

## 1 GREAT ACADEMIES STATEMENT OF INTENT

Great Academies Education Trust (GAET) aims to ensure that all of our pupils can learn in a supportive, caring and safe environment without fear. GAET seeks to establish a learning environment in which everyone feels able to enjoy and achieve and where success is recognised and rewarded.

GAET takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academies to identify, assess, and support those children who are suffering harm.

Safeguarding is a term which is broader than ‘child protection’ and relates to the action the Trust takes to promote the welfare of children and protect them from harm. Safeguarding is everyone’s responsibility. Safeguarding is defined in Working together to safeguard children 2013 as:

- protecting children from maltreatment;
- preventing impairment of children’s health and 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.

Trusts which work with vulnerable groups, including children, must always act in their best interests and ensure they take all reasonable steps to prevent harm to them. Having safeguards in place within the Trust not only protects and promotes the welfare of children but also it enhances the confidence of trustees, staff, volunteers, parents/carers and the general public.

This policy applies to all GAET staff and pupils.

## 2 OUR AIMS

GAET:

- works to national and local guidance, including that from the Local Safeguarding Children’s Board (LSCB);
- has adopted a definition of safeguarding that is agreed across the Trust and accepted by each academy community;
- has a consistent approach to preventing children from being harmed and supporting those who have been harmed;

Author:	Version:	Date Approved:	Page 1 of 21
C Treglown	V1.1	27/09/2017	

- seeks to involve all stakeholders in the implementation and monitoring of this policy;
- raises awareness of safeguarding including signs of abuse;
- promotes positive action to prevent children being harmed or at risk of harm;
- promotes positive action to prevent children vulnerable to specific threats such as child sexual exploitation, forced marriage, honour based violence including female genital mutilation or radicalisation being harmed or at risk of harm;
- ensures fair treatment for all, regardless of age, culture, special educational need or disability (SEND), gender, religion, sexuality and encourages understanding and tolerance of different social, religious and cultural backgrounds.

This policy demonstrates how each academy will respond to safeguarding concerns related to children in its care, and any concerns raised about children not on roll.

Everyone involved with the Trust has a responsibility for safeguarding and promoting the well-being of all pupils and all members of staff have a duty of care to ensure our pupils are protected from harm.

### 3 OBJECTIVES

The objectives of the Safeguarding and Child Protection Policy are to:

- Provide a clear definition of safeguarding, shared by all;
- Provide a clear and effective process for dealing with concerns;
- Outline the actions which should be taken when safeguarding concerns are raised;
- Provide guidance and relevant and timely training to staff on how they should discharge their responsibilities;
- To develop and promote good communication regarding safeguarding and effective working relationships within each academy and with other agencies, especially the Police, Health and Social Care.

### 4 IMPLEMENTATION GUIDANCE

#### 4.1 Communication

A lead Designated Safeguarding Lead (DSL) is established in each academy. The DSL is a member of the Senior Leadership Team. Deputy DSLs are identified. The name of the designated members of staff for safeguarding will be clearly visible in each academy, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Trust's Safeguarding & Child Protection Policy, and reference to it in Parents' information such as prospectus or handbook.

Author:	Version:	Date Approved:	Page 2 of 21
C. Treglown	V1.1	27/09/2017	

#### 4.2 Raising safeguarding concerns

All staff will know how to identify, raise, record and refer safeguarding concerns, including child protection concerns. They will be aware of the difference between children who are of concern, and those in immediate danger or at risk of harm. The DSL will ensure that all staff understand how to raise and record all concerns. All members of staff, supply staff, governors and volunteers are provided with child protection awareness information at induction, included in their arrival pack, the school safeguarding procedures so that they know who to discuss a concern with.

#### 4.3 Acting on concerns

The DSL will ensure that relevant procedures are used for providing support for children at risk of harm or known to be subject to abuse. The DSL is the point of contact for all child protection concerns, including those related to fabricated or induced illness (FII), child sexual exploitation (CSE), forced marriage, honour based violence including female genital mutilation (FGM) and the risk of radicalisation. The appropriate methods for escalation of concerns will be used. This will often involve significant multi-agency involvement as described in national and local guidance. The DSL will ensure that child protection-related allegations against adults working in the school are referred to the Local Authority Designated Officer (LADO) for advice, in line with the Trust's policy (Dealing with allegations against staff).

