



CHISONA

ACADEMY

Embrace the Achiever in You

Child Protection and Safeguarding Policy

August 2024

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Child Protection and Safeguarding Policy

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1.0 Introduction and Context

Our responsibilities

CHISONA ACADEMY is committed to safeguarding children and young people and we expect everyone who works in our organisation to share this commitment. This policy sets out how CHISONA ACADEMY will deliver these responsibilities.

This policy should be read in conjunction with [Keeping children safe in education 2022](#), which is statutory guidance to be read and followed by organisations and colleges, and alongside, [Keeping children safe in education 2022: for organisation and college staff \(part 1\)](#), [Regulated activity in relation to children: scope](#)

These documents are available to read online via the DFE website <https://www.gov.uk/government/publications/keeping-children-safe-in-education> or via the attached hyperlinks.

Furthermore, we will follow the procedures set out by relevant local authorities that we work with.

1.1 Our Principles

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

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

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.

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

Safeguarding arrangements in our organisation are underpinned by two key principles:

Safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe; and

A child-centred approach: a clear understanding of the needs and views of children.

1.2 Scope

In line with the law, this policy defines a child as anyone under the age of 18 years.

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

1.3 Our Policy

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 organisation will ensure that all staff and volunteers are appropriately trained, and checked for their suitability to work within the organisation;*
- *How the policy will be managed and have its delivery overseen.*

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

2.0 Types of Abuse

2.1 Children who may require early help

Staff and volunteers working within the Organisation 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 and the employee handbook*) for a child who:

- *is disabled and has specific 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.*

2.2 Child Abuse

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. There are four types of child abuse as defined in 'Keeping Children Safe in education' (September 2016) as follows:

Physical abuse

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

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- *unexplained bruising, marks or injuries on any part of the body;*
- *multiple bruises- in clusters, often on the upper arm, outside of the thigh;*
- *cigarette burns;*
- *human bite marks;*
- *broken bones;*
- *scalds, with upward splash marks;*
- *multiple burns with a clearly demarcated edge.*

Changes in behaviour that can also indicate physical abuse:

- *fear of parents being approached for an explanation;*
- *aggressive behaviour or severe temper outbursts;*
- *flinching when approached or touched;*
- *reluctance to get changed, for example in hot weather;*
- *depression;*
- *withdrawn behaviour;*
- *running away from home.*

Emotional Abuse

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

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

Changes in behaviour which can indicate emotional abuse include:

- *neurotic behaviour e.g., sulking, hair twisting, rocking;*
- *being unable to play;*
- *fear of making mistakes;*
- *sudden speech disorders;*
- *self-harm;*
- *fear of parent being approached regarding their behaviour;*
- *developmental delay in terms of emotional progress.*

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

The physical signs of sexual abuse may include:

- *pain or itching in the genital area;*
- *bruising or bleeding near genital area;*
- *sexually transmitted disease;*
- *vaginal discharge or infection;*
- *stomach pains;*
- *discomfort when walking or sitting down;*
- *pregnancy.*

Changes in behaviour which can also indicate sexual abuse include:

- *sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn;*
- *fear of being left with a specific person or group of people;*
- *having nightmares;*
- *running away from home;*
- *sexual knowledge which is beyond their age, or developmental level; sexual drawings or language;*
- *bedwetting;*
- *eating problems such as overeating or anorexia;*
- *self-harm or mutilation, sometimes leading to suicide attempts;*
- *saying they have secrets they cannot tell anyone about;*
- *substance or drug abuse;*
- *suddenly having unexplained sources of money;*
- *not allowed to have friends (particularly in adolescence);*
- *acting in a sexually explicit way towards adults.*

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:

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

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. The physical signs of neglect may include:

- *Being constantly dirty or 'smelly';*
- *constant hunger, sometimes stealing food from other children;*
- *losing weight, or being constantly underweight;*
- *inappropriate or dirty clothing.*

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

- *mentioning being left alone or unsupervised;*
- *not having many friends;*
- *complaining of being tired all the time;*
- *not requesting medical assistance and/or failing to attend appointments.*

There are additional key areas of professional consideration for all staff and the public to be aware of when supporting the aims of keeping all young people safe in education and safe in general.

Bullying

Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

Refer to the Organisation's Anti Bullying Policy, available for staff and for Parents/others on the website.

Other reportable forms of abuse which we are thoroughly committed to raising student's awareness of include;

2.3 Child Exploitation

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

[https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners.](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. (Keeping Children Safe in Education September 2022).

