Aspire Academy Trust
December 2019

(CAPH Model Policy)
Keeping Children Safe in Education
Child Protection and Safeguarding Policy

“Safeguarding is everyone’s responsibility”

Key Information

- This policy was developed and adopted on: 16th December 2019 (ratified by Trust Board), an addendum was added for Covid-19 – April 2020
- The policy will be reviewed on: 1st December 2020
- The Designated Safeguarding Lead (DSL) is: see School/Academy Website
- The Deputy Designated Safeguarding Lead (DDSL) is: see School/Academy Website
- The name of the Designated Teacher for Children in Care and Previously in Care is: see School/Academy Website
- The Single Point of Contact (SPOC) for the Prevent agenda is: see School/Academy Website
- The Child Sexual Exploitation Lead is: see School/Academy Website
- The named Safeguarding Trustee is: Anna Corbett
- The named Whistleblowing Trustee is: Michael Larson

This policy is based on the template first sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016. Revised November 2018, minor revision December 2018. Further revised July 2019 It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). (Next Revision date July 2020).

This policy reflects Keeping Children Safe in Education: Statutory guidance for schools and colleges. September 2019
Title page and key contacts within school  

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1. **Introduction and Context:**

1.1 **Our responsibilities**

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a academy/school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance September 2019. **This guidance must be adhered to in full by all schools and colleges.**

This policy develops procedures and good practice within our school, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our academy/school and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, including temporary staff, volunteers, parents and carers through the school’s website and a hard copy will be available.

1.2 **Meeting your communication needs**

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.
1.3 **Terminology**

- **Child** includes everyone under the age of 18 years old

- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.

- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.

- **Governing Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school

- **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.

- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

1.4 **Acronyms used in this policy**

- DSL – Designated Safeguarding Lead
- DDSL – Deputy Designated Safeguarding Lead
- MARU – Multi Agency Referral Unit
- CSE – Child Sexual Exploitation
- FGM – Female Genital Mutilation
- KCSIE – Keeping Children Safe in Education (Revised September 2\textsuperscript{nd} 2019)
- SCP – Safeguarding Children Partnership
- LADO – Local Authority Designated Officer
- CIC – Children in Care
1.5 **Key Documents**

This is an overarching policy and should be read in conjunction with the following documents:

**Keeping Children Safe in Education** (Sept 2019), which is the statutory guidance for Schools and Colleges.

**Working Together to Safeguard Children** (2013) further revised July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. **This guidance applies in its entirety to all schools.**

**What to do if worried a child is being abused: Advice for Practitioner**. March 2015.


**Multi agency Statutory Guidance on Female Genital Mutilation** Updated October 2018

**Children Missing Education- Statutory guidance for local authorities** September 2016.

**Multi agency Statutory Guidance for dealing with Forced Marriage** June 2014

**Child Sexual Exploitation Definition and a guide for Practitioners** DfE February 2017


**Sexual Violence and sexual harassment between children in schools and colleges** May 2018

**Criminal Exploitation of children and vulnerable adults: County Lines guidance** Updated September 2018

**The General Data Protection Regulation (GDPR) and Data Protection Act 2018**

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance available via [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk) which includes:

- Multi Agency Threshold Tool July 2018
Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures (www.swcpp.org.uk) and Cornwall and Isles of Scilly Safeguarding Children’s Partnership (www.safechildren-cios.co.uk).

In accordance with the above procedures, Aspire academies/schools carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to CIOS Safeguarding Children Partnership.

This policy should also be read in conjunction with the following policies linked to safeguarding within the academy/school which can include:

- Anti–bullying
- Online safety
- Health and Safety
- Visitors
- Intimate care
- Behaviour Management
- Confidentiality
- Safer Recruitment
- Whistleblowing
- Radicalization
- Equality and diversity
- Physical Interventions
- First Aid (including management of medical conditions)
- Peer on Peer Abuse (this could include child on child sexual violence and sexual harassment (Part 5 of KCSIE September 2018), and ‘up skirting’
- Attendance – including the expectation that carers provide at least 2 emergency contact numbers
- Staff behaviour policy including (code of conduct including acceptable user policy and keeping yourself safe – 1 to 1 working)
- Academy/school security to include Lockdown
- Educational visits

2. **Our Principles:**

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school/academy. Our academy/school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our academy/school’s activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:
• Ensure that all children feel listened to and valued

• Create a safe and welcoming environment where children can develop their skills and confidence.

• Support and encourage other groups and organisations to implement similar policies.

• Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.

• Ensure that any training or events are managed to the highest possible safety standards.

• Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.

• We are committed to ensure that we at all times demonstrate anti discriminatory and anti-oppressive practice throughout the academy/school and with our parents, carers and all those we work with.

• Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

• Recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face.

• Carefully recruit and select all employees, contractors and volunteers.

• Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.

• Share information about concerns with agencies who need to know and involving parents and children appropriately.

• Maintain an attitude of ‘it could happen here’ at all times.

2.1 Key elements to this policy:

• Establishing positive, supportive, secure working practices that put children first.

• Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school/academy.

• Keeping child protection issues at the forefront of our work and know who in the academy/school the DSL and DDSL are.

• Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
• Supporting children and young people in accordance with his/her agreed child protection plan.

We will follow the procedures set out by the CIOS SCP and take account of all guidance issued by the DfE, OfSTED and other significant bodies.

• Ensure we have a DSL and a DDSL who have received appropriate training and support for their role and that we are adhering to Annex B of KCSIE September ’19 (see training section).

• Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate.

• Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed. Any concerns must be recorded on ‘My Concern’ as soon as possible or within a maximum of 24 hours after the incident occurred.

• Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.

• Risk-assess any off-site activity, led by us, the school/academy.

3. **Early Help**

There are situations which may occur in a family’s life where they may benefit from additional support that cannot be provided solely by universal services. These can include when a child:

• Is disabled and has specific additional needs.

• Has special educational needs (whether or not they have a statutory education, health and care plan).

• Is a young carer.

• Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

• Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse.

• Is showing early signs of abuse and/or neglect.

• Is showing signs of displaying behaviour or views that are considered to be extreme.

• Is frequently missing/ goes missing from care or home.

• Is misusing drugs or alcohol themselves.

• Is at risk of modern slavery, trafficking or exploitation.
These children are therefore more vulnerable; this academy/school will identify who their vulnerable children are, ensuring **ALL** Staff and Those responsible for governance know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the academy/school wishes to make a referral then they would contact the Early Help Hub.

The academy/school will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances.

Additional guidance can also be accessed by using the CIOS SCP multi agency threshold document.

Within Cornwall, the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

**Contact details:**
- **Telephone:** 01872 322277
- **Email:** earlyhelphub@cornwall.gov.uk
- **[www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)**

Please note that for any schools who have children who attend their academy/school and do not live in Cornwall then they need to refer to the County that the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedures website [www.swcpp.org.uk](http://www.swcpp.org.uk)

**If staff have any concerns about a child’s welfare they must act immediately.**

4. **Child Abuse**

There are four main types of child abuse as defined in ‘Working Together to Safeguard Children’ (2015) and further minor revision in July 2018.

4.1 **Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning/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.
4.2 **Emotional Abuse**

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

4.3 **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

4.4 **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.
- 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.
If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person’s development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

4.5 Bullying

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [refer to the Aspire Academy Bullying Policy].

5. Reporting your concerns

5.1 General Principles

In the first instance if a member of staff has a concern about a child, they should report this immediately to the DSL.

The DSL may well have information that other members of staff do not know about a child and their family. Staff should be told on a ‘need to know basis’ (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information, but it helps to form a bigger picture.

If the DSL is not available, then speak to the DDSL.

Early information sharing is vital for effective identification, assessment and support.

5.2 If the DSL/DDSL are not available.

If there is an immediate concern about a child or their family any member of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

Contact details: MARU 0300 1231116

If the concerns arise out of office hours contact 01208 251300

5.3 Contacting MARU (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
• Family composition details (including names of parent(s) and siblings)
• Any key professionals working with the school/academy
• Factual information about the concerns you have – including access to any chronologies the academy/school has on the child

**NSPCC - what you can do to report abuse dedicated helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or are concerned about how a safeguarding issue is being handled within school. Staff can call 0800 028 0285 8am – 8pm Monday – Friday or email@help@nspcc.org.uk

**5.4 Making a referral in writing:**
You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website www.safechildren-cios.co.uk. You must then send it in by secure email which is clearly highlighted on the referral form:

**MARU Secure email:** multiagencyreferralunit@cornwall.gcsx.gov.uk

**5.5 Informing Parents**
Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the academy/school become aware of this.

**5.6 Resolution of Professional Differences**
In the event that the academy/school disagrees with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:


**5.7 If the Child/Family are already known to Social Care**
When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the academy/school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker, they can contact MARU who will provide contact details of the worker and/or their manager.