#### 4.4 Recording

All staff will be made aware of the necessity to make accurate and timely records relating to safeguarding. Academy-based induction and training will cover the procedures for making and retaining records.

#### 4.5 Training

DSLs undertake relevant training, and biennial updates. All new members of staff, temporary staff and supply staff will be given a copy of the Safeguarding and Child Protection Policy and Procedures, with the DSL's and deputy DSL's names clearly displayed, as part of their induction into the school. All members of staff and governors are trained in and receive regular updates in safeguarding, including child protection, e-safety and the Prevent duty.

#### 4.6 Supporting children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We recognise that abuse is not always perpetrated by adults, and that children and young people can be at risk of peer-on-peer abuse.

Author:	Version:	Date Approved:	Page 3 of 21
C. Treglown	V1.1	27/09/2017	

Our academies will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Considering the need for appropriate assessments when it is identified that there are low level concerns or emerging needs; *This process provides a way of recording support and interventions that have been provided by the school to the child/young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. An assessment (using the Common Assessment Framework, CAF) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parent’s voice are captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed normally up to 4 to 6 weeks until outcomes are achieved. If at any point during the assessment process risk increases and the school becomes concerned that the child is or is likely to suffer significant harm then a referral will be made to Children’s Social Care.*
- Notifying Social Care as soon as there is a significant concern;
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child’s new setting and ensuring the school medical records are forwarded as a matter of priority;
- Undertaking appropriate risk assessments to ensure the safety of vulnerable pupils in school.

#### 4.7 Confidentiality

We recognise that all matters relating to child protection are confidential. The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

NB All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing.

#### 4.8 Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Author:	Version:	Date Approved:	Page 4 of 21
C. Treglown	V1.1	27/09/2017	

In addition, support will be provided for DSLs either through academy senior leadership or the wider Trust/Sponsor network.

#### 4.9 Disciplinary Procedures

All staff will understand that non-adherence to the Trust’s Safeguarding and Child Protection Policy could mean that they are in breach of The Trust’s Disciplinary Policy. Each academy will implement the Trust’s Disciplinary Policy for any member of staff causing significant concern in respect of their implementation of the Safeguarding and Child Protection Policy. Any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

#### 4.10 Other people using our facilities

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. Community users organising activities for children are made aware of the Trust’s Safeguarding and Child Protection Policy and procedures.

### 5. ROLES AND RESPONSIBILITIES

Safeguarding in GAET academies is everyone’s responsibility. Everyone who works with children and their families – including academy staff, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe. No single professional can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

#### GAET

The Trust is responsible for

- ensuring there is a Safeguarding & Child Protection Policy together with a staff behaviour (code of conduct) policy for each academy;
- ensuring the Single Central Record is complete and up to date;
- the Trust operates safer recruitment procedures including by ensuring that there is an appropriate policy in place, including the checking of section 128 directions in DBS checks, and by requiring there to be at least one person on every recruitment panel that has completed Safer Recruitment training;
- ensuring the Trust has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has already left the Trust’s employment;
- nominating a trustee or officer to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal;

Author:	Version:	Date Approved:	Page 5 of 21
C. Treglown	V1.1	27/09/2017	

- ensuring the Safeguarding & Child Protection Policy is reviewed annually and that the Safeguarding & Child Protection Policy is available on each academy’s website or by other means;
- ensuring that children are taught about safeguarding, including on-line safety, this may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE);
- ensuring that enhanced DBS checks are in place for governors;
- ensuring any weaknesses in Child Protection are remedied immediately.

**Governing body and Principal**

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- the academy operates safer recruitment procedures including by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training;
- a senior leader has DSL responsibility and arrangements are in place for deputising;
- the local authority is informed of the named persons with DSL responsibility;
- on appointment, the DSL undertakes interagency training and also undertakes DSL ‘new to role’ and appropriate updates and other training as recommended by the LSCB, at least annually;
- each Deputy DSL is trained to the same level as the DSL;
- the DSL or a deputy is available to staff at all times during school hours in term time;
- all other staff have Safeguarding training updated as appropriate;
- the Safeguarding & Child Protection procedures are reviewed annually;
- consideration is given to how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE).

