records of child protection concerns.
- Ensure that students who are victims of abuse are supported appropriately and sensitively.
- Keep abreast of developments in the field of Child Protection by liaising with the relevant agencies, attending relevant training or events and reading relevant bulletins and publications.

Responsibilities of the Academy Child Protection Officer

- Working closely with Directors of Learning and the Primary Safeguarding Lead, receive, log and coordinate CP referrals, taking any necessary action and reviewing services for children and families.
- Refer all cases of suspected abuse to the local authority children's social care, following statutory guidelines and local protocols
- Ensure that students who are victims of abuse are supported appropriately and sensitively.
- Represent DoL's and the Primary Safeguarding Lead at Child Protection conferences and planning and review meetings, whilst working closely with colleagues in children's services as required.
- Working closely with DoL's and the Primary Designated Safeguarding Lead (DSL) manage and coordinate Child Protection and Child in Need plans, relaying back all relevant information to DoLs and Primary DSL.
- Maintain accurate, confidential and up to date documentation on all cases of safeguarding and Child Protection. All Child Protection documentation must be stored securely
- The Child Protection Officer is required to manage the keeping of records in relation to child protection matters. Staff should be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Child Protection register, or where there are concerns about a child, the pupil's class teacher or tutor, any other relevant staff and any member of staff chosen by the pupil to provide support will be kept informed. It may be appropriate in some cases to inform

other staff, giving few details but raising general awareness, that there are issues that may affect a pupil's behaviour and level of achievement at that time.

- In the event of a pupil causing concern transferring to another school, the Academy will:
 - Find out the name of the receiving school;
 - Contact the relevant member of staff at that school to discuss the transfer;
 - Send a copy of all child protection information relating to the pupil to the receiving school by registered post, or in person
 - Check with the receiving school that the pupil has actually arrived there on the expected day; and Inform all of the relevant agencies of the transfer. Where no contact is made report matter to local authority as possible CME
- Keep abreast of developments in the field of Child Protection by liaising with the relevant agencies, attending relevant training or events and reading relevant bulletins and publications.
- Regularly brief the Deputy Headteacher with responsibility for Safeguarding on updates concerning children and young people at risk, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

Responsibilities of staff

All staff have a duty to:

- identify and report suspected abuse and to ensure the safety and wellbeing of the pupils
- identify signs and symptoms of possible radicalisation and extremist behaviour
- report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, Primary CP Lead or the relevant Director of Learning . It is essential that all verbal reports are followed up in written form and that this is dated.
- share relevant information about possible Child Protection issues. Confidences shared by children must not be kept and it is important that any child making a disclosure is informed sensitively of the duty to share information with those who need to know.
- work with the agencies involved in safeguarding children.

In an emergency, where there is a risk of immediate serious harm to a child, staff may refer to Children's Social Care directly.

All staff are expected to:

- read and understand Part 1 of Keeping Children safe in Education, September 2019.
- read and understand this policy
- report concerns about other staff/professionals to the Academy Designated Safeguarding Lead or Head of School.
- be aware of the relevant local procedures and guidelines
- keep clear, dated, factual and confidential records of child protection concerns.
- respond appropriately to disclosures from children and young people
- provide a safe and caring environment in which pupils can develop the confidence to voice ideas, feelings and opinions: pupils at St Matthew Academy are treated with respect within a framework of agreed and understood behaviour.
- encourage self-esteem and assertiveness whilst not encouraging aggression and bullying.

- support all pupils especially those vulnerable to abuse through sensitive monitoring and by ensuring that all pupils have a network of people around them that they can go to if necessary.
- be aware of the possible increased vulnerability of pupils with additional needs and those who have been bullied or isolated by their peers.
- include opportunities within curriculum time which equips pupils with the skills they need to stay safe from harm and that is appropriate to their age and development and to know whom they should turn to for help.
- ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. In particular, the conduct of staff when in a 1:1 situation with a child or young person is managed in a way that would not lead any reasonable person to question their motives or intentions.
- understand the Academy's Whistleblowing Policy and procedures.

