Safeguarding & Child Protection Policy

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1.Key contacts:

The Designated Safeguarding Lead	Deborah Hart	Deborah.hart@boa-digital.co.uk
The Deputy Designated Safeguarding Lead	Yet to be appointed	
Principal Designate	Paul Averis	paul.averis@boa-digital.co.uk
Nominated Safeguarding Trustee:	Philip Thickett	Philip.thickett@boa-academy.co.uk
Designated Mental Health Lead	Deb Hart	As above
Designated Teacher for Looked after Children (LAC)	Deb Hart	As above

2.Introduction and Context

2.1. Our responsibilities

BOA Group is committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment. This policy sets out how BOA Digital Technologies Academy will deliver these responsibilities.

2.1.1. This policy **must** be read in conjunction with 'Keeping children safe in education' (September 2021), which is statutory guidance to be read and followed by academies and colleges, and alongside 'Working together to safeguard children' (July 2018), a guide to inter-agency working to safeguard and promote the welfare of children and The Staff Conduct Policy and sign to acknowledge they have read and understood the documents

2.1.2. In addition, the advice in Department for Education Sexual violence and sexual harassment between children in schools and colleges must also be followed.

2.1.3. These documents are available via the following links:

- Working Together to Safeguard Children 2018 (publishing.service.gov.uk)
- Keeping children safe in education 2021 (publishing.service.gov.uk) (will update in September 2022)
- Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

2.1.4. Furthermore, we will follow the procedures set out by Birmingham Local Authority, and other appropriate local authorities dependent upon the residence of the children

2.1.5. BOA Digital Technologies Academy will open in September 2022 to a new intake of 120 Year 7 children. The principal designate will take up post on January 1st 2022.

2.1.6. Teaching and support staff will be appointed from January 1st 2022 until the opening of the academy. Until this point, the principal designate will take responsibilities for the development of safeguarding practices.

2.2. Our Principles

2.2.1. We believe that our academy should provide a child-centred, caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.2.2. We recognise the importance of providing an environment within our academy that will help children feel safe and respected.

2.2.3. We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to, kept safe and never be made to feel that they are creating a problem for reporting abuse, sexual violence or sexual harassment.

2.2.4. We ensure that pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum in line with the DfE's 'Teaching online safety in school (June 2019) DfE external document template (publishing.service.gov.uk)and UKCIS 'Education for a connected world' June 2020 (Education for a Connected World (publishing.service.gov.uk)

2.2.5. We will work with parents to build an understanding of the academy's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

2.2.6. Safeguarding arrangements in our academy are underpinned by two key principles:

- safeguarding is everyone's responsibility: all staff, trustees and volunteers should play their full part in keeping children safe; and maintain an attitude of 'it could happen here' and
- a child-centered and coordinated approach: a clear understanding of the needs and views of children

2.2.7 BOA Digital recognises the role the academy and its staff play within a network of services the support families as appropriate. A central principle of safeguarding within the academy is working in partnership with a broad range of external agencies that have all play a role in safeguarding the needs of the child.

2.3. Scope

2.3.1. In line with the law, this policy defines a child as anyone under the age of 18 years or any child on roll at this academy. Children includes everyone under the age of 18 and pupils who are over 18 but still attending the academy

2.3.2. This policy applies to all members of staff in our academy, including all permanent, temporary and support staff, supply staff, Trustees, volunteers, contractors and external service or activity providers.

2.4. Our Policy

2.4.1. There are 6 main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy
- The signs of abuse that staff and volunteers should look out for
- Roles and responsibilities for safeguarding
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, include the support provided to children
- How the academy will ensure that all staff and volunteers are appropriately trained, and checked for their suitability to work within the academy
- How the policy will be managed and have its delivery overseen

2.4.2. Through implementation of this policy we will ensure that our academy provides a safe environment for children to learn and develop.

2.4.3. The academy will ensure that we facilitate a whole school approach to safeguarding which means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

3.Safeguarding Roles and Responsibilities

3.1. All staff, volunteers and Trustees have responsibility for the following:

3.1.1. to provide a safe environment in which children can learn

3.1.2. identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

3.1.3. to take appropriate action, working with other services as needed.

3.1.4. To take all welfare concerns seriously and always act in the best interests of the child

3.1.5. to keep themselves updated with the systems within the academy which support safeguarding that were explained to them as part of their induction (including the staff Code of Conduct). This includes knowing the role, and working with, the academy's designated safeguarding lead.

3.1.6. to ensure they receive appropriate child protection training which is regularly updated.

3.1.7. In addition to working with the designated safeguarding lead or deputy, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

3.2. All academy staff are responsible for:

3.2.1. Knowing who the academy's designated safeguarding lead (DSL) and deputy are;

3.2.2. Raising any concerns with the designated safeguarding lead and deputy. If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make this referral.

3.2.3. Completing an appropriate written safeguarding concern when making a referral to an eternal agency. Staff should be clear that this should be done immediately, always on the same day.

3.2.4. Ensuring that their child protection training is up to date.

3.2.5. Being alert to the signs of abuse, including peer on peer abuse and their need to refer any concerns to the designated staff member;

3.2.6. Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

3.2.7. Maintaining an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL or Deputy DSL and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child

3.2.8. Knowing the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the designated lead.

3.2.9. Listening to, and seeking out, the views, wishes and feelings of children and young people;

3.2.10. Sharing information and working together to provide children and young people with the help they need;

3.2.11. Referring to the principal any concerns about another member of staff, or if the concerns are about the principal, referring them to the chair of trust.

3.2.12. Raising concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistle Blowing Policy.

3.2.13. Being aware of Birmingham Safeguarding Procedures, and ensuring these procedures are followed;

www.birmingham.gov.uk/homepage/143/child_protection_and_safeguarding

3.2.14. Seeking early help where a child and family would benefit from coordinated support from more than one agency via Birmingham Children's Trust CASS (Children's Advise and Support Service)

www.birminghamchildrenstrust.co.uk/info/3/information_for_professionals/38/worried_about_a_child/1

3.2.15. Knowing the academy's procedures for dealing with peer on peer abuse, including sexual harassment and sexual violence between children

3.3. Trustees and academy leadership are responsible for:

3.3.1. Ensuring that there is an effective Child Protection and Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff, and ensuring all staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;

3.3.2. Ensuring that policies and procedures adopted by the Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

3.3.3. Ensuring that the academy has an appropriate senior member of staff from the academy leadership team, with appropriate status and authority, funding, resources and support to take the lead in responsibility for safeguarding and child protection; (DSL) and that they receive DSL /level 3 training which is updated every two years.

3.3.4. Ensuring that they are aware of and follow local procedures related to safeguarding. The academy is aware that given the regional characteristic of the intake it will be vital to understand childrens services from multiple local authorities.

3.3.5. Most children in the first instance will be from the Birmingham area. The academy is committed to a strong partnership of working with the Birmingham Children's Trust and remaining abreast of update from this group.

3.3.6. Remaining updated with respect to inspection requirements of safeguarding. OFSTED is committed to ensuring that the academy has robust and appropriate procedures and practices to ensure that all children attending the school are safe from abuse. As such, the academy will remain aware the latest inspection frameworks and updates on the inspection of safeguarding.