Each academy governing body will identify a named governor for safeguarding.

**Designated Safeguarding Lead**

The DSL must be a member of the school’s senior leadership team. Although a school may have deputy DSLs, the overall responsibility may not be delegated.

The DSLs are responsible for:

1. Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made by telephone to the Children’s Duty Service and a record of

Author:	Version:	Date Approved:	Page 6 of 21
C. Treglown	V1.1	27/09/2017	

the referral, including the nature of the concern, the date, time and name of referrer should be made and retained in school.

2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, or 35<sup>th</sup> for a pupil with special educational needs, and are copied on to the child's next school or college.
4. Ensuring that a record is kept and witnessed of the disposal of individual's records. Files will be destroyed in accordance with data protection and other relevant legislative requirements and in accordance with the policy of the Trust as from time to time implemented.
5. Ensuring Children Looked After records are retained for 99 years.
6. Ensuring that an indication of the existence of the additional file in 3 above is marked on the pupil records.
7. Liaising with other agencies and professionals.
8. Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
9. Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
10. Organising child protection induction, and update training every 3 years, for all school staff, and arranging annual safeguarding updates for staff.
11. Providing, with the Principal, an annual report for the governing body, detailing any changes to the academy's procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children subject to child protection plans (anonymised).

### Other Academy staff

It is the responsibility of all academy staff to work within this policy and related procedures. In particular, all staff should be aware of how to identify and report concerns and how to support children who are at risk. All staff will participate in training as required. Each academy should determine the level of training required for individual staff members, based on their roles. All staff are required to read Part 1 of DfE guidance Keeping Children Safe in Education 2016 and to sign to confirm that have done this.

All staff must:

- report all safeguarding concerns to the DSL
- receive appropriate safeguarding training that is regularly updated;
- receive safeguarding updates at least annually;
- understand the difference between a 'concern' about a child and a child 'in immediate danger or at risk of harm', and what they should do in either case;
- be aware of the early help process and be prepared to identify children who may benefit from early help;

Author:	Version:	Date Approved:	Page 7 of 21
C. Treglown	V1.1	27/09/2017	

- be aware of the process for making referrals to children’s social care and the statutory assessment process under the Children Act 1989;
- record all safeguarding concerns, discussions and decisions in writing.

**Parents/carers**

- Parents/carers are made aware of this policy, including through its publication on each academy’s website.
- Parents views are sought on how safe they feel their children are in school, including through questionnaires
- Any parent reporting concerns about the welfare of a child can expect to have their concerns taken seriously and to be confident that the concerns will be acted upon.
- Parents whose children are at risk (including those parents who may be putting their own children at risk by virtue of their actions or inaction) will be treated with respect and will be involved in the provision for their children. NB See specific guidance regarding children having Illness Fabricated or Induced (FII) by their carer, appendix 2.

**Pupils**

- Pupils are made aware of how to raise concerns about their own welfare and that of other children.
- Any pupil reporting concerns about the welfare of a child can expect to have their concerns taken seriously and to be confident that the concerns will be acted upon.
- Children who are at risk will be treated with respect and will be involved in decisions about the provision for them

**6 EQUALITY**

The Great Academies Education Trust ensures that all pupils are safeguarded. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

**7 MONITORING, EVALUATION AND REVIEW**

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Curriculum policies including Sex and Relationships Education
- Dealing with allegations against staff policy
- Disciplinary policy (staff)
- Educational visits policy

Author:	Version:	Date Approved:	Page 8 of 21
C. Treglown	V1.1	27/09/2017	

- E-safety polices (staff and pupils)
- Facilities management documentation including lettings arrangements
- Health and safety policy including education off-site and work placements
- Record keeping policy
- Recruitment and Selection policy
- Whistleblowing policy