Key indicators of children being sexually exploited may include;

- *going missing for periods of time or regularly coming home late;*
- *regularly missing organisation or education or not taking part in education;*
- *displaying inappropriate sexualised behaviour;*
- *Receiving unexplained gift or gifts from unknown sources*
- *Associating with other young people involved in exploitation;*
- *Having multiple phones;*
- *mood swings or changes in emotional wellbeing;*
- *Seen at strange meeting places (hotels or known places of concern);*
- *Having older boyfriends / girlfriends;*
- *Self-harming / drug or alcohol misuse;*
- *Injuries (physical).*

Normal procedures for reporting any concerns would apply for this too. Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships - Usually involves just one abuser who has inappropriate power - physical, emotional or financial - or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend - Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple individuals and threatened with violence if they try to seek help.

Organised exploitation and trafficking - Victims are trafficked through criminal networks - often between towns and cities - and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

2.4 Female Genital Mutilation

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

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

low level of integration into UK society;
mother or a sister who has undergone FGM;
girls who are withdrawn from PSHE;
visiting female elder from the country of origin;
being taken on a long holiday to the country of origin;
talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-organisation to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- *difficulty walking, sitting or standing and may even look uncomfortable.*
- *spending longer than normal in the bathroom or toilet due to difficulties urinating.*
- *spending long periods of time away from a classroom during the day with bladder or menstrual problems.*
- *frequent urinary, menstrual or stomach problems.*
- *prolonged or repeated absences from organisation or college, especially with noticeable behaviour changes (e.g.*
- *withdrawal or depression) on the girl's return*
- *reluctance to undergo normal medical examinations.*
- *confiding in a professional without being explicit about the problem due to embarrassment or fear.*
- *talking about pain or discomfort between her legs*

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should organisation staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the DSL, rather than the police.

2.5 So-called 'Honour-based Violence'

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including; Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse, regardless of the motivation, and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

2.6 Preventing Radicalisation

The Counterterrorism and Security Act, which received Royal Assent on 12 February 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"). Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

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. All staff are trained via the Police training programme, CHANNEL.

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- *showing sympathy for extremist causes;*
- *glorifying violence, especially to other faiths or cultures;*
- *making remarks or comments about being at extremist events or rallies outside organisation;*
- *evidence of possessing illegal or extremist literature;*
- *advocating messages similar to illegal organisations or other extremist groups;*
- *out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.);*
- *secretive behaviour;*
- *online searches or sharing extremist messages or social profiles;*
- *intolerance of difference, including faith, culture, gender, race or sexuality;*
- *graffiti, artwork or writing that displays extremist themes;*
- *attempts to impose extremist views or practices on others;*
- *verbalising anti-Western or anti-British views;*
- *advocating violence towards others;*

2.7 Children with Special Educational Needs (SEN) and disabilities

Children and young people with SEN and disabilities can face additional safeguarding challenges as:

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

We identify pupils who might need more support to be kept safe or to keep themselves safe by:

Identifying students who are “vulnerable” and maintaining this list as a database. Students at CHISONA ACADEMY are identified as “vulnerable” where they have:

- *SEND;*
- *Attendance concerns*
- *Behavioural concerns*
- *been Looked-after*
- *Have previously been: on a Child Protection Plan, a Child in Need, in receipt of “Early Help” and/or were Looked-after*

The Designated Safeguarding Lead meets regularly with the wellbeing team to monitor and support these vulnerable students.

Students with an Educational, Health or Care Plan, or have a Statement of SEN, receive individual support, depending on their specific needs.

2.8 Child on Child Abuse

Staff should be aware that safeguarding issues can manifest themselves via Child-on-Child abuse. This is most likely to include but is not limited to; bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with Child-on-Child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At CHISONA 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 organisation and other students/pupils. 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 organisation’s Behaviour Policy.

Occasionally, allegations may be made against students/pupils by others in the organisation, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- *is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil*
- *is of a serious nature, possibly including a criminal offence*
- *raises risk factors for other pupils in the organisation*
- *indicates that other pupils may have been affected by this student*
- *indicates that young people outside the organisation may be affected by this student*
- *For further details about Child-on-Child Abuse and how we support the victims please see the CHISONA ACADEMY Allegations of Abuse by a Students Against a Student Policy.*

3.0 Safeguarding Roles and Responsibilities

All staff, volunteers and governors have responsibility for the following:

- *to provide a safe environment in which children can learn.*
- *identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.*

All staff then have a responsibility to take appropriate action, working with other services as needed:

- *to ensure that they have read and understood “The Keeping Children Safe in Education Policy (2024), Keeping children safe in education 2024: for organisation and college staff (part 1) and Working Together to Keep Children Safe in Education 2015 Policies.*
- *to keep themselves updated with the systems within the Organisation 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 Organisation’s designated safeguarding lead.*
- *to ensure they receive appropriate child protection training which is regularly updated.*
- *to ensure they understand the Early Help Pathways