3.4. The Designated Safeguarding Lead is responsible for:

3.4.1. Managing referrals from academy staff or any others from outside the academy;

3.4.2. Working with external agencies and professionals on matters of safety and safeguarding; this will certainly include agencies from multiple local authorities

3.4.3. Undertaking relevant training and attending update sessions;

3.4.4. Raising awareness of safeguarding and child protection amongst the staff and parents; and ensuring that child protection information is transferred to the pupil's new school/academy;

3.4.5. Ensuring that the academy has a nominated Trustee to liaise with the designated lead for BOA Digital Technologies Academy and any partner agencies in the event of allegations of abuse made against the principal

3.4.6. Ensuring all staff receive the appropriate safeguarding and child protection training, and keep it up to date via e-bulletings and staff meetings, in line with advice from Birmingham Local Authority, Birmingham and West Midlands Police.

3.4.7. Notifying the Children's Social Care department if there is are concerns over unexplained absences of a pupil;

3.4.8. Informing the local authority when a private fostering arrangement is in place

3.4.9. Managing security within the academy and reviewing it annually;

3.4.10. Ensuring that important policies, such as those for behaviour and bullying, are kept up to date;

3.4.11. Keeping all child records up to date; this will include liaison with the full range of primary schools of the Y7 children

3.4.12. Have an overview of the numbers of safeguarding and child protection referrals made, who reports (anonymously), to the Trustees termly and annually about the academy safeguarding activity over the previous term/year.

3.4.13. Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families;

3.4.14. Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children;

3.4.15. Ensuring at least one person on any appointment panel has undertaken safer recruitment training.

3.4.16. Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised.

3.4.17. Ensuring procedures are in place to handle allegations against members of staff and volunteers.

3.4.18. Ensuring there are procedures in place to handle allegations against other children.

3.4.19. Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the academy and externally through counselling and/or other services.

3.4.20. Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the academy's development;

3.4.21. Ensuring through the safeguarding curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the academy's Designated Safeguarding Lead (and deputy), and are aware of other support mechanisms such as ChildLine etc.

3.4.22. Appointing a designated safeguarding lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.

3.4.23. Making this policy available to parents and carers as appropriate;

3.4.24. Ensuring that our staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;

3.4.25. Ensuring all staff have regular reviews of their own practice to ensure they improve over time;

3.4.26. Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.

3.4.27. Fulfilling their duties in line with KCSIE 2021 Appendix 2

3.4.28. Appendix 2 contains a Job Description for the DSL to support the appointment of the role

4.Safeguarding Processes and Procedures

The academy will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified in the Birmingham Safeguarding Partnership policies and procedure guidance, available at:

www.lscpbirmingham.org.uk/early-help

4.1. How to report any concerns

4.1.1. Clear procedures on reporting any concerns are given to all staff/volunteers in the academy. This is done as part of the staff induction training and staff are given a reminder of this annually in refresher training.

4.1.2. All concerns should be reported in writing after a face to face discussion, using the academy's safeguarding concern process (whether online or paper based). Concerns should always be completed as soon as possible, on the same day. Staff should never wait until the next day to complete a safeguarding concern report

4.1.3. All child protection and/or safeguarding concerns should be reported to the DSL (Designated Safeguarding Lead) immediately. See Appendix 1 for a flow diagram which explains how all disclosures are dealt with at the academy.

4.1.4. The academy takes its responsibility to safeguard young people seriously. Failure to follow these reporting procedures may result in disciplinary action.

4.2. Taking Action

4.2.1. If at any time it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to Birmingham Local Authority, Birmingham Children's Trust Children's Advice and Support Service (CASS) 0121 303 1888 (Out of hours 0121 675 4806), or call 999 if you are concerned a child needs immediate protection. For students who do not reside in Birmingham contact with their domiciliary Local Authority will be made.

4.2.2. If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

4.2.3. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

4.3. Student disclosure of abuse, peer-on-peer abuse, neglect or radicalisation

4.3.1. At BOA Digital Technologies Academy we have a clear procedure for reporting concerns. If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will let the student know that the staff member must pass the information on to the safeguarding team (DSL) in order to offer the proper support that the pupil requires. Staff members will allow them to speak freely and will not ask investigative questions.

4.3.2. The staff member will tell the pupil what will happen next. It is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed. The staff member will write up details of the conversation with the pupil as soon as possible on MyConcern.

4.3.3. All concerns should be recorded promptly and passed via MyConcern to DSL's. See Appendix 1 for a flowchart to explain the procedure.

4.3.4. Staff should not wait until the following academy day to report a concern. Information will be shared on a need-to-know basis only.

4.3.5. Issues or concerns will not be discussed with colleagues, friends or family unless necessary for the welfare of the child.

4.4. Suspecting that a student is at risk of harm

4.4.1. There will be occasions when staff may suspect that a student may be at risk,but have no 'real' evidence. In these circumstances, staff will try to give the student the opportunity to talk. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online.

4.4.2. Staff should use the MyConcern referral to record these early concerns. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding (to be appointed during the recruitment process.) Children may be harmed by other children or young people. Staff will be aware of the harm caused by peer on peer abuse including sexual violence or harassment and recognise that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. Staff will use the academy's Anti-Bullying Policy where necessary located on Teams/Website. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. The academy acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure

that all of our pupils receive equal protection, we will give special consideration to children that are considered to be vulnerable.

4.5. Notifying parents

4.5.1. The academy will normally seek to discuss any concerns about a student with their parents. The Designated Safeguarding Lead will make contact with the parent in the event of a concern, suspicion or disclosure.

4.5.2. However, if the academy believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

4.6. Referral to Children's Social Care

4.6.1. The Designated Safeguarding Lead will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm.

4.6.2. Contacts at Birmingham Children's Trust are cass@birminghamchildrenstrust.co.uk or call 0121 303 1888

4.6.3. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

4.7. Private Fostering

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

4.7.2. Comprehensive guidance on private fostering can be found here 6091-DfES-ChildrensActFostering (publishing.service.gov.uk)

4.7.3. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

4.7.4. We have a duty to notify to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

4.7.5. We have a mandatory duty to notify the local authority if we are involved directly or indirectly in arranging for a child to be fostered privately. Notifications must contain the information specified in Schedule 1 of The Children (private Arrangements for Fostering Regulations 2005 and must be made in writing

4.7.6. Academy staff should notify the designated safeguarding lead or deputy when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

Reporting directly to child protection agencies

4.7.7. Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

4.7.8. The situation is an emergency and the Designated Safeguarding or principal are all unavailable

4.7.9. They are convinced that a direct report is the only way to ensure the pupil's safety

4.8. Early help

4.8.1. At BOA Digital Technologies Academy, we also liaise with a wide variety of outside agencies, many of which are able to see students weekly. Examples of the wider agencies we liaise with include; multi-agency team/s, careers services, School nurse, Child and Adolescent Mental Health Services (CAMHs), our local Police Community Support Officers (PCSO's), the Police and other services. We encourage families, pupils and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

4.9. Children who may require early help

4.9.1. Staff and volunteers working within the academy should be alert to the potential need for early help for children. Staff and volunteers should consider following the procedures identified for initiating early help (see Section 5) for a child who:

- is disabled and has specific health conditions and additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.
- Has a family member in prison or is affected by parental offending
- Is persistently absent from education, including persistent absences for part of the school day.