Responsibilities of the Governing Body

Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the Academy, the day to day operational responsibility rests with the Head of School

The governing body will ensure that:

- The Academy has a safeguarding and child protection policy
- The Academy operates safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and volunteers
- There is a senior member of staff acting as a Designated Safeguarding Lead, with others trained to the same level
- The Designated Safeguarding Lead attends appropriate refresher training every two years, with annual updates as a minimum requirement
- All other staff undertake training annually, with updates as required.
- Temporary staff and volunteers are made aware of the Academy's arrangements for child protection
- Any deficiencies or weaknesses in the Academy's arrangements for safeguarding and promoting the welfare of children and young people are addressed and remedied without delay
- The Academy has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the governing body is nominated to be responsible for liaising with the LA in the event of allegations of abuse being made against the Head of School.
- Seek advice from and work in partnership with the Local Authority in fulfilling its safeguarding and child protection responsibilities.
- The Safeguarding and Child Protection policy is reviewed annually.
- Ensure that the Academy follows all current online safety advice to keep the pupils and staff safe.
- Approve the Online Safety Policy and review the effectiveness of the policy.
- Support the Academy in encouraging parents and the wider community to become engaged in e-safety activities.

Responsibilities of the Designated Safeguarding Governor

- Liaise regularly with Designated Safeguarding Lead regarding the effectiveness of this policy
- Liaise with the Designated Safeguarding Lead to produce an annual report for governors
- Ensure that there is an annual review of safeguarding practices

H. TYPES OF ABUSE AND NEGLECT

Staff should become familiar with the different types of abuse, neglect and other specific safeguarding issues outlined below. They should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is 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.

1. Physical abuse

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

The following signs may or may not be indicators that physical abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss the causes of injuries.
- Untreated injuries.
- Disclosure of punishment which appears excessive.
- Withdrawal from physical contact/aggressive behaviour.
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress).
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendency.
- Running away.

2. Emotional abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.

The following signs may or may not be indicators that emotional abuse has taken place, but the possibility should be considered.

This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Physical, mental, emotional or developmental lag.
- Domestic violence.
- Disclosure of punishment which appears excessive.
- Over-reaction to making mistakes or fear of punishment.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate responses to painful situations.
- Neurotic behaviours.
- Self-harm.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug or solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

3. Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

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

The following signs may or may not be indicators that sexual abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category.

- Sudden changes in behaviour.
- Displays of affection which are inappropriate.
- Alleged promiscuity or sexualised behaviour.
- Fear of undressing.
- Regression to younger behaviour.
- Inappropriate internet use and possible 'grooming' concerns.
- Genital itching or other genital/anal pain/injury.
- Distrust of familiar adult.
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal.
- Apparent secrecy about social activities or the identity of "special friends."
- Wetting or soiling, day and night.
- Sleep disturbances or nightmares.
- Chronic illness, especially throat infections and sexually transmitted disease.

4. Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

The following signs may or may not be indicators that neglect has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category.

- Self-destructive tendency.
- Running away.
- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness or non-attendance at the Academy.
- Untreated medical problems or unmet special needs.
- Low self-esteem.
- Neurotic behaviour.
- Poor social relationships.
- Deterioration in school performance.
- Compulsive stealing or scavenging.

I. OTHER SPECIFIC SAFEGUARDING ISSUES

1. Child Sexual Exploitation (CSE)

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual Exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual Exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following signs may or may not be indicators that Child Sexual Exploitation has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category.

- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat STIs, pregnancy and terminations.
- Absent from the Academy.
- Change in physical appearance.
- Evidence of sexual bullying/vulnerability through the internet/social networking sites.
- Estranged from their families.
- Receipts of gifts from unknown sources.
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm.
- Thoughts of or attempted suicide.
- Physical injuries.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- Inappropriate relationships - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- Boyfriend - Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- Organised exploitation and trafficking - Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

2. Female Genital Mutilation (FGM)

FGM is the non-medical, partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls and women from Africa.

High Risk Time: This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks.

Risk Factors include:

- Low level of integration into UK society.
- Mother or sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- A visiting female elder from the country of origin.
- Being taken on a long holiday to the family's country of origin.

- Talk about a 'special' event or procedure to 'become a woman.'

Staff should be alert to the following indicators:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Disclosure about pain or discomfort between her legs
- Spending longer than normal in the toilet due to difficulties urinating
- Long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional.
- May ask for help, but may not be explicit about the problem due to embarrassment or fear.
- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should academy staff physically examine pupils.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the Designated Safeguarding Lead and children's social care. The duty does not apply in relation to at risk or suspected cases. For further advice from the Home Office

3. Forced Marriage

This is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. A young person who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

Information about a forced marriage may come from the young person themselves, the young person's peer group, a relative or member of the young person's local community or from another professional.

Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family conflict, a young person absent from school or a missing young person/runaway.

Forced marriage may involve the young person being taken out of the country for the ceremony, is likely to involve non-consensual or under-age sex. Refusal to go through with a forced marriage has often been linked to 'honour killing' or violence.

Individuals facing forced marriage may appear anxious, depressed and emotionally withdrawn with low self-esteem.

Warning signs of victim of forced marriage:

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Surveillance by siblings or cousins.

- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from the school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further education.

School staff should not treat any allegations of forced marriage or honour- based violence as a domestic issue and send the young person back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the young person and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the young person and family, as this will alert them to agency involvement.

4. Harmful Traditional Practices

The school recognises the abuse that young people can be subject to as a result of harmful traditional practices. These can be based on tradition, culture, custom and practice, religion and/or superstition and can include abuse linked to a belief in spirit possession, breast ironing and force feeding as well as forced marriage, female genital mutilation, honour based violence and honour murders.

Staff recognise that these practices can have a detrimental effect on the physical, mental and emotional health of the young person and can involve bias against groups of young people, particularly girls and young people with disabilities. Many involve physical abuse and pain, leading in some cases intentionally, to death or serious injury. Others involve mental abuse.

If a member of staff suspects a young person may be at risk of abuse through a harmful traditional practice, they should follow child protection procedures by alerting the DSL promptly. Further guidance is available on the safeguarding board website.

So-called ‘Honour-based Violence’ So-called ‘honour-based’ violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

What is the difference between a forced marriage and an arranged marriage?

In a forced marriage, one or both spouses do not consent to the marriage, but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage. In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the couple.

5. Radicalisation and Extremism

We acknowledge that protecting young people from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting young people from other forms of harm and abuse. We understand that it is possible to intervene to prevent vulnerable people being radicalised during the process of radicalisation itself.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is defined as:

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, and these 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 in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in young people's behaviour which could indicate that they may be in need of help or protection.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme. This is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the school to make referrals if we are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

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

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

This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

- Identity Crisis – the young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the young person may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the young person may have perceptions of injustice; a feeling of failure; rejection of civic life

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Needs – young person may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

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

There are a number of behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views. These may include:

- Spending increasing time in the company of other suspected extremists.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Significant changes to appearance and / or behaviour
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, such as physical or verbal assault, provocative behaviour, derogatory name calling, refusal to co-operate, attempts to recruit to prejudice-related organisations or condoning or supporting violence towards other groups.

The school is committed to building young people’s resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making. Our school will promote the spiritual moral, social and cultural development of pupils and fundamental British values through PHSE and encourage pupils to develop positive character traits such as resilience, determination, self-esteem and confidence.

6. Prevent

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to ‘have due regard to the need to prevent people from being drawn into terrorism’.

There is an expectation that staff assess the risk of young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

All our staff undertake Prevent awareness training. We aim to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

We have a robust E-safety Policy with strong filtering in place and we are vigilant to the risks posed by the internet: we want our students to be safe from terrorist and extremist material when accessing the internet. Our students are also taught about online safety.

7. Child Missing from Education

We acknowledge that a child going missing from education is a potential indicator of abuse or neglect including child sexual exploitation or potential radicalisation.

The Academy has robust attendance procedures for dealing with children that go missing from education, particularly on repeat occasions. We will follow up any absences, investigate and address the reasons and use every effort to improve attendance. If the Academy has exhausted all its efforts to improve attendance, a referral will be made to the Education Welfare Service requesting statutory action.

All staff should be alert to 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 and forced marriage.

We will work with the Local Authority to make reasonable enquiries to establish the whereabouts of a young person who has stopped attending school. We have a duty to notify the local authority when a young person's name is about to be removed from the school admission register under any of the grounds listed below.