**6. Specific Safeguarding Issues**
There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Those responsible for governances are familiar with; having processes in place to identify, report, monitor and which are included within teaching:
• Bullying including cyber bullying
• Child Sexual Exploitation (CSE)
• Children missing from Education
• Domestic Abuse
• Drugs
• Fabricated or induced illness
• Child criminal exploitation – county lines
• Children with family members in prison
• Faith abuse
• Female Genital Mutilation (FGM)
• Forced Marriage
• Gangs and Youth Violence
• Gender based violence/Violence against women and girls (VAWG)
• Hate
• Mental Health
• Homelessness
• So called ‘Honour-based’ violence
• Peer on peer abuse
• Sexual violence and sexual harassment between children in schools
• Private Fostering
• Preventing Radicalisation
• Online abuse/Sexting
• Teenage Relationship abuse
• Trafficking
• Missing children and vulnerable adults
• Child sexual abuse within the family
• Poor parenting, particularly in relation to babies and young children
• Serious violence

Our academy/school will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Those responsible for governances. Annex A of KCSIE (September 2019) provides more detail on the following:
6.1 **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

Potential indicators of CSE are contained within Appendix A.

6.2 **Extremism/Radicalisation/PREVENT**

Extremism:

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young- by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together July 2018)

Our academy/school will ensure ALL staff including those responsible for governance adhere to their duties in the Prevent guidance 2015 to prevent radicalization.

The Head of School and those responsible for governance will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure All Staff and Those responsible for governance implement the duty.

Academy/school 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/school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

Our academy/school will respond to any concern about Extremism/ Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children’s resilience to radicalisation.
When reviewing our PREVENT duties we would consider the guidance contained on the Safer Cornwall website (link below).

http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The academy/school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2019) Please refer to Our academy/schools e-safety/online safety policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the academy/school: see School/Academy Website with any concerns.

**Additional contact details:**

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: prevent@cornwall.gov.uk

MARU can also be contacted for advice: 0300 1231 116

Emergency Out of Hours: Tel No: 01208 251300

If immediate and serious concerns call the police on 999

### 6.3 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, it includes female genital mutilation, forced marriage, and practices such as ‘breast ironing’.

### 6.4 Female Genital Mutilation (FGM)

Our academy/school recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children’s Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the academy/school unless there is a good reason not to do so.
Potential indicators of FGM are contained within Appendix A.

### 6.5 Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the forced marriage takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however 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. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the academy/school had a concern regarding a child who this may apply too immediate contact will be made with MARU for guidance and advice.

### 6.6 Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as an academy/school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Please refer to the Peer on Peer Abuse policy we have in school.

Please also refer to Aspire’s Anti Bullying, Equality and Diversity, online safety policies.

### 6.7 Sexual Violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All victims must be taken seriously, supported and kept safe.

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimise the disruption to their education.

Part 5 of Keeping Children Safe in Education (September 2019) clearly outlines the response that should be taken.
If anyone has any concerns that a child or children may be at risk, they must report them to the DSL immediately. They should then liaise with MARU and follow guidance laid out in KCSIE (September 2019).

6.8  **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The academy/school may need to devise a policy/procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.

Our academy/school recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and being more prone to being isolated from their peers than other children; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising. In addition, we will keep under review the potential need for additional pastoral support.

Should any concerns arise in relation to any child in relation to their safety and welfare our academy/school will follow the same procedures as outlined within this policy and liaise with the DSL initially.

6.9  **Online safety**

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The links below provide more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.


Our academy/school takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to our academy/school's e-safety/online policy and the acceptable user policy for staff.

6.9.1 Filtering

Our academy/school is adhering to the guidance within the revised KCSIE (September 2019) Annex C and this is reflected within our e-safety policy.

6.10 Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic abuse where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see our academy/school as a safe retreat from problems at home or alternatively not attend their academy/school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

Our academy/school is an Operation Encompass one. This means that when there has been a domestic abuse incident at an address where children from our academy/school live and the police have been called and attend the incident then the academy/school will be informed by 9am the next academy/school day. This enables us to support the child(ren), and where appropriate the family, within school. Parents are advised by the police that the academy/school will be informed.

Social care also receives reports from the police when they have been involved with children, not just in relation to domestic abuse incidents. These are called ViSTs (Vulnerable incident Screening Tools). This information will also be passed to the academy/school if the information is considered appropriate and proportionate. Staff in the academy/school will be informed on a ‘need to know basis’ by the DSL.

6.11 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 DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

6.11.1 EHE- Elective Home Education
We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the academy/school to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents/carers confirming that they are withdrawing the child from the academy/school to home educate. Further guidance is available via:


The DSL / DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question.