4.9.2. All initial contacts where staff, Trustees or volunteers wish to make a request for general advice, information or a service for a child who may be a child with additional or complex needs they should by contact the academy SENCO, to be appointed, or by the local SENAR

4.9.3. The local SENAR for the academy is: SENAR Birmingham Telephone: 0121 303 0829 Email: senar@birmingham.gov.uk

4.9.4. Safeguarding the mental health of BOA Digital students will be understood as important as protecting their physical health. Transferring to secondary school can be a traumatic time for any student. Within the context of the academy, children will potentially be joining the school without peers from their primary school or travelling some distance. These issues could impact on the mental health of BOA Digital students. BOA Digital will seek to apply protocols for protecting the mental health of its students and appoint and train a Designated Mental Health Lead.

4.9.5. BOA Digital Technologies recognises its statutory duty to appoint a suitably experienced and qualified teacher with responsibility for Looked After Children (LAC.) In monitoring the experience of any LAC at the academy, it is understood that there may be some safeguarding implications. As such, the academy DSL and colleague with responsibility for LAC will communicate appropriately.

5.Types of Abuse

5.1. Child abuse and types of abuse

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

5.1.2. Further information and resources can be found in annexes A, B and part 5 of KCSIE 2021 and p15 of this policy and MyConcern resources section.

5.1.3. All staff must maintain and attitude of ‘it could happen here’ and ensure any concern, no matter how small is reported. It could be the vital missing piece of the jigsaw that indicates a child is at risk of harm

5.1.4. All staff will receive ongoing training regarding types of abuse including in a local and national context.

5.1.5. The DSL and/or deputy will respond to all concerns, following local authority procedures and where there is an immediate risk of serious harm to a child will inform the police.

5.1.6. There are four types of child abuse as defined in ‘Keeping Children Safe in Education’ September 2021 paras 26-30 and Annexe A

- physical abuse
- emotional abuse
- sexual abuse
- neglect.

5.1.7. All staff must know what these are and be alert to the signs.

5.1.8. The DfE document, ‘What to do if you are worried a child is being abused 2015’ gives details on each of the types of abuse and guidance on the process of making referrals. It can be found at this link

'What to do if you are worried a child is being abused'

5.2. Safeguarding Issues

5.2.1. All staff must have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

5.2.2. Staff must be particularly alert to the following

5.3. Child Sexual Exploitation and Child Criminal Exploitation – CSE and CCE (see KCSIE 2021 para 32-39)

5.3.1. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

5.3.2. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines (see below), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

5.3.3. Children can become trapped by this type of exploitation as perpetrators can threaten victims and their families. Staff must recognise that children involved in CCE are vulnerable and are victims themselves and that they may still have been criminally exploited even if the activity appears to have been something they have agreed or consented to

5.3.4. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

5.3.5. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. It can take place as a one off or over a period of time and may occur online.

5.3.6. It is important that staff recognise that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too.

5.3.7. Staff must also be aware that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

5.3.8. Staff should be aware that CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17year olds who can legally consent to have sex. Some children believe they are in a genuine romantic relationship

5.3.9. As a result, many children and young people who are victims of sexual exploitation do not recognise themselves as such which can be an additional barrier to disclosure.

5.3.10. Staff will receive training and updates on CSE and CCE to ensure awareness of and mitigate these additional difficulties to ensure children receiving appropriate intervention and support at the earliest opportunity.

5.3.11. CSE is a form of child sexual abuse and can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g through others sharing videos or images of them on social media

5.3.12. The local response and support for CSE and CCE can be found at: www.lscpbirmingham.org.uk/child-exploitation.

5.4. Serious Violence

5.4.1. All staff should be aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, as significant decline in performance, signs of self-harm or significant changes in well-being, signs of assault or unexplained injuries

5.4.2. Unexplained gifts or new possessions are also potential indicators that children have been approached by or are involved with criminal networks or gangs and may be at risk of CCE

5.4.3. All staff should be aware of the range of risk factors which increases the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending such as theft or robbery.

5.4.4. Staff will receive training and updates on serious violence and have access to information and resources to support development of their knowledge, skills and understanding.

5.4.5. Any concerns, no matter how small must be reported using the academy's usual procedures. The DSL or deputy will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

5.5. County Lines

5.5.1. County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

5.5.2. Signs to look out for:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

5.5.3. Where staff have a concern around county lines they should inform the DSL immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

5.5.4. Local support/contacts for county lines - www.west-midlands.police.uk/your-options/county-lines]

5.6. Honour-Based Abuse (HBA)

5.6.1. So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

5.6.2. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

5.6.3. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency. Where FGM has taken place please refer to section 5.5 of this policy. (see below)

5.7. Female Genital Mutilation

5.7.1. Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

5.7.2. All staff should speak to the DSL or deputy with regard to any concerns about FGM

5.7.3. Teachers should be aware that there is a specific legal duty upon them that, if in the course of their work, they discover that an act of FGM appears to have been carried out on a girl under 18 years, they must report this to the police (see annex B of KCSIE for further details)

5.7.4. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the Designated Safeguarding Lead and children's social care. The duty does not apply in relation to at risk or suspected cases though staff will always refer to the DSL to take the next appropriate steps.

5.8. Forced Marriage

5.8.1. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties, there must be a choice.

5.8.2. Forced marriage is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

5.8.3. An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

5.8.4. Where staff or volunteers have any reason to suspect that someone is experiencing pressure or being forced in marriage, they must report this to the DSL through the academy process.

5.8.5. For more information on forced marriage see Annex B in KCSIE 2021

5.9. Breast Ironing/Flattening

5.9.1. Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

5.9.2. Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

5.9.3. Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk. *Keeping Children Safe in Education,* Annex B (2021) mentions breast ironing as part of the section on so-called 'Honour Violence'.

5.9.4. Staff or volunteers worried about the risk of breast ironing in the academy should refer through the appropriate channels to the Designated Safeguarding Lead as soon as possible who will make a referral to children's services. If staff or volunteers are concerned that the girl is in immediate danger, contact the police by calling 999.

5.9.5. The DSL will need to contact the Foreign and Commonwealth Office if the girl has been taken abroad:

5.9.6. For more information on breast ironing or flattening see KCSIE 2021 Annex B

5.10. Preventing Radicalisation

5.10.1. The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent duty".

5.10.2. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised they should discuss this with the Designated Safeguarding Lead.

5.10.3. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

5.10.4. The academy will report any concerns deemed appropriate to the local authority through CASS.

5.10.5. The academy has use of an appropriate filtering system that prevents students from searching for inappropriate material.

5.10.6. Channel

5.10.7. We 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.

5.10.8. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others to radicalise others, especially using the internet.

5.10.9. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

5.11. Peer on Peer (child -on child) Abuse

5.11.1. All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online

5.11.2. All staff must know the indicators and signs of peer on peer abuse, know how to identify it and respond to reports of it.

5.11.3. Staff should be aware of the advice in the DfE advice Sexual violence and sexual harassment between children in schools and colleges Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk) and will receive regular training and updates from the DSL.

5.11.4. All staff must be aware that even if there are no reports it does not mean peer on peer abuse is not happening. It may be the case that it is just not being reported.

5.11.5. Staff must be vigilant and if they have any concerns they should speak to the DSL or deputy

5.11.6. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. This can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it

5.11.7. We will minimise the risk of all types of peer on peer abuse by encouraging the student body to report any such issue and through the work delivered in the Learning4Life programme, Theatre in Education performances via outside companies and tutor time discussions.