- The pupil has begun to attend a different school or provision
- The pupil is registered at the school in accordance with the requirements of a school attendance order and the placement has been changed.
- A dual registered pupil begins to attend the other school full time
- Where a pupil is granted leave of absence and has not returned to school within ten days of the expected return
- The pupil has been taken out of the school by their parents and is being educated outside the school system e.g. home education.
- Has ceased to attend the school and no longer lives within a reasonable distance.
- The School Medical Officer has certified that the young person has a medical condition which makes it unlikely that s/he will be in a fit state of health to attend school
- Has failed to attend school for twenty days or more
- Has ceased to attend the school before compulsory school leaving 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.
- Is in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning at the end of that period.
- Has been permanently excluded.
- Has died

If a pupil leaves the school without notice being given by the parent or without the Academy being advised of the new address and/or school the pupil is to attend, the Academy will notify the Education Welfare Service so that missing pupil procedures can be initiated.

When a pupil leaves the Academy, we enter the date and reason for leaving on the Admissions register, noting the new school or education setting and referencing any communication with other professionals. We do not take pupils off the Admissions register until we have confirmation that they have started a new school/education provision.

Private Fostering

Privately fostered young people are cared for by someone other than a parent or close relative (e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff have a statutory duty to make a referral to Children's Social Care if, in relation to a young person up to the age of sixteen:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a young person's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the young person's welfare

8. Trafficked and Exploited Children

A trafficked child (or young person) is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work.

Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes.

Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves.

School staff should make a referral to Children's Social Care if they suspect a child or young person has been trafficked.

9. Bullying, Upskirting, Serious Violence and Sexually Harmful Behaviour

Bullying between young people is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a young person's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice based bullying should be reported and will be managed through our anti-bullying procedures. Bullying is also addressed at regular intervals in the curriculum.

Children may be harmed by other children. This is known as peer to peer to peer abuse. Staff will be aware of the harm caused by bullying and will use the Academy's anti bullying procedures where necessary. However, there will be occasions when a child or young person's behaviour warrants a response under child protection rather than anti-bullying procedures. Research indicates that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of young people with sexually harmful behaviour is complex and the Academy will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexualised behaviour should speak to the Academy Designated Safeguarding Lead as soon as possible.

Upskirting 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. It is now a criminal offence and may constitute sexual harassment. Where this is evident, staff must follow the safeguarding and behaviour-reporting guidelines to ensure all pupils are protected.

Staff must be alert to indicators that may signal that children are at risk from, or involved with, **serious violent** crime. Such indicators include: increased absence from **school**, a change in friendships or relationships

with older individuals or groups. Serious violent crime could include involvement in gangs, knife crime that could lead to involvement in 'county lines'. Criminal exploitation of young people is a serious risk and staff must report any concerns through the school's safeguarding procedures.

Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors.

10. Pupils with special vulnerabilities

We recognise that children and young people with special educational needs, disabled children, missing children including those missing from care, those with particular spiritual or religious beliefs, migrant children, child victims of trafficking, domestic violence, bullying, children involved in gangs, children at risk of sexual exploitation and unaccompanied asylum seeking children may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other young people.

Children with Special Educational Needs (SEN) and disabilities Children and young people with SEN and disabilities can face additional safeguarding challenges as:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs and are at higher risk of peer group isolation
- difficulties may arise in overcoming communication barriers

SEXTING

St Matthew Academy will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016).

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes;
- dirties;
- pic for pic.

Why do young people sext? There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it';
- boosting their self-esteem;
- flirting with others and testing their sexual identity;
- exploring their sexual feelings;
- to get attention and connect with new people on social media;
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent;
- exploitation or blackmail.

What are the risks of sexting?

- Loss of control of images and how they're shared
- It's easy to send a photo or message but the sender has no control about how it's passed on.

When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted (such as snapchat) but they can still be saved or copied by others. Images used on social media are also owned in many cases by the media that the child has used, for example anything in the Apple cloud is owned by Apple and anything posted on Facebook is owned by Facebook and will remain within their storage area.

These storage areas are open to hacking and frequently are. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know.

Young people are therefore at risk of:

Blackmail

- An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

Unwanted attention

- Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images and pose an even greater personal risk to the young person.

Bullying

- If images are shared with their peers or in school, the child will be humiliated and may be bullied.

Emotional distress

- Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or self-harm.

Prevention

All staff will be trained in e-safety (*see our e-Safety policy for more information) and will have a role in preventing young people from sexting. All staff will be available and approachable for students to make disclosures about sexting which will then be referred to the DSL for further investigation. Every child is different, so our approach will be based on their character and our relationship with them. We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting.