6.11.2 Reduced Time Tables

Should a reduced timetable be instigated or be necessary, guidance will be reviewed with the aim the child returns to academy/school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Guidance is available at

https://www.cornwall.gov.uk/reducedtimetables

The use of a reduced timetable should be an exceptional measure in this school. It is illegal for an academy/school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority’s best practice guidance has been followed. ‘Guidance for schools and educational settings’ details further the actions and procedures that need to be followed


6.12 Looked after children and previously looked after children

A previously looked after child potentially remains vulnerable. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2019)

A ‘designated children’ in care lead has been appointed from the senior leadership team. In – Our academy/school this person is currently: see School/Academy Website

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child’s care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child’s social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICESS). Designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders.
The designated child in care lead must have appropriate training and the relevant qualifications and experience. The training for this role is provided by Cornwall Council. They must attend this training regardless of whether there are currently children within the academy/school who are in care or previously looked after children.

All designated children in care staff should read the statutory guidance on ‘Promoting the education of looked after children’.

6.13 Young Carers

As an academy/school we recognise the needs of young carers in that they can be more vulnerable or placed at risk.

We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

6.14 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child’s immediate family. In such a case the local authority should be informed.

If the academy/school are aware of such an arrangement being in place they must advise the family that the academy/school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

6.15 Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700. All members of staff must also inform the DSL/DDSL of any concerns.

Advice or referral can be made via MARU (0300 1231 116) or for Vulnerable Adults (0300 1234 131).
6.16 **Contextual Safeguarding**

Safeguarding incidents can be associated with factors outside of school. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

If making a referral to social care the academy/school should provide as much information as possible.

6.17 **Child Criminal Exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. It can affect any child under the age of 18 as well as vulnerable adults.

Any concerns about county lines should be referred to the DSL immediately and they should then contact MARU for guidance and advice.

6.18 **Serious Violence**

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

6.19 **Special Circumstances:**

6.19.1 **Work Experience**

The academy/school 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 KCSIE (September 2019).

6.19.2 **Children staying with host families - now referred to as homestay** (KCSIE September 2019)

The academy/school 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 academy/school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in Annex E of “Keeping Children Safe in Education (2019)” to ensure that hosting arrangements are as safe as possible.
7. **Confidentiality and Information Sharing**

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately. They should then contact MARU.

The academy/school adheres to the revised Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

8. **Record Keeping**

Well-kept records are *essential* to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date records of concerns (using MyConcern) about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving academy/school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

Aspire Academy Trust recognises the importance of keeping accurate records using ‘my concern’. This system helps schools to monitor and manage areas of concern. All Aspire staff receive training using ‘my concern’.

9. **Allegations against staff**

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to
reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Head of School must be informed. If the Head of School is not available, then the DSL should be advised.

If the allegation concerns the Head of School, then the CEO and Chair of the Trust in a MAT and the Chair of Those responsible for governances in a maintained academy/school must be informed.

In all situations regarding an allegation of abuse against a member of staff/volunteer/those responsible for governance the academy/school must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Head of School, or Chair of Those responsible for governances (if the allegation is against the Head of School) will contact the LADO for advice.

As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations.

The following issues need to be considered:

- What are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?
- Contact the parents or carers of the child/young person if advised to do so by the LADO;
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting; and
- Advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded or would have been if they have resigned.

**Contact details LADO: 01872 326536**

If a referral needs to be made, then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:
https://www.safechildren-cios.co.uk/media/28159358/lado-professional-allegations-referral-form.docx

**10. Whistleblowing**

Please adhere to the academy/school’s whistleblowing policy. Revised in September 2017
Whistleblowing Hub Contacts:

Aspire Academy Trust Whistleblowing Directors:

Sally Hannaford       sally.olford@aspireacademytrust.org 07736468738
Rachel Warwick        rachel.warwick@iaspire.net 07809701405
Andrew Earnshaw       andrew.earnshaw@iaspire.net 07730139166
Steve Burgess         steve@neopeople.net 07767870438 (External)

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

NSPCC Whistleblowing helpline: 0800 028 0285

Further contact details are contained within the revised Whistle blowing policy (September 2107)

11. **Key Safeguarding Roles and Responsibilities: (see Appendix D)**

11.1 **Designated Safeguarding Lead (DSL)**

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Our academy/school follows the guidance in Annex B of KCSIE (revised September 2019) which outlines the key responsibilities of the DSL.

11.2 **Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex B of KCSIE (revised September 2019) which outlines the key responsibilities of the DSL and DDSL.