5.11.8. All staff and pupils should understand that we have a zero-tolerance for peer-on-peer abuse and that we take such incidents very seriously, engaging with relevant external agencies where appropriate. All staff must challenge inappropriate behaviours between peers including, but not limited to:

- Bullying (including cyberbullying, prejudiced based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault which may also include an online element
- Sexual harassment such as sexual comments, remarks, jokes and online harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting – taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation , distress or alarm
- Initiation/hazing type violence and rituals

5.11.9. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

5.12. Child on child sexual violence and sexual harassment

5.12.1. This section of the policy must be read in conjunction with KCSIE 2021 Part 5 and the DfE Advice Sexual violence and sexual harassment between children in schools and colleges 2021

5.12.2. Sexual violence and sexual harassment can happen anywhere, Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys.

5.12.3. All staff should be aware of and respond appropriately to all reports and concerns.

5.12.4. This academy has zero tolerance approach to sexual violence and sexual assault. It is never acceptable, will not be tolerated and will never be passed off as ‘banter’ ‘just having a laugh’ ‘part of growing up’ or ‘boys being boys

5.12.5. We recognise that sexual violence and sexual harassment exists on a continuum, may overlap and can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

5.12.6. We also recognise that sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and is never acceptable. All staff and volunteers will maintain an attitude of ‘it could happen here’

5.12.7. At BOA Digital Technologies Academy we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the academy and other students/pupils.

5.12.8. We recognise that some students/pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy’s Behaviour Policy.

5.13. Responding to reports of sexual violence and sexual harassment

5.13.1. Allegations may be made against children by other children in the academy, which are of a safeguarding nature.

5.13.2. Safeguarding issues raised in this way may include sexual violence, sexual harassment, sexual exploitation, physical abuse, emotional abuse.

5.13.3. We will support and reassure the victims that they are being taken seriously and that they will be supported and kept safe. We will ensure that victims are never given the impression that they are creating a problem or made to feel ashamed by reporting sexual violence or sexual harassment.

5.13.4. Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously

5.13.5. All staff will be trained in how to manage a report

5.13.6. The academy recognises that certain children may face additional barriers to disclosure because of their vulnerability, disability, sex, ethnicity and/or sexual orientation and that procedures will ensure that all children are able to report easily.

5.14. Risk Assessment

5.14.1. Where there has been a report of sexual violence the DSL or deputy will make an immediate written risk and needs assessment which will be kept under review and will work engage with children’s social care and specialist services as required.

5.14.2. Action will be taken immediately to protect the victim, alleged perpetrator(s) and other children in the academy. The academy will not wait for the outcome or even the start of any police investigation before taking action to protect the children involved.

5.14.3. Any relevant action under the academy behaviour policy will be considered

5.14.4. Where there has been a report of sexual harassment the need for a risk assessment will be considered on a case by case basis.

5.14.5. The risk and needs assessment will consider

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator (s)
- All the other children (and, if appropriate adults and staff) at the academy, especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms

5.15. Action following a report of sexual violence and/or sexual harrassment

5.15.1. When a report has been received the DSL or deputy will consider the following:

- The wishes of the victim
- The nature of the alleged incident (s) including whether a crime may have been committed and/or whether harmful sexual behaviour (HSB) has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- If the alleged incident is a one off or a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Are there any ongoing risks to the victim, other children, or staff
- Other related issues and the wider context including links to CSE and CCE

5.15.2. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved or impacted.

5.15.3. The DSL will consider 4 options when managing a report

- Manage the report internally
- Provide support through the local Early Help process
- Make a referral to Children's Social Care
- Report to the police

5.15.4. All concerns, discussions, decisions and reasons for decisions will be recorded

5.15.5. The academy will ensure that if a child is convicted or receives a caution for a sexual offence the risk assessment will be updated to ensure relevant protections are in place and needs are being met.

5.15.6. if a report is assessed as being unsubstantiated, unfounded, false or malicious the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been by someone else and that this is a cry for help. In such circumstances the DSL may make a referral to children's social care.

5.15.7. If a report is deliberately invented or malicious the academy will consider what disciplinary cation is appropriate as outlined in the behaviour policy.

5.16. Ongoing response – safeguarding and supporting the victim

5.16.1. The following principles will help shape and decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim will be paramount
- Consideration of the age and development stage of the victim, nature of the allegations and the potential risk of further abuse
- The victim will never be made to feel they are the problem or made to feel ashamed
- Proportionality of response. Support will be tailored on a case-by -case basis
- A holistic approach with an awareness of health needs associated with sexual assault including physical, mental and sexual health problems and unwanted pregnancy

5.17. Academy procedures

The response to a report from a child is important. We are aware that how we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. If we fail to recognise, acknowledge or understand the scale of harassment and abuse, or even downplay some of these behaviours, we are risking this leading to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. An example of what to say to a child if they disclose to a member of staff is given below: "Thank you for sharing this with me. You have been very strong in telling me and I appreciate how difficult that will have been. You have done nothing wrong. It is really important that I pass this information onto the relevant person so that we can support you." Continued support and after care will be given to the victim through pastoral support in the academy.

Please see Safeguarding in Schools flowchart Appendix 1

5.18. Domestic Abuse and young people

5.18.1. This form of abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

5.18.2. We understand that domestic abuse does not only affect adults and is not only perpetrated by adults; the changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse.

5.18.3. We encourage students to come forward by raising awareness of the issue and teaching the students about health relationships through SRE, the wider curriculum and modelling behaviour in the academy.

5.18.4. Adolescent to Parent Violent Abuse

5.18.5. APVA is a hidden form of domestic violence and abuse that is often not spoken about. By raising awareness around this issue, we can provide better protection to victims and apply an appropriate safeguarding approach.

5.18.6. What to look out for when a child is witnessing domestic abuse:

- The emotional responses of children who witness domestic violence may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the abuse and at the victim for being unable to prevent the abuse).
- Physical responses may include stomach aches and/or headaches, bedwetting, and loss of ability to concentrate. Some children may also experience physical or sexual abuse or neglect. Others may be injured while trying to intervene on behalf of the victim or a sibling.
- The behavioural responses of children who witness domestic violence may include acting out, withdrawal, or anxiousness to please. The children may exhibit signs of anxiety and have a short attention span which may result in poor academic performance and attendance. They may experience developmental delays in speech, motor or cognitive skills. They may also use violence to express themselves displaying increased aggression with peers or family. They can become self-injuring.
- If a child discloses that they have witnessed domestic abuse, or an adult linked to a child in your academy discloses that they are being abused, follow the academy safeguarding procedures and report your concern to the designated safeguarding lead.

5.19. Digital Safeguarding (online safety/E-safety)

5.19.1. It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable but can be categorised into four areas of risk. These are content, contact, conduct, commerce. (cf KCSIE para 124)

5.19.2. We will ensure online safety is a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected, as required, in all relevant polices. In addition, we will consider online safety whilst planning the curriculum, any staff training, the role of the DSL and any parental engagement.

5.19.3. Whilst the DSL has lead responsibility for digital safeguarding, we will ensure there is support, if required, for operational digital safeguarding and the appropriate technical and safeguarding knowledge, skills and understanding to be able to quality assure systems, policies and processes, train staff and contribute to the safeguarding curriculum is available.

5.19.4. We will keep our digital safeguarding processes and procedures under review using an independent tool such as the SWgFL 360 safe process 360 Degree Safe - Online Safety Review Tool | SWGfL

5.19.5. We are thoroughly committed to improving student's online safety awareness at BOA Group, Our Acceptable Use policy is signed up to by all students and staff.

