# Arrangements for Safeguarding and Child Protection at Venture Learning .

| | |
|---|---|
| **Document Owner** | Rhys Griffiths |
| **Version** | 1.0 |
| **Effective From** | 01/09/2019 |
| **Next Review Date** | 01/09/2020 |

## Introduction

This document sets out the arrangements for Safeguarding and Child Protection at Venture Learning , a bespoke KS3/4 alternative provision located in Netherfield, Nottinghamshire.

Venture Learning is committed to Safeguarding and encourages a strong culture of vigilance in this area.

This document forms part of the integrated safeguarding portfolio and should be read alongside:

This document forms part of the integrated safeguarding portfolio and should be read alongside:

- Venture Learning: Managing Allegations Against Adults Working within the provision Policy;
- DfE Keeping Children Safe in Education – September 2019;
- Working Together to Safeguard Children – July 2018
- Local arrangements for managing allegations issued through The Nottinghamshire Safeguarding Children Partnership;
- The Children Act 1989 and 2004;
- The Children and Social Work Act 2017; and
- The Education Act 2002.
- Guidance for Safer Working Practice for those working with children and young people in education settings - May 2019

For the purpose of this document the following terminology should be considered:

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the Academy, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the Academy.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Key Staff and Contacts**

**Provision Based Contacts**

| Name | Role |
|---|---|
| Rhys Griffiths | Managing Director; Head of Provision |
| Rhys Griffiths | Designated Safeguarding Lead |
| Holly Crann | Deputy Designated Safeguarding Lead |
| Holly Crann | eSafety Lead |
| Rhys Griffiths | Prevent Duty Lead |
| Holly Crann | Attendance point of contact. |
| **All of the above can be contacted via the Head of Provision on: 0115 9876621** | |

**Other Useful Contacts**

| Agency / Contact | Contact Details |
|---|---|
| Education Welfare Coordinator, Nottinghamshire County. | **Phone**: 0115 876 2965<br>**Email**: educationwelfareservices@nottinghamcity.gov.uk |
| Multi-Agency Safeguarding Hub (MASH)<br><br>Nottinghamshire County Council | 0300 500 80 90 |
| Children's Social Care – Emergency Duty Team<br>Nottingham City Council | 0115 915 5555 |
| Designated Officer (LADO)<br>Nottinghamshire City Council | Hazel McKibbin<br>0115 9773921 |
| Child Line | 0800 1111 |
| NSPCC Information Service | 0808 800 5000 |
| NSPCC Whistleblowing Advice Line | 0800 028 0285 |

**The Designated Safeguarding Lead (DSL):**

- has the status and authority within the Academy to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the Academy community
- has a working knowledge of local procedures
- makes staff aware of training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns using CPOMS
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the Academy, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the Academy's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the Nottinghamshire Safeguarding Children Partnership Arrangement.
- ensures that the child protection policy and procedures are reviewed and updated annually, liaises with the Trust Safeguarding Manager and Principal (where the role is not carried out by the Principal) as appropriate
- makes the child protection policy available publicly, on the Academy's website or by other means.

**The Deputy Designated Safeguarding Lead:**

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

**Children and Young People who may be particularly vulnerable**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation

- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

**Children with special educational needs or disabilities**

Venture Learning recognises that children and young people with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

**Allegations against staff or volunteers**

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in the Trust's Managing Allegations Against Adults Working Within the Trust Policy.

If you have a concern about an adult working within the Academy, please contact:

| Name | Role | Contact Number |
|---|---|---|
| Rhys Griffiths | Head of Centre | **0115 9876621** |

If your concern relates to the Principal, please contact:

| Name | Role | Contact Number |
|---|---|---|
| Stephen Fern | Finance Director | 07712 707607 |

**Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff will undertake training each September covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety)
- Local procedures for responding to concerns
- The Academy's behaviour policy
- Response to children that go missing in education
- The staff code of conduct
- Allegations management

The level of additional training staff will receive is based on their role. More information on this can be found within the GAT Safeguarding Training Guidance Document.

**Safer recruitment**

Our Academy complies with the requirements of Keeping Children Safe in Education (DfE 2019) and the Nottinghamshire Safeguarding Children Partnership Arrangements. by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

- At least one member of each recruitment panel will have completed safer recruitment training within the last 2 years.
- All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information.
- The Academy obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked.
- Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.
- The Academy maintains a single central record of recruitment checks undertaken.

**Volunteers**

All volunteers working with the Academy will be risk assessed and will undergo checks commensurate with their work in the Academy, their contact with pupils and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

**Contractors**

The Academy checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

**Site security**

Visitors to the Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

**Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

**Teaching our pupils about safeguarding**

Our pupils will receive education in relation to safeguarding through our curriculum. This may take the form of assemblies, external providers, pastoral sessions delivered by tutors or through class teachers. We track our safeguarding education for young people to ensure that all aspects are covered through our curriculum and that pupils are getting a balanced understanding.

We ensure that staff knowledge is up to date through regular training to enable as to respond to the needs of the pupils.

## Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2019) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

## Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- record the incident on CPOMS
- seek support for yourself if you are distressed.

## If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use CPOMS to report these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

**If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- Record the incident on CPOMS as soon as possible. Concerns must be recorded before the end of the working day
- seek support if they feel distressed.