Date 27/09/2017

Date for next review September 2018

## 8 SOURCES CONSULTED

- Children Acts 1989 and 2004,
- The Education Act 2002,
- Government publications: ‘Working Together to Safeguard Children’ 2015, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003,
- ‘Keeping Children Safe in Education’ 2016,
- Safeguarding in schools: best practice, Ofsted 2011,
- Serious crime act Section 75 (FGM).
- Guidance on Fabricated or Induced Illness (FII) including:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding Children in whom illness is fabricated or induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf),  
[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_fab\\_ind\\_illness.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html),  
<https://www.nice.org.uk/guidance/cg89>
- Tameside Local Safeguarding Children Board:  
<https://www.tamesidesafeguardingchildren.org.uk/>
- Counter-Terrorism and Security Act 2015 Section 26 (prevent Duty)
- Revised prevent Duty Guidance: for England and Wales
- DfE Guidance (Children missing education Statutory guidance for local authorities September 2016

Author:	Version:	Date Approved:	Page 9 of 21
C. Treglown	V1.1	27/09/2017	

## Appendix 1

### Tameside LA guidance

#### **Female genital mutilation (FGM)**

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out

#### **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

Schools should adopt the following procedure for handling cases of CSE, as outlined by the DfE:

#### **Step one – Identifying cases**

School staff members should be aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing

Author:	Version:	Date Approved:	Page 10 of 21
C. Treglown	V1.1	27/09/2017	

- Displaying inappropriate sexualised behaviour

**Step two – Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the Tameside Public Service Hub.

**Step three – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

**Preventing radicalisation**

From 2015 all schools need to comply with the ‘Prevent Duty’ and ensure that they recognise and respond to any child appearing to be vulnerable to radicalisation. Whilst this is likely to be a rare occurrence schools will offer support and guidance to any child who appears vulnerable to exploitation of this kind.

**Introduction**

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

**Training**

The school’s designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

Author:	Version:	Date Approved:	Page 11 of 21
C. Treglown	V1.1	27/09/2017	

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and as with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism ICT policy  
The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material

**Channel**

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

**Children missing from education**

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

Author:	Version:	Date Approved:	Page 12 of 21
C. Treglown	V1.1	27/09/2017	

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

NB GAET Update Sept 2016

DfE Guidance (Children missing education Statutory guidance for local authorities September 2016) states that "All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made."

Author:	Version:	Date Approved:	Page 13 of 21
C. Treglown	V1.1	27/09/2017	

## Appendix 2

### Forced marriage

#### Definition

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15 per cent of victims are male. These procedures are aimed at dealing with forced marriage for a child/young person under 18 years of age.

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a forced marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/ young person.

Indicators that a child/young person is at risk of/subject to forced marriage

The factors outlined below, collectively or individually, may be an indication that a young person fears they may be forced to marry, or that a forced marriage has already taken place. (It should not however be assumed that a young person is facing forced marriage simply on the basis that they present with one or more of these factors)

- Family History;
  - Siblings forced to marry;
  - Family disputes;
  - Domestic violence and abuse;
  - Running away from home;
  - Unreasonable restrictions e.g. house arrest;

Author:	Version:	Date Approved:	Page 14 of 21
C. Treglown	V1.1	27/09/2017	

- Education;  
Truancy;  
Low Motivation/changes in motivation;  
Poor exam results;  
Withdrawal from school life;
- Health;  
Self-harm;  
Attempted suicide;  
Eating disorders;  
Depression;  
Isolation;
- Employment;  
Poor performance;  
Poor attendance;  
Limited career choices;  
Not allowed to work;  
Unreasonable financial control e.g. confiscation of wages/income.

#### Taking action

Where a school suspects a forced marriage is likely to occur, staff should refer to Greater Manchester LSCB guidance, to be found at [http://greatermanchesterscb.proceduresonline.com/chapters/p\\_force\\_marriage.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html)

Author:	Version:	Date Approved:	Page 15 of 21
C. Treglown	V1.1	27/09/2017	

### Appendix 3 Fabricated or Induced Illness (FII)

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds or nursery staff may not observe fits in a child who is described by a parent to be having frequent fits etc.