5.19.6. If a student, parent/carer or member of staff has a concern relating to online safety students are encouraged to report it. They can report it directly to a DSL, or the principal.

5.19.7. Given the specialism of BOA Digital Technologies Academy, the principal recognises that students will have considerable access to digital resources. The principal will ensure that safeguarding against inappropriate digital use will be constant.

5.20. Photography and images

5.20.1. The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

5.20.2. To protect students we will:

- Seek their consent for photographs to be taken or published
- Seek parental consent
- Use only the student's first name with an image
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them

5.20.3. Parents, carers or relatives are advised that the photographing and video recording of performances is forbidden.

5.21. Filtering and monitoring

5.21.1. The academy will limit children's exposure to risks from the academy's IT system.

5.21.2. The academy has in place appropriate filtering and monitoring systems that are in line with the recommendations in the UK Internet Centre document Appropriate Filtering for Education Settings Appropriate Filtering for Education settings 2021_2.pdf (d1afx9quaogywf.cloudfront.net)

5.22. Sharing of nudes and semi-nudes

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

5.22.1. This section of the policy must be read in conjunction with KCSIE Annex D Online Safety and the UKIS advice Sharing nudes and semi-nudes advice for education settings working with children . Further resources and guidance can also be found at:

https://swgfl.org.uk/search/?q=nudes+and+semi+nudes

https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/

5.22.2. All staff will be trained in digital safeguarding and will have a role in educating and protecting children about online harms

5.22.3. All staff will be available and approachable for students to make disclosures which will then be referred to the DSL for further investigation.

5.22.4. We will seek to prevent young people from online harms through educating them about the laws and potential consequences of activity online.

5.22.5. The digital safeguarding may be addressed through, for example e-safety sessions during lessons, specialised e-safety sessions, Learning4Life lessons and through Theatre in Education presentations.

5.22.6. Many professionals may refer to 'nudes and semi-nudes' as:

- youth produced sexual imagery or 'youth involved' sexual imagery
- indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18. Further guidance on the law can be found in *Sharing Nudes and semi nudes: advice for education settings working with children and young people (December 2020).*
- 'sexting'. Many adults may use this term, however some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images • image-based sexual abuse. This term may be used when referring to the nonconsensual sharing of nudes and semi-nudes

5.22.7. Terms such as 'revenge porn' and 'upskirting' are also used to refer to specific incidents of nudes and semi-nudes being shared. However, these terms are more often used in the context of adult-to-adult non-consensual image sharing offences outlined in s.33-35 of the Criminal Justice and Courts Act 2015, Voyeurism (Offences) Act 2019 and s.67A of the Sexual Offences Act 2003

5.22.8. In dealing with cases of sending of nudes, semi-nudes etc the response to these incidents will be guided by the principle of proportionality and the primary concern at all times will be the welfare and protection of any children and young people involved.

5.22.9. We will:

- Outline our expectations and explain the rules of having a mobile, tablet or smartphone;
- Ask students what they feel is acceptable to send to other people then discuss appropriate images and the dangers of inappropriate images (listed above);
- Make sure students are comfortable saying no, that they know their body is private and being asked to share explicit images is inappropriate and illegal;
- Explain to students about the importance of trust and consent in a healthy relationship;
- Tell students that it's not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they're unhappy about;
- Tell students what can happen if things go wrong through real life examples such as television programs or news stories as far as possible;

- Ask student about the ‘Granny rule’ would you want your Granny to see the image you’re sharing?
- Talk about whether a person who asks for an image from you might also be asking other people for images;
- Discussion revenge sending of images after relationships have broken down or a friend has done something as a joke and lost control of the image etc.
- Let students know that they can speak to us if this ever happens and that disclosures will be treated confidentially and without embarrassment and support will be given. Staff will react calmly and listen to the concerns of the child and explain that they must share the information confidentially with the DSL;
- Provide details of sources of support and coping strategies if the young person finds themselves in an uncomfortable position such as the Zipit App to control the conversation with funny images to prevent further request for pictures or ChildLine if the situation has got out of control.

5.22.10. When a child has been affected by the sending of an explicit image staff will:

- Recognise that if the child has been sending explicit images or videos of themselves, the child may feel anxious talking about this
- Recognise that they themselves may feel shocked, upset, angry, confused or disappointed while listening to the child
- Give themselves time to process the information, remembering that the child will be watching their reactions
- Reassure the child that they aren’t alone
- Listen and offer support – they're probably upset and need help and advice, not criticism;
- Not shout or make them feel like it’s their fault;
- Will not ask questions like "why have you done it" as this may stop them from opening up;
- Discuss the problem and the wider pressures that they may face, to help them to understand what's happened and understand any wider safeguarding concerns;
- Assure the child that they’ll do all they can to help and explain that they will seek the support of the DSL;
- Remind them that they can always talk to Childline or another trusted adult if they aren't comfortable talking directly to the staff member.

5.22.11. If a child has shared an explicit image staff will:

- Ask them who they initially sent it to, their age, and if they know whether it’s been shared with anyone else;
- Ask the social media site to remove the image or ask them to get in touch with Childline. Together, Childline and the Internet Watch Foundation (IWF) will try to get the image removed. Alternatively, you can make a report direct to the Internet Watch Foundation (IWF). Childline is a confidential service, but to make a report on a child’s behalf to the IWF they’ll need to confirm who the child is and their date of birth. Staff need to provide Childline or IWF with a link to the image. However, after the link is sent staff will not keep a copy of the image for evidence as it’s illegal to share or store child abuse images;

- Discuss the situation with the DSL for wider safeguarding concerns and agree who will be contacted and when then contact parents/police/CEOP/ as appropriate to the case;
- Contact the Child Exploitation and Online Protection Centre (CEOP*) if the image was requested by an adult*, as this is grooming which is illegal;
- Contact the DSL at the relevant school *if the image was requested by a school aged student not from this academy*, to raise awareness of potential wider safeguarding issues or circulation of the image in their school;
- Encourage the child to:
  - Delete images from their social media accounts if they've have uploaded the image themselves;
  - If they're sharing an image which somebody else uploaded, consider asking that person to delete it;
  - If the image or video was shared over the web, don't comment on it or share it as this may mean the image is seen more widely.

5.22.12. If a child has been sent a sexually explicit image:

- staff should ask them if they know the person who sent it and their age;
- if the image was sent by another young person, staff may want to help the child to speak to the sender in order to stop future messages. If the child agrees, staff can also help them to block the sender on social media;
- staff should look at Net Aware for information and advice about this or contact the O2 and NSPCC online safety helpline on 0800 800 5002;
- if the image was sent by an adult, staff should contact CEOP, the Child Exploitation and Online Protection Centre, as this may be part of the grooming process.

5.22.13. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

5.22.14. However, as of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

5.22.15. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. Find out more about legislation on child abuse images.

5.23. Upskirting

5.23.1. Under the Voyeurism (Offences) Act 2019, upskirting is a criminal offence punishable by up to two years in prison. Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

5.23.2. Victims are often unaware that the abuse has taken place, until the video or picture is drawn to their attention. When this is the case the victim or observer should report their concern through the academy's safeguarding referral system.

5.23.3. Any concerns related to upskirting must be reported to the DSL in line with the reporting process outlines within this policy and where appropriate staff will also consult the behaviour policy.

5.24. Homelessness

5.24.1. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead is aware of routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

5.24.2. Indicators that a family may be at risk of homelessness include:

- household debt,
- rent arrears,
- domestic abuse and anti-social behaviour,
- as well as the family being asked to leave a property.