11.3 **Governing Body including the role of the Safeguarding Those responsible for governance**

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2019). In addition, we have outlined these responsibilities in Appendix B.

12. **Safer Recruitment ***you may want to have a separate policy**

Our academy/school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers’ Prohibition Orders; the Child Care Act 2006.
- statutory guidance relating to volunteers is followed
• at least one member of the recruitment panel members have undertaken safer recruitment training through an accredited training programme.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. **KCSIE states that if you are a MAT then the SCR can be kept centrally but must be immediately available for an Ofsted Inspection. Best practice recommends schools still take responsibility for updating their own SCR.**

Our academy/school complies with the requirements of KCSIE, September 2019 - Part 3

13. **Attendance at Child Protection Conference**

If a child or young person becomes the subject in a Child Protection Conference as a academy/school we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting preferably by the school.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the academy/school including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential, and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.

14. **Training**

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2019) and those responsible for governances have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2019)

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and Board of Trustee meetings.
All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSIE (September 2019) Key contacts, and What to do if a Child discloses Abuse.

All staff need to understand the unique risks associated with online safety and be confident they have the skills to keep children safe whilst they are online in school.

In addition, all staff must recognise the additional risks that SEND children can face especially with regard to their online activities.

Our DSL and DDSL(s) will undertake multi-agency safeguarding training in addition to the whole academy/school training. Once this training is completed, they have a duty to update their training by attending safeguarding briefings and training every year with a full update every two years. It will support both the DSL and DDSL to be able to better undertake their role and support the academy/school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Those responsible for governance. In addition to this training the safeguarding those responsible for governance may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the academy/school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

**Safeguarding training assurance from 3rd party providers/contractors**

It is the responsibility of the academy/school to seek assurance from the 3rd party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the academy/school has the assurance needed). In addition to this, the academy/school will ensure that contractors/3rd party suppliers receive local safeguarding information (the academy/school safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/3rd party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

For audit purposes and our own assurance, the academy/school will keep a record of responses from contractors/3rd party suppliers.

If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.
15. **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 academy/school activities are provided by and managed by the school, our own safeguarding/child protection policy and procedures apply. If other organisations provide services or activities on our site 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, we will check that effective safeguarding/child protection arrangements are in place.

16. **Photography and images**

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school.

The academy/school will ensure that they get parental permission to take photographs of children for media, website and other academy/school purposes.

17. **Supporting Staff**

Our academy recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The academy/school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in academy/school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

**In addition, the member of staff should be able to access support through:**

- Their own GP.
- The Samaritans Telephone: 116 123
- NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)

The DSL and Safeguarding Those responsible for governance will take responsibility for updating this policy and informing, all staff and the Governing Body of key changes.
Appendix A: Signs and Indicators of Abuse

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child’s medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the ‘soft’ parts of the body where accidental injuries are unlikely, e.g., cheeks, abdomen, back and buttocks. Occasionally a ‘pattern’ may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

• Unexplained bruising, marks or injuries on any part of the body.
• Multiple bruises - in clusters, often on the upper arm, outside of the thigh.
• Cigarette burns.
• Human bite marks.
• Broken bones.
• Burns - shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

• Fear of parents being approached for an explanation.
• Aggressive behaviour or severe temper outbursts.
• Flinching when approached or touched.
• Reluctance to get changed, for example in hot weather.
• Depression.
• Withdrawn behaviour.
• Running away from home.

Neglect

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children.
It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that our different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

**The physical signs of neglect may include:**

- Being constantly dirty or ‘smelly’.
- Constant hunger, sometimes stealing food from other children.
- Losing weight or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing.

**Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

**Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

**Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Those responsible for governances should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger
children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Those responsible for governances should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child’s behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains.
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Child Sexual Exploitation (CSE)

Many aspects of CSE take place online so it may be difficult to identify this within school. The behaviours also need to be considered within the context of the child’s age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of ‘friends’ online whom when asked the do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
• Repeat concerns about sexual health
• Decline in emotional wellbeing
• Talking about physically meeting up with someone they met online
• Posting lots of images of themselves online
• Going missing
• Talking about friendships with older young people/adults
• Engagement with offending
• Exclusion or unexplained absences from school
• Isolation from peers/social network
• Frequently in the company of older people – association with ‘risky’ adults
• Accepting lifts or being picked up in vehicles
• Physical injury without plausible explanation
• No parental supervision/monitoring of online activity
• Poor academy/school attendance
• Secretive behaviour
• Self-harm or significant changes in emotional well-being
• Concerning use of internet or other social media
• Returning home late
• Chronic tiredness.