If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should not be dismissed.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. The following are indicators that should alert any professional to concerns that a child is suffering, or at risk of suffering significant harm, as a result of having Illness Fabricated or Induced (FII) by their carer:

- A carer reporting symptoms and observed signs that are not explained by any known medical condition;
- A carer reporting to professionals that a diagnosis has been made by another professional when this is not true, and giving conflicting information to different professionals;
- Missed appointments especially if the appointments are not leading in the desired direction for the carer;
- Physical examination and results of investigations that do not explain symptoms or signs reported by the carer;
- The child having an inexplicably poor response to prescribed medication or other treatment, or intolerance of treatment;
- Acute symptoms that are exclusively observed by/in the presence of the carer;
- On resolution of the child's presenting problems, the carer reporting new symptoms or reporting symptoms in different children in sequence;
- The child's daily life and activities being limited beyond what is expected due to any disorder from which the child is known to suffer, for example, partial or no school attendance and the use of seemingly unnecessary special aids;
- Objective evidence of fabrication - for example, the history of events given by different observers appearing to be in conflict or being biologically implausible;
- The carer expressing concern that they are under suspicion of FII, or relatives raising concerns about FII;
- The carer seeking multiple opinions inappropriately.

In cases of suspected FII, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the

Author:	Version:	Date Approved:	Page 16 of 21
C. Treglown	V1.1	27/09/2017	

parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting. An Individual Health Plan will provide invaluable evidence.

If you are concerned about FII, In Tameside, you should consult with Public Service Hub. In Rochdale a referral should be made to Children's Social Care.

Author:	Version:	Date Approved:	Page 17 of 21
C. Treglown	V1.1	27/09/2017	

## Appendix 4

### Great Academy Ashton

#### Nominated DSL

Rachel Gill

#### Arrangements for deputising

Gillian Baines (Deputy Child Protection Officer) - If neither DSL nor deputy are available students and staff can speak with the other key pastoral safeguarding staff in academy.

These are:

Year 11	Lisa Broadbent	(Acting HOY – Lee Ludford)
Year 10	Gill Breley	(HOY – Rachel Dines)
Year 9	Maria Capstick	(HOY – Katy Hughes)
Year 8	Joanne Kennerley	(HOY – Susan Wrigley)
Year 7	Joanne Pilling	(HOY – Libby Gilmore)

#### Raising safeguarding concerns

Any disclosures made to any member of staff by a student must be reported to the DSL. This is done by logging an incident on CPOMs (or cause for concern/student incident sheet until end of Oct 2017). The DSL will take appropriate action and arrange for contact to be to the Hub immediately. Referrals to the Hub are made by telephone and, from October 2017, the online electronic referral form. These are recorded and saved by the DSL/safeguarding member of staff on CPOMs and any actions/outcomes are noted on CPOMs for the student.

#### Completion, maintenance and storage of records

Child Protection records are kept in a safe locked filing cabinet in a secure room. All cause for concern sheets are kept for checking by DSL; once all actions are completed these are signed off by the DSL and filed in the child's CP folder (as above). From October 2017 all referrals within the academy should be made electronically using CPOMs. If a student moves to another academy or the records are requested by an external agency i.e. the Police, the records are transferred (the receiving academy or external agency must sign for these documents) and discussion with the academy takes place regarding concerns.

All students, for whom there are child protection concerns, have an ongoing chronology e-document on CPOMs (which has restricted access). Only the DSL, deputy CP officer, ALT links, HOYs and Year managers can access and add to a chronology in CPOMs. All pre-existing chronology e-documents (prior to October 2017) are kept in the Pastoral folder (with restricted access) on the Academy's internal document share drive.

#### Induction and training information

When a new member of staff commences employment at Great Academy Ashton, the Designated Senior Lead will check that the induction has been carried out and information shared in line with the academy's induction checklist.

The DSL ensures all staff undertake regular statutory and advised training via the Hays online safeguarding modules. Staff who are absent are followed up by the DSL. The DSL's training record is checked by GAET adviser. All staff sign to show they have received and understood training, where appropriate or provide documentation of training completion. Certificates, where available are kept on file by the Academy.