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

5.24.4. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

5.25. Children with Special Educational Needs (SEN) and disabilities

5.25.1. Children and young people with SEN and disabilities can be more susceptible to safeguarding risks as:

- Staff may not be able to spot the signs of abuse in children with SEND or assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils with SEND may be prone to peer group isolation and more vulnerable to bullying, coercion and 'grooming' without outwardly showing any signs
- Pupils with SEND may experience increased feelings of anxiety which prevent them from 'speaking out'
- Some pupils with SEND rely on adults for personal care, and this vulnerability puts them at greater risk of being harmed or abused
- Pupils with SEND are more likely to work alone with a single adult, putting them at greater risk of being harmed or abused

- Pupils with SEND may not be able to recognise that they are being abused

5.25.2. In addition to these increased risk factors, disabled children and young people may have communication difficulties which make it difficult to tell others what is happening to them. Adults, including professionals assessing their needs and caring for them, may concentrate on the child's special needs and overlook signs and symptoms that they are being maltreated.

5.25.3. All staff must therefore be aware of and extra vigilant to the possible indicators of abuse and/or neglect for disabled children and young people. The designated safeguarding lead should liaise regularly with the special educational needs co-ordinator, the behaviour lead and the attendance lead, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

5.25.4. If staff have a concern for a disabled child or young person they must consider:

- The child/young person's communication needs and how they can communicate effectively with them
- What information in relation to the child/young person's disability and special needs staff need to be aware of in order to assess risk of abuse
- What resources staff require in order to undertake an informed assessment of safeguarding risk
- Where child protection issues are considered regarding a child with disabilities, there must be involvement by key professionals who know the child well, including those who have a comprehensive understanding of the child's disability, method of communication, and any associated medical condition.

5.25.5. Schools should consider what specialist advice, guidance and training may be required in order for staff to understand why children with SEND can be more vulnerable to abuse and how to recognise signs of abuse and/or neglect of disabled children and young people.

5.26. Mental Health

5.26.1. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

5.26.2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

5.26.3. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. We will ensure that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

5.26.4. We will ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

5.26.5. We seek to embed positive mental health and mental health awareness through our academy to create a culture where pupils can self-identify, signpost peers and seek support themselves. We undertake staff training and promote mental health awareness through the L4L and PDT schemes

5.26.6. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the referral mechanisms listed within this policy and speaking to the designated safeguarding lead or a deputy.

5.26.7. The appointment of a Designated Mental Health Lead is detailed in section 4.9.

6.Recruitment of staff and volunteers

6.1. The academy will ensure that Safer Recruitment practices always follow KCSIE (2021) and will be adhered to by staff.

6.2. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. These certificates will be updated every two years. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will record the answers to safeguarding questions asked during the interview process on staff personnel files. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

6.3. We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our academy.

6.4. We will ensure that any alternative provision facility working with the academy provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in their provision.

6.5. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

6.6. We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

6.7. The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. The academy will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.

6.8. The types of checks undertaken will be in accordance with the guidance given in the *Keeping Children Safe in Education* (September 2021) document.

6.9. Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the *Keeping Children Safe in Education* (September 2021) document.

6.10. Where an enhanced DBS Certificate is required it will be obtained from the candidate before or as soon as is practicable after the person is appointed.

6.11. The academy will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview (unless the candidate has expressly denied permission for the employer to approach their referees). Where references have been sought, any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

6.12. The academy will keep a single central record in accordance with the regulations given in the *Keeping Children Safe in Education* (September 2021) document.

6.13. Recruitment and/or deployment checks will be undertaken as stated in the *Keeping Children safe in Education* (September 2021) document.

6.14. The academy will carry out all relevant checks if there are concerns about an existing member of staff and refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.

7. Dealing with allegations against existing staff and volunteers who work with children

7.1. We will prevent people who pose risks to children from working in our academy by ensuring that all individuals working in any capacity at our academy have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education* (September 2021).

7.2. At BOA Digital Technologies Academy we recognise the possibility that adults working in the academy may harm children. Any concerns about the conduct of other adults in the academy should be taken to the principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the principal should go to the Chair of Trustees who can be found in the academy email directory

7.3. If for any reason you cannot make a referral through these routes you have a duty to refer directly to the Local Authority Designated Officer (LADO) whom you can contact here:

ladoteam@birminghamchildrenstrust.co.uk or call 0121 675 1669

The current Birmingham LADO staff are

Norah Malik, Salma Shabbir and Tracey Johnson

7.4. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

7.5. Allegations against staff should be reported to the principal. Allegations against the principal or the Designated Safeguarding Lead should be reported to the Chair of Trustees. Where any member of the academy staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children they must act in accordance with the academy policy. Any breaches of conduct as outlined in the staff conduct policy will be dealt with following the staff disciplinary policy, both of which are contained in the staff handbook.

7.6. Where a pupil makes an allegation against a staff member, supply teacher or volunteer, the allegation will be taken seriously and acted upon immediately and assessed to determine if they meet the harms threshold or can be dealt with under the 'low level concerns' advice in KCSIE 2021.. Parents will be contacted as soon as reasonably possible. The pupil will be offered support and their wishes will be carefully considered before any actions related to said pupil begin.

7.7. Under its duty of care for its employees, the academy will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The academy will ensure its obligations for confidentiality when an allegation has been made.

8.Managing situations and exit arrangements

8.1. For the following issues:

- Resignation and settlement agreements;
- Record keeping
- References
- Timescales
- Oversight and Monitoring
- Suspension
- Following a criminal investigation or prosecution
- On conclusion of a case
- In respect of malicious or unsubstantiated allegations

8.2. The academy will ensure compliance with the guidance and regulations contained in the appropriate sections of the *Keeping Children Safe in Education* (September 2021) document and Children Missing Education Statutory guidance for local authorities (September 2019).

9.Attendance

9.1. Lack of, or erratic attendance or persistent absence is a safeguarding issue and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual or child criminal exploitation. It may also be an indication of peer -on -peer abuse including bullying and sexual harassment or significant mental ill health concerns. It must not be seen as an isolated concern.

9.2. We have a separate attendance policy (which includes protocols for children missing education and elective home education) in place which references with the Department for Education statutory guidance Children Missing Education Stat guidance template (publishing.service.gov.uk)

9.3. General information and advice for academies can also be found in the Government's Missing Children and Adults - A cross government strategy (publishing.service.gov.uk)

9.4. We will appoint a named senior leader with strategic responsibility for attendance

9.5. Academy attendance operational leads, in addition to the general safeguarding training that all staff receive are given access to role specific safeguarding training and ensure they understand the safeguarding implications behind poor or non-attendance.

9.6. Academy leaders and trustees ensure that attendance data, particularly for identified vulnerable groups is closely and regularly monitored identifying trends or patterns which may indicate safeguarding concerns.

9.7. Where children need a social worker, this will inform decisions about attendance issues.

9.8. Children Missing Education (CME)

9.8.1. Children who go missing from education are at significant risk and children who are already known to children's social care, who are on a child in need or child protection plan or in the care of the local authority are additionally vulnerable and in need of additional protection. The academy is aware that children of traveler families, children of armed service families and children supervised by the Youth Justice System are vulnerable to becoming missing from education.

9.8.2. The DSL will ensure the academy response to identifying children missing from education supports identifying potential abuse or exploitation and also prevents them going missing in the future.