**Notifying parents**

The Academy will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

**Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2019) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Child protection information will be stored separately from the pupil's pastoral file within CPOMS.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal to consider in line with the Trust Data Governance Policies.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

**Early Help**

Within Nottingham City and Nottinghamshire County Council there are a number of Early Help support routes to ensure that families receive targeted support and intervention when needed. Nottingham City's Children and Families Direct operate a 'front door' policy whereby all referrals are made through the same route and are then triaged ensuring that the correct support pathway is in place. Early Help may include CAF or Priority Families, which could be led by a trained member of the school pastoral team, or targeted family support, which is led by a community team of support works working for the local authority.

**Referral to children's social care**

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

**Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Principal and the Trust Safeguarding Manager are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

**Escalating concerns**

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of the DSL;
- staff not being satisfied about the decision of the DSL or Principal;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from an Academy when it is felt one is needed;
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel "stuck" or "they can't do anymore". It is important to escalate concerns to DSLs, Principals, other senior staff or if necessary, to the Trust Safeguarding Manager.

If there are concerns about the work of an external agency the Academy will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be "closed down" without it having received the necessary attention, assessment and resolution.

If the options above have been explored fully and the concern still isn't being handled effectively and therefore placing the child or young person at risk, it is important that you

continue to escalate your concerns by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

### Children with sexually harmful behaviour

Children may be harmed by other children or young people. 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 pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

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 sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

### Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Academy will monitor unauthorised absence and take appropriate action including notifying the Local Authority, particularly where children go missing on repeated occasions and/or are missing for periods during the Academy day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### Peer-on-Peer abuse, sexual violence and harassment

The Academy recognises that pupils may become victims of abuse from other pupils.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.

Staff will report instances of peer-on-peer abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

The Academy behaviour policy is available on the Academy website under the 'school policies' heading. The behaviour policy offers guidance around appropriate responses, sanctions and follow up work that is required whereas an incident of peer on peer abuse is discovered.

### Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

We recognise that both circumstances may be stressful for children and appropriate support will be provided in line with local and national guidance.

### Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

**Honour-Based Violence**

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

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Academy staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by a female pupil about going on a long holiday during the summer vacation period.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable the Academy to support the staff member through this process.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Academy staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

**Radicalisation and Extremism**

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

Academy staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the Academy follows the DfE advice Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

Our PREVENT Contact for Venture Learning is PC 1359 Atlas Iqbal from Special Branch at Nottinghamshire Police. He can be contacted on 101 x 3101359

**Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the Academy should notify the Local Authority of the circumstances.

**Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

**Work experience**

The Academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2019).

**Children staying with host families**

The Academy may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable. In such circumstances the Academy follows the guidance in Annex E of Keeping Children Safe in Education (2019) to ensure that hosting arrangements are as safe as possible.

**Children with family members in prison**

Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The Academy recognises that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders and local agencies.

**Criminal exploitation of children (County Lines) and serious violence**

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines".

It involves child criminal exploitation as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Academy staff are vigilant to those children and concerns will be shared with the DSL and are given additional training in this area during the annual INSET presentation.

**Domestic abuse**

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

**Homelessness**

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

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

The DSL will be able to support pupils facing homelessness in supporting and signposting through appropriate agencies and support networks within the locality.

**'Upskirting'**

'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.

**Contextual Safeguarding**

Venture Learning is committed to embedding contextual safeguarding practice into its Culture of Vigilance. As such, Venture Learning has launched a Safeguarding Strategy Document which accompanies this document and will be published online. The document outlines the intent of the Academy, to consider the context in which harm occurs when considering the identification and response to a concern and in the signposting of support pathways for a young person.

Venture Learning has developed a range of Contextual safeguarding assessment and mapping tools to support this work and is committed to providing effective and relevant CPD in this area, to aid development of this approach within the Academy.

This strategy document can be found on our school website.

**Appendix One**

## Four categories of abuse

### Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### Emotional abuse

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

### Sexual abuse

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

### Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

## Appendix Two – Concerns Flowchart

**Concern reported via VLS1 to the Designated Safeguarding Lead.**

**KEY**

**VLS-1 –** Initial concern reporting form

**VLS-2 –** concern discussion, action and rationale form.

**VLS-3 -** home school, action assurance return.

**Assess the immediate risks. Consider first aid/ separate perpetrator/survivor if required.**

**DSL receives concern and makes a decision around the next steps.**

**Decision made to monitor the concern**

**VLS2 to be completed by the DSL with the decision and rational to monitor clearly recorded.**

**Timescale set for monitoring and feedback to the DSL.**

**DSL shares VLS1 with the home school and verbally brief their DSL.**

**Decision made to discuss the concern with the home school.**

**DSL shares VLS1 with the home school and verbally brief their DSL.**

**VLS3 sent to the home school DSL within 7 working days to seek assurances on the action taken.**

**Decision made to make an immediate referral to police or social care.**

**DSL will refer the concern to the police on 101/999 or Nottinghamshire County MASH.**

**DSL shares VLS1 with the home school and verbally brief their DSL.**

**Records to be stored in a lockable cabinet until they leave the Provision (where they will follow the child) or until they reach the age of 25.**