#### Support mechanisms for children

Author:	Version:	Date Approved:	Page 18 of 21
C. Treglown	V1.1	27/09/2017	

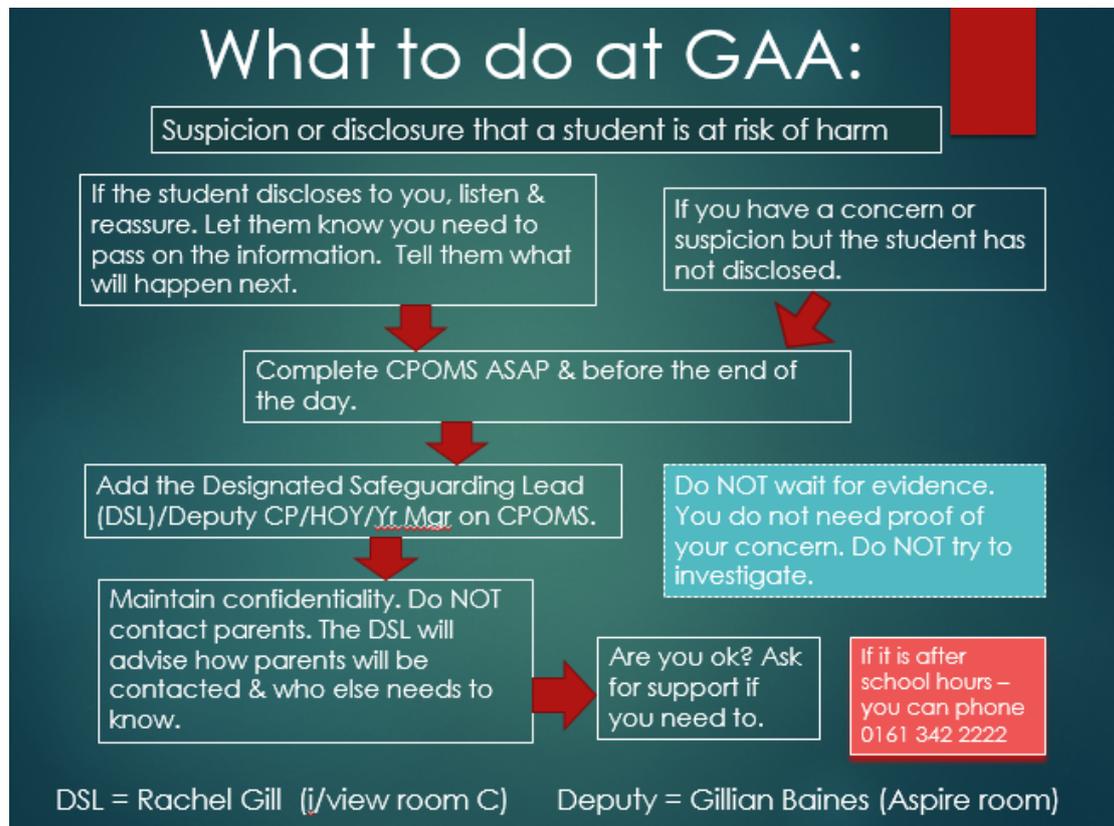
Each year group has a Head of Year, a Year Manager and a Form Tutor. Children can speak to any of these if they have concerns. There are also 2 designated Safeguarding/Child Protection Officers in the Academy and all children are aware of who these are should they wish to raise a worry/concern with them. The Academy also has an Academy Nurse, Health Mentor and Counsellor they can be referred to for specific issues.

Support for children for whom there are known child protection concerns includes one to one sessions with the Year Manager for the year group. Counselling may be offered where appropriate and the DSL meets with them when the need arises or if the Year Manager /Head of Year has any further concerns.