9.8.3. The academy is aware of its statutory duties with respect to children missing from education. Birmingham City Council has produced a policy and procedures document for its school (V6).

9.8.4. Where a child is absent from the academy and their whereabouts is unknown, the academy will work jointly with the local authority to ascertain the whereabouts of the child. The academy will continue to make absence calls, use all known contacts including wider families and conduct visits to the family home. The academy will liaise with the CME team and where appropriate fill in a CME Missing Pupil Referral form.

9.8.5. Appendix 4 details a flow chart of actions for the academy in instances where there are concerns about the whereabouts of a student.

9.9. Elective Home Education (EHE)

9.9.1. Whilst many home-educated children have an overwhelmingly positive learning experience this is not the case for all and can mean some children are less visible to services that are there to keep them safe and supported.

9.9.2. We will follow the protocols laid out our attendance policy and ensure that the LA has been informed of all deletions from our admission register when a child is taken off roll

9.9.3. DfE guidance for local authorities sets out the role and responsibilities of LAs Elective home education: departmental guidance for local authorities (publishing.service.gov.uk) whilst this guidance is primarily aimed at LAs academies our attendance staff and those maintaining the academy registers, will make themselves familiar with it.

9.9.4. Contact at the Birmingham Local Authority for parents electing to home educate their child is

Telephone: 0121 464 7215

Website: https://www.birmingham.gov.uk/home-education

Email: home.education@birmingham.gov.uk

9.10. Children with health needs who cannot attend school

9.10.1. Children with health needs are vulnerable. Academies must contact their Local Authority named officer for the education of children with additional health needs The Local Authority in which the student resides will be contacted when it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative.

9.10.2. To support children with health needs who cannot attend the academy will

- liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child
- liaise with the LA to monitor that the child receives full time education which is of good quality, as defined in the statutory guidance Alternative Provision (2013)*, allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible. *(full time is not defined in law but should equate to what the child would normally have in school- unless it would not be in the child's best interests. E.g. in KS4 this would be 25hrs a week)*
- liaise with any alternative provision to ensure the child is safeguarded and carry out due diligence checks
- ensure the child has a comprehensive health care (or similar) plan which addresses medical, educational social, emotional and mental health needs and has been contributed to by the child and parents/carers
- record discussions, decisions taken and rationale
- ensure that cases are regularly reviewed and escalated if necessary with the domiciliary authority for the student e.g. www.birmingham.gov.uk/downloads/file/16127/resolution_and_escalation_protocol

* DfE Statutory Guidance: Ensuring a good education for children who cannot attend school because of health needs January 2013 Additional health needs guidance (publishing.service.gov.uk)

10. Training for all staff and students

10.1. Every year all staff (including non-teaching and volunteers) must undertake the Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to (TBC) immediately. See Appendix 1 for a flow diagram of how concerns are dealt with at the academy. In addition all staff must read KCSIE part 1.

10.2. All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, behaviour policy, staff code of conduct, systems and processes for CME and *Keeping Children Safe in Education: Statutory Guidance for Academies and Colleges*, Part One and Annex A (September 2021), and other related policies.

10.3. The Designated Safeguarding Lead will undergo updated child protection training every two years and in addition to formal training, their knowledge and skills will be refreshed at least annually.

10.4. All staff members of the academy will undergo safeguarding and child protection training (whole-academy training) which is regularly updated.

10.5. All trustees must undergo trustee specific online awareness training at least every two years.

10.6. Staff members who miss the whole-academy training will be required to undertake other relevant training to make up for it, e.g. by joining another academy's whole-academy training.

10.1 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. Those who undertake long term supply cover will be given the opportunity to take part in whole-academy training if it takes place during their period of work for the academy or to ensure that the academy is secure with their safeguarding awareness and knowkedge. Further, any allegations made against these adults will be correctly investigated in line with Part 4 of KCSIE 2021.

10.7. The Designated Safeguarding Lead will provide an annual briefing to the academy on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews. The academy will maintain accurate records of staff induction and training.

11. Establishing a safe environment in which children can learn and develop

11.1. We recognise that because of the day to day contact with students, academy staff are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk and are listened to. This can happen during - Tutor Time, in Learning 4 Life (L4L) lessons during or simply with any member of staff.

11.2. We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through our tutor time discussions,

Theatre in Education performances via professional companies and during the Learning4Life progamme of study

11.3. Anti-bullying

11.4. At this academy we do the following to raise awareness of bullying and what to do about it via assemblies, tutor time discussions and during Learning4Life lessons,

11.5. If any student / member of staff / parent / carer has a concern about bullying, they should report it to: the Pastoral team or any member of staff/DSL/Principal.

12. Confidentiality and sharing information

12.1. Staff should only discuss concerns with the Designated Safeguarding Lead, principal or chair of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis.

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

12.3. Storage and handling of records

12.3.1. Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1998 and the GDPR (2018) and the academy's Data Protection Policy (Stored in the academy Policies Folder).

12.3.2. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information will not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

12.3.3. Paper record of concern forms and other written information will be stored in a locked facility accessed only by the principal and Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive; these items will also be password protected and kept in locked storage.

12.3.4. Child protection information will be stored separately from the student's academy file and the academy file will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new school or academy they will be sent separate from the student's file and under a confidential cover or in an encrypted electronic file.

12.3.5. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the principal or Designated

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

12.3.6. We will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

12.3.6.1. being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

12.3.6.2. understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

12.3.6.3. for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR.

12.3.7. Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.Where in doubt the academy will contact the BOA Data Protection Officer.

13. Management of the Policy

13.1. The academy will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011, Currently: *Keeping children safe in education: Statutory guidance for academies and colleges* (September 2021) and the departmental advice: *What to do if you are worried a child is being abused – Advice for practitioners* (September 2016). Nothing written in this policy overrides the academy's duties under such legislation.

13.2. The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

13.3. The principal will update/report on safeguarding activity and progress within the academy to the governing body termly

13.4. Feedback on this policy

Staff are encouraged to feedback to the Principal directly through email at any point in the year at paul.averis@boa-digital.co.uk

Signed by:

Chair of Trustees:

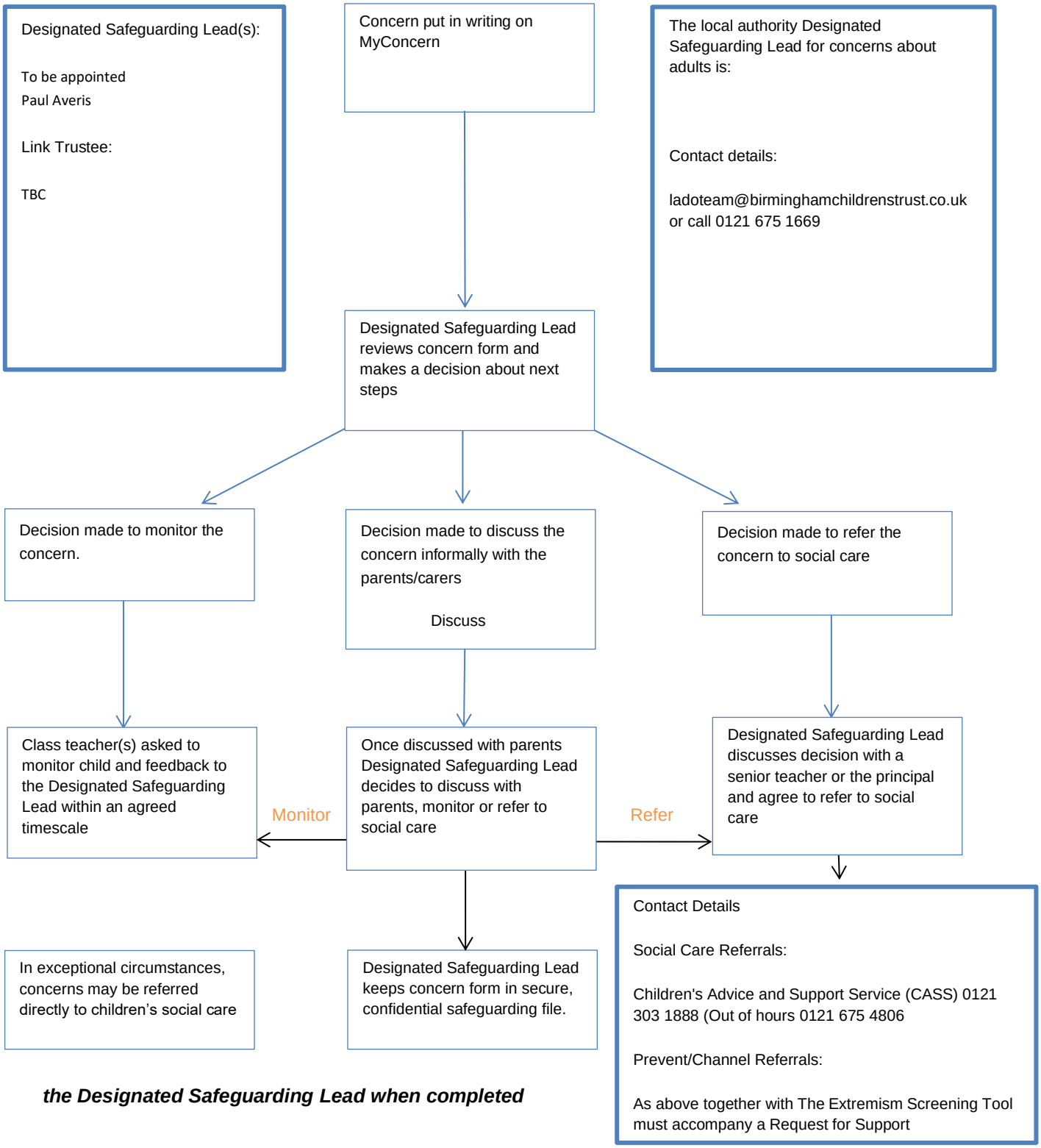
Date:

Principal:

Date:

Appendix 1

Raising safeguarding concerns about a child



the Designated Safeguarding Lead when completed

Appendix 2

DSL Job Description

DIGITAL TECHNOLOGIES ACADEMY

Job description: designated safeguarding lead (DSL)

Job details

Contract type: Within another academy role

Reporting to: The Principal

Responsible for: The deputy DSL

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the academy (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child

- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
    - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
    - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
    - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
    - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential
- Monitor ICT and computer use by act appropriately to Smoothwall alterts

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
    - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
    - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the academy, the BOA MAT, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Other areas of responsibility

The DSL will be required to safeguard and promote the welfare of children and young people, and follow academy policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the academy to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Appendix 3

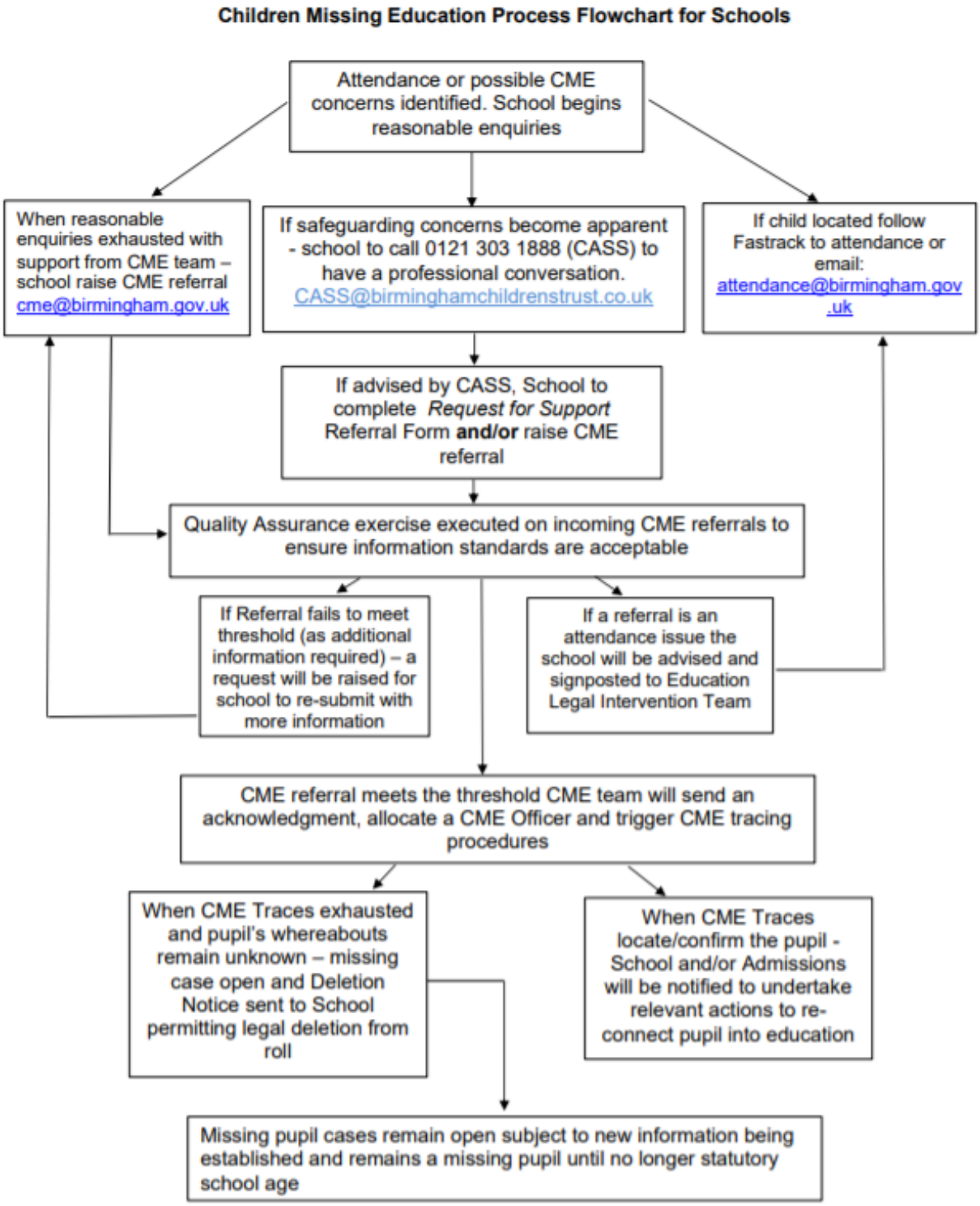
Further Policy Links

As BOA Digital Technologies grows and the staff body increases, amendments and additions will be made to academy policies as appropriate.

Links to the following policies can be found here

Health and Safety Policy – January 2022

Staff Conduct Policy – January 2022

Appendix 4

Flow chart for schools in respect to a child missing from education (CME)