Female Genital Mutilation (FGM)
Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8-15 year old girls are the most vulnerable.

Indicators may include:
• Days absent from academy/school
• Not participating in physical education
• In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
• Confides that she is having a special procedure, cut or celebration
• Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category especially over the summer period
• Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
• Parents from a country who are known to practice FGM.

Appendix B: Dealing with a Disclosure of Abuse
It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

If:
• A child or young person discloses abuse, or
• You suspect a child may have been abused, or
• You witness an abusive situation involving another professional.
You RECORD AND REPORT:

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child’s own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations; rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately.

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it ------?
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

Types of Questions you can ask: TED
Can you tell me?
Can you explain?
Can you describe?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. If they are not available contact MARU.

Staff MUST NOT
- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

APPENDIX C: Procedures if an allegation is made against a schools staff member (including volunteers and those responsible for governances).

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.
Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the head teacher, then the Chair of Those responsible for governances or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made, then they will advise you to complete the appropriate referral form. Please follow the link to:


This should then be sent in via MARU

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help.

Appendix D: Key Roles and Responsibilities

Designated Safeguarding Lead (DSL):

Our academy/school follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

Deputy Designated Safeguarding Lead (DDSL):

As above. They will be trained to the same level of the DSL.

They should be a permanent member of staff

If you are a large academy/school, you may have more than one DDSL. If this is the case, ensure that there is excellent communication between the Safeguarding team within the academy/school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

Governing Body

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2019) this includes:
• Taking leadership responsibility for the academy/school’s Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis
• That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
• Ensuring that we have a nominated link Those responsible for governance for Child Protection and Safeguarding and this person has received appropriate training for their role. They should not be a member of staff within the academy/school as this could lead to a possible conflict of interest and they need to act as the schools ‘critical friend’.
• Safeguarding Those responsible for governances should not act in the role of DSL or DDSL. No member of the governing body should be given confidential information about any child or family in academy/school unless the permission of the family has been given to share the information or it is on the advice of the LADO. All reports involving any information about children for those responsible for governance meetings and briefings should be anonymised.
• The designated safeguarding those responsible for governance visits the academy/school regularly to review safeguarding within the academy/school and includes within visits regular discussions with children
• Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees, and line manages the activities and the activities of all other leads in the school. The number of DDSL’s needs to be sufficient in number depending upon the size and demands of the school.
• That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
• That a DSL is on the premises and available during academy/school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
• That we have a nominated link Those responsible for governance for CIC (Children in Care) and SEND alongside other nominated leads in the academy/school on these issues;
• We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
• Safeguarding is an agenda item at every full Board meeting
• That there are procedures in place in handling allegations against Staff, Volunteers and Those responsible for governances and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
• The Board of Trustees have appointed a whistle blowing those responsible for governance.
• That all Staff, (including volunteers and frequent visitors) who will be working in the academy/school are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation
with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the academy/school’s policies and procedures.

- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including those responsible for governances a minimum of yearly.
- To ensure that children are taught about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children’s Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children’s Social Care if it is thought or known that a child or young person may be privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the academy/school’s website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school.

**Appendix E: Key Messages from Serious Case Reviews (SCR)**

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from an academy/school perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
• Parents with a mental health problem/ learning disability/ stress/postnatal depression
• Where Domestic Abuse is present
• Disguised compliance/resistant families/hard to reach families/professional challenge
• Children with chronic illness/serious health conditions
• Unsupported and socially isolated parents
• Poor information gathering, sharing and recording within schools as well as with other agencies.
• Assessing the complete circumstances of the child and family, including their history.
• Critically analysing all information.
• Ensuring the needs of the child are paramount above those of the parents.
• Appropriate representation is needed at key meetings- Child Protection Case Conferences
• Effective multi-agency working
• Staff to be curious, inquisitive and ask more questions
• Reflection and constructive challenge for staff when working with vulnerable children and young people
• Staff to observe safer working practices.
Addendum to Safeguarding and Child Protection Policy (Dec 2019)  

Names of hub academies linked - .................................................................

Key Trust Safeguarding Contacts:
Sally Olford  sally.olford@iaspire.net  07736468738
Evelyn Kyne  Evelyn.Kyne@iaspire.net  07394351684
Andrew Earnshaw  andrew.earnshaw@iaspire.net  07730139166

Key Hub Contacts for safeguarding are:
................................................................. (Please put names / email / phone number and home academy name)
.................................................................
.................................................................
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Key contacts will be available for advice via telephone or on site visit where appropriate if working from home.

During this period of Covid 19 the same safeguarding principles remain and the KCSIE document will be adhered to as usual. Basic safeguarding principles will still remain:

• with regard to safeguarding, the best interests of children must always continue to come first
• if anyone in our academies has a safeguarding concern about any child they should continue to act and act immediately
• a DSL or deputy should be always available
• it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children
• children should continue to be protected when they are online

Vulnerable Pupils:

• All hub academies will hold a vulnerable list of vulnerable pupils to include the 6 groups below. The list must include why pupils are vulnerable and include key contacts e.g. social workers.
• Each vulnerable pupil will have key contact which will need to be assigned to each pupil, they will be is responsible for making phone calls twice a week and recording this on Arbor and the central vulnerable pupil register.
• Registers and call logs will be monitored weekly by the hub lead and also the safeguarding team.
• For any pupils who are not attending school who are compulsory for phone calls e.g. those on a CP plan / LAC the social worker for that pupil will be notified. Twice weekly calls will still be made.
• All children on a CP plan must be in school. The conversation should be to inform the social worker of the whereabouts and/or choice of the family, and to ask the social worker if they are satisfied with this. If they are not, then it is down to the social worker to contact the family to resolve any issues. Record the details of this call on MyConcern.

Vulnerable pupils’ definition:

1) Those on a Child Protection Plan
2) Looked After Children liaise with the virtual school
3) CHIN those who are on a CHIN plan
4) Young Carers
5) Those with an EHC plan – A risk assessment should be completed.
6) ANY other pupil you may deem vulnerable

Local authorities have the key day-to-day responsibility for delivery of children’s social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision.
*There is an expectation that children with a social worker will attend provision, unless in consultation with the child’s social worker and family it is agreed this is not in the best interests of the child
*In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school or college should notify their social worker.

Attendance

The department has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

A vulnerable register of all pupils in the hub will be recorded on an online recording system each day. This can be accessed by the central team who will monitor it closely. Pupils will be marked either present at home. Comments will be made on the status of the vulnerable pupils who are home relating to phone contact that has been made by key workers linked to those pupils. Hub leaders will monitor attendance on Friday of each week and make a decision whether further action may need to be taken to track down pupils who are they are concerned about. This will involve a phone call to the Aspire safeguarding team and may also lead to a phonecall to MARU to discuss.
Monitoring of attendance / pupil contact:

- Attendance should be monitored on a weekly basis by the hub lead / safeguarding team.
- Any concerns for that week should be shared with the team by 12pm Friday

Vulnerable Children opting to remain at home:

- Each academy to nominate key contacts who will be responsible for contacting families to ‘check in’ on them.
- Phone contact will be made twice a week. Do not use personal phone numbers.
- Weekly monitoring of contact must be made by the hub manager. Please notify a member of the safeguarding team by Friday 12pm if you are concerned about a vulnerable pupil and cannot make contact with the family.
- Calls must be recorded on Arbor. Any safeguarding concerns should be recorded on My Concern.
- For those children who are on CP plans or LAC who do not attend, a call will be made to social care to alert them if there are concerns around non attendance.
- If contact is not made after 5 days, consider CMIE procedures - Contact MARU

VISTS's / Operation Encompass:

- Any of these must be dealt with as normal inform key staff that need to know the information and support those pupils.
- They must be recorded on MyConcern on that pupil’s individual record.
- Support must be put in place for the family if necessary
- If a child is deemed vulnerable a decision made whether they may be safer at school than at home

Daily routine:

1. Complete the DfE register daily and upload to the Aspire shared area, ensuring that the vulnerable pupil and social worker columns are completed.
2. Complete the vulnerable pupil register and add comments about calls / contact made
3. Notify the safeguarding team if any children who move into these categories as the weeks progress via Teams messenger
4. Let the safeguarding team know if arrangements for any of these children change.

Pupil Concerns:

- All concerns must be kept confidential and be shared with the relevant hub lead / DSL link
- Concerns must be treated with confidentiality
- Any concerns must be logged on MyConcern and relevant referrals made to MARU or advice sought from MARU or central safeguarding team.
- Any concerns for pupils that do not attend an Aspire academy should be logged on the pupil concern form and shared with the Hub lead and home school link as necessary.
Staff training and safeguarding induction: All existing Aspire staff will already have had safeguarding training and have read part 1 of KCSIE. Where new staff are recruited, or new staff/volunteers enter the academy, they should continue to be provided with a safeguarding induction. An up-to-date child protection policy (described above) will support this process as will part 1 of KCSIE.

Children moving between academies

It will be important for any academy whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in academy should be led and managed by the VSH with responsibility for the child.