**How the curriculum promotes safeguarding**

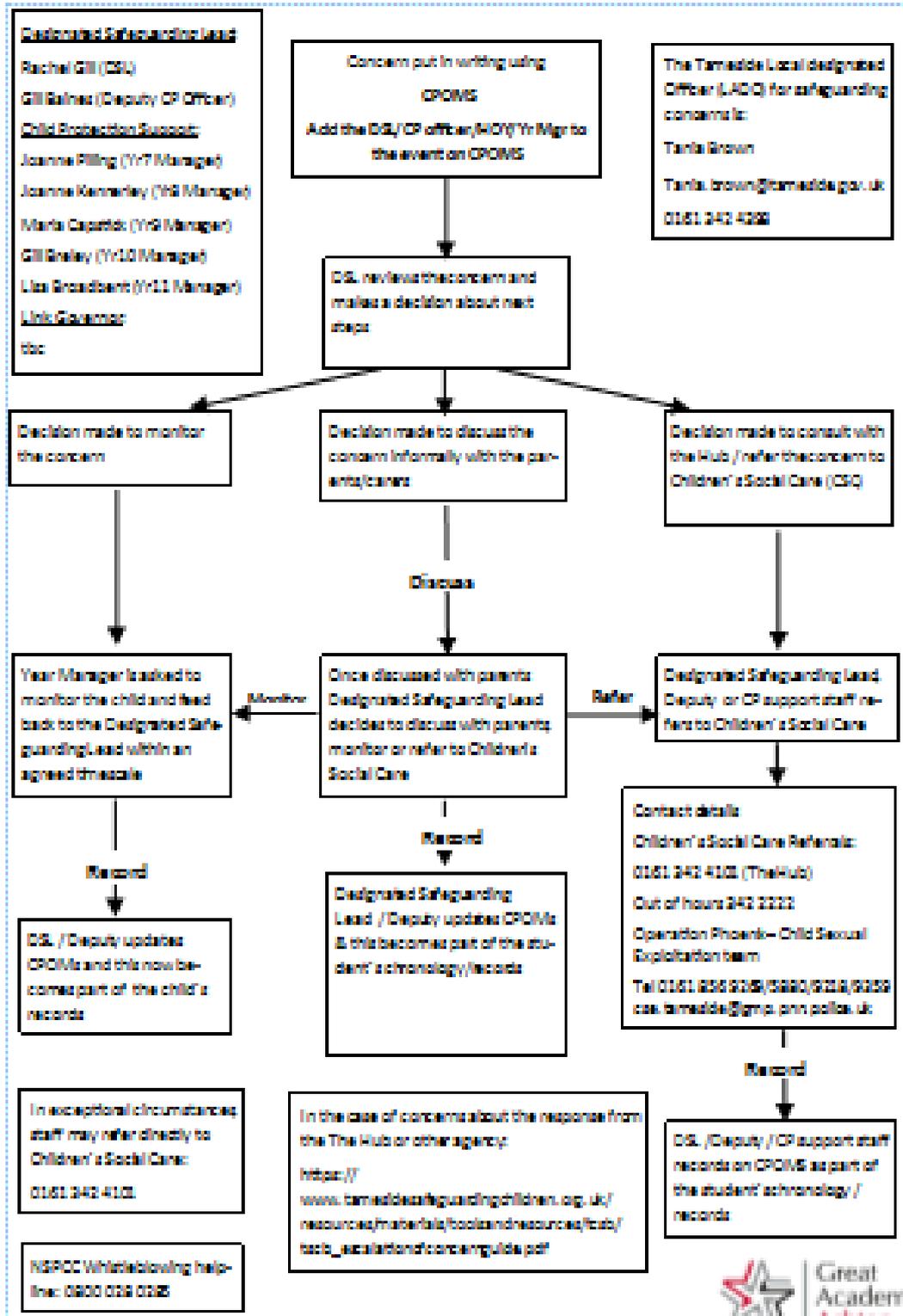
The Academy offers ECM (Every Child Matters) lessons to all its students. These lessons provide information and guidance on healthy relationships, domestic violence, grooming and CSE. These topics are also addressed through year group assemblies, registration time activities led by the form tutor and students are signposted to appropriate agencies. Students are also signposted to information noticeboards located around the Academy.

**Flowchart for Staff:**



Author:	Version:	Date Approved:	Page 19 of 21
C. Treglown	V1.1	27/09/2017	

**GREAT ACADEMY ASHTON: RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



Author:	Version:	Date Approved:	Page 20 of 21
C. Treglown	V1.1	27/09/2017	

All Academy staff are made aware of the procedures for escalating safeguarding concerns regarding a member of staff – this is outlined in the Hays online training modules and also in the staff safeguarding code of behaviour document.

Author:	Version:	Date Approved:	Page 21 of 21
C. Treglown	V1.1	27/09/2017	