This may be addressed in:

- *e-safety sessions during lessons,
- specialised e-safety sessions PHSE,

- Assemblies.

J. STAFF SAFEGUARDING CODE OF CONDUCT

The Governing Body of St Matthew Academy will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it.

All staff, governors and volunteers have a duty to keep pupils safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.

Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, “whistle blows” or makes a public interest disclosure will have the protection of the relevant legislation.

This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

This Code of Conduct forms part of the academy’s disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.

Where an allegation of abuse is made against a member of staff, the Governing Body will follow statutory guidance published by the Department for Education (DfE). This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor 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

PRINCIPLES OF PROFESSIONAL PRACTICE

All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:

- Place the well-being and learning of pupils at the centre of their professional practice.
- Have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- Treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- Model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- Respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils’ education.
- Seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person’s learning and well-being in and out of academy.

- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

CONFIDENTIALITY

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

Information must never be used to intimidate, humiliate, or embarrass the pupil.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the academy site other than on security protected academy equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage of sharing of information s/he should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leaders.

PROPRIETY, BEHAVIOUR AND APPEARANCE

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the academy into disrepute.

A person's dress and appearance are matters of personal choice and self-expression. However staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Personal property of a sexually explicit nature such as books, magazines or videos must not be brought onto or stored on the Academy premises or on Academy equipment.

SEXUAL CONTACT WITH CHILDREN AND YOUNG PEOPLE AND ABUSE OF TRUST

Any sexual behaviour, whether homosexual or heterosexual, by a member of staff, volunteer or governor with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the academy who have contact with pupils are in positions of trust. Legislation has specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 -18 year olds.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. The Department for Education defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take

place. Staff and volunteers should be aware that conferring special attention and favour upon a pupil might be construed as being part of a 'grooming' process, which is a criminal offence.

A relationship between a member of staff, a volunteer or a governor and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of pupils and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. It is important to recognise that women as well as men may abuse a position of trust.

INFATUATIONS AND CRUSHES

Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, should report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.

Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship

GIFTS

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the Academy's behaviour policy, recorded, and not based on favouritism.

SOCIAL CONTACT

Adults in the Academy should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgment in making a response and be aware that such social contact could be misconstrued.

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so very exceptional and has first been agreed with the Head of school. Staff must not contact pupils through pupil e-mail addresses or mobile phones unless with the explicit permission of the Head of School.

Staff and volunteers must not engage in contact with pupils through social networking sites and be vigilant in securing their own personal details and site so that pupils cannot gain access.

PHYSICAL CONTACT AND PERSONAL PRIVACY

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open academy policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior leader.

Some staff, for example, those who teach young children, PE teachers, or staff who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment. The Academy has a separate Intimate Care Policy.

Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

- The Academy has trained first aiders/appointed persons.
- Staff must have had the appropriate training before administering first aid or medication except in an emergency.

BEHAVIOUR MANAGEMENT AND PHYSICAL INTERVENTION

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools.

- Staff and volunteers must not use any form of degrading treatment to punish a pupil.
- The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.
- Shouting aggressively or hectoring is not acceptable in any situation.
- Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by legislation. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

ONE TO ONE SITUATIONS AND MEETINGS WITH PUPILS

Staff working in one to one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the academy and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the Academy premises or on the academy site when the academy is not in session are not permitted unless approval is obtained from their parent/ guardian and the Principal or other senior colleague with delegated authority.

TRANSPORTING PUPILS

In certain situations e.g. out of academy activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

EDUCATIONAL VISITS AND ACADEMY CLUBS

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-academy activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. The academy has a policy on educational visits which forms part of this Code of Conduct.

CURRICULUM

As required by law, the Governing Body has a policy on sex and relationships education and it forms part of this Code of Conduct. Our PSHCE curriculum includes a range of topics focused on keeping children safe in and out of school and ensuring that they have the necessary skills to contribute positively in our society. Themes are taught during PSHCE Drop down days and pupils are consistently reminded of safeguarding practices in lessons and assemblies throughout the year.

PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

Many academy activities involve recording images. These may be undertaken as part of the curriculum, extra academy activities, for publicity, or to celebrate achievement.

An image of a child is personal data and it is, therefore, a legal requirement that consent is obtained from the parent of a child for any images made such as those used for academy web sites, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the academy have access.