The receiving academy should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving academy should, as appropriate, have access to a vulnerable child’s EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child’s social worker (and, for looked-after children, who the responsible VSH is).

This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility. Children with EHCPs should have a risk assessment completed.

Whilst academies must continue to have appropriate regard to Data Protection and GDPR this should not prevent the sharing of information for the purposes of keeping children safe. Any of these moves will also be discussed with the Aspire Safeguarding Team first.

Concerns about staff

If any staff members have concerns about another member of staff who may pose a safeguarding risk to children, they should follow the principles in part 4 of KCSIE. They should make contact with the Aspire Safeguarding Team immediately and where appropriate make contact with the LADO and consider a referral if advised to. Leaders will also make contact with Neo to gain HR advice on possible action.

Safer recruitment/volunteers and movement of staff

Academies will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring...
Service (DBS) has made changes to its [guidance on standard and enhanced DBS ID checking](#) to minimise the need for face-to-face contact.

It is essential from a safeguarding perspective that any academy where staff will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

**Single Central Record**

The academy must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can provide the means to log everyone that will be working in the academy on any given day, including any staff who may be on loan from other institutions. The SCR can also be used to log details of any letters of assurance from staff that are borrowed from other settings. Aspire staff already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another academy to support the care of children.

If staff move to work temporarily in an Aspire academy, the receiving academy should satisfy themselves that a member of staff in their setting has had the required checks, including as required those set out in part 3 of KCSIE.

The receiving academy should seek assurance from the current employer rather than requiring new checks via a letter of assurance.

The academy will not be using volunteers during this period of emergency procedures. Academies must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. Academies should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s [Teacher misconduct advice for making a referral](#). During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

**Online safety**

We recognise that technology plays an important role in the facilitation of remote learning. In order to ensure that children are protected when engaging with learning online, we have a range of safeguards in place such as only using accredited websites, online portal links for online learning and advising parents on online security. Where a degree of interaction is required (either with staff or other pupils), this should
only take place within systems approved by the Trust IT team. Live video/audio should not be used as a teaching device between a member of staff and pupils or between groups of pupils. Regular monitoring and reviews will take place where necessary, staff, parents and pupils will be updated accordingly.

**Health and Wellbeing - Staff**

During the Coronavirus pandemic Aspire Academy Trust acknowledges that there will be an immediate impact upon the health and wellbeing of staff.

A designated Coronavirus group was assembled within Aspire, including key representatives from the Directorship and senior leadership team, to ensure that all emerging challenges and updates are reviewed and supported to minimise the impact, stress and anxieties of staff in implementing these unprecedented changes.

It is the responsibility of the Trust to ensure staff can access a range of support, information and guidance during this time; Remote access facilities must be available to support those who are working from home, shielding or self-isolated.

The guidance for staff is available through the Aspire Staff Hub, emails and Teams. Guidance includes links to external websites, Aspire prepared resources, SAS counselling services and apps.

The following sub sections are set up and actively ready for staff to access:

- Pay, Terms and Conditions
- FAQs for Employees
- Health
- Mental Health
- Wellbeing & Thriving in your new normal
- Breathing Techniques for stress and anxiety
- Physical Health
- Staying well and mobile – Avoiding Joint pain
- SAS Counselling Services
- Domestic Abuse
- Government and NHS Publications

**Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils’ work where they are at home. The department is providing separate guidance on providing education remotely.
Ongoing sessions have been put into place for key staff to have an opportunity to discuss with Julie Harmieson our TIS Lead any issues. These sessions will focus on mental health and wellbeing for staff and pupils alike. Julie is providing feedback as well as power point slides to assist in this process. The sessions are available through TEAMs and will be reviewed regularly. **Links to helpful websites are available on the Aspire Website** [http://www.aspireacademytrust.org/1434/coronavirus-covid-19](http://www.aspireacademytrust.org/1434/coronavirus-covid-19). You can also read the guidance on [mental health and behaviour in schools](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing)

Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them. Our guidance on mental health and behaviour in schools (which may also be useful for colleges) sets out how mental health issues can bring about changes in a young person’s behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. All Aspire Academies have a Mental Health Policy. All staff rotas will include staff trained as TIS practitioners. The Lead Inclusion Team can provide bespoke support and answer any queries relating to any issues, particularly around our most vulnerable children.

Our Educational Psychologists will be in touch with SENDCos to discuss any priority cases and there will be TEAMs meetings available for key staff and SENDCos with Evelyn Kyne Inclusion Lead. Details will be emailed out separately.