When using a photograph the following guidance must be followed:

- If the photograph is used, avoid naming the pupil
- If the pupil is named, avoid using the photograph
- Images must be securely stored and used only by those authorised to do so.
- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny in order to screen for acceptability
- Be able to justify the images made
- Do not make images in closed one to one situations.
- Do not take, display or distribute images of pupils unless there is consent to do so.

INTERNET USE

The academy has a separate policy on internet use, electronic communication and security.

Under no circumstances should adults in academy access inappropriate images. Deliberately accessing of pornography on academy equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.

K. SHARING CONCERNS AND REPORTING INCIDENTS ABOUT MEMBERS OF STAFF

ALLEGATIONS AGAINST STAFF BY PUPILS

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made the member of staff receiving disclosure will:

- Take the allegation seriously.
- Inform the Head of school or Academy Designated Safeguarding Lead.
- Accurately record what they have been told/observed and respect confidentiality.

The Head of School or Academy Designated Safeguarding Lead will discuss the allegation with the Local Authority Designated Officer (Lead Officer for Education Safeguarding - LADO). The staff allegation form MUST be completed with supporting statements.

If the allegation is made against the Head of school then the Designated Safeguarding Lead will inform the Chair of The Governing Body and they will discuss the allegation with the LADO.

The academy will follow statutory guidance laid down by the DFE as well as London and Lewisham's Safeguarding Children Board Protocols.

WHISTLEBLOWING

Staff, volunteers and governors must be vigilant and share concerns and report incidents.

Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following "Red Flag Behaviours" give indications of the kinds of situations which should be shared with a senior member of staff. An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil.

CHILD SAFEGUARDING COMPETENCES FOR STAFF AND VOLUNTEERS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

The following competences are necessary:

Emotional Awareness

- Aware of the range of emotions in self and others
- Demonstrates empathy for the concerns of others
- Listens to and understands directly and indirectly expressed feelings
- Encourages others to express themselves openly
- Manages strong emotions and responds constructively to the source of problems
- Listens to personal comments without becoming defensive
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
- Shows respect for others' feelings, views and circumstances

Working within Professional Boundaries

- Demonstrates professional curiosity
- Accepts responsibility and accountability for own work and can define the responsibilities of others
- Recognises the limits of own authority within the role
- Seeks and uses professional support appropriately
- Understands the principle of confidentiality

Self-awareness

- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- Can demonstrate flexibility of approach
- Shows a realistic appreciation of the challenges of working with this client group.

Ability to Safeguard and promote the welfare of children and young people

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events

L. SAFER RECRUITMENT

The Academy is committed to safer recruitment and the Academy's HR department are responsible for implementing these practices. See the Academy's separate Staff Appointments Policy.

All staff recruited to the academy will be subject to checks as required by *Keeping Children Safe in Education Sept 2019*. Checks include (but are not limited to) at least two references, Disclosure and Barring Service (DBS) checks, prohibition from teaching, prohibition from management, identity and qualifications.

St Matthew Academy only use temporary employment agencies who positively vet their staff using the same procedures.

A number of staff and governors are all trained in safer recruitment. The Academy is also committed to ensuring that it adheres to carrying out both a DBS check and a section 128 check. People who are subject to a section 128 order are not able to function as governors.

The Section 128 check checks the names of individuals who have been barred from taking part in the management of any independent school (including academies and free schools), under the terms of a direction made by the Secretary of State for Education. The term management also applies to governors. DBS check for associate members are not mandatory.

M. MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

N. LOCAL SAFEGUARDING PARTNERSHIPS

In Lewisham, the lead representatives have named the following senior officers who will have delegated responsibility to work together to promote multi agency safeguarding within the borough:

London Borough of Lewisham

Sara Williams

Executive Director for Children and Young People

NHS Lewisham CCG

Martin Wilkinson

Managing Director

Metropolitan Police

Jim Foley

Detective Superintendent, Southeast BCU

As an Academy we have bought into the Local Authority SLA for safeguarding and participate in regular audits and conferences across the borough. Regular attendance at Fair Access Panel meetings and safeguarding briefings allow us to share good practice and ensure that we up to date with key developments. Staff consequently receive regular training and updates regarding changes and developments across the borough.

If staff require any further advice the NSPCC's new helpline details and information section is available on the [NSPCC's website](#). Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or

email help@nspcc.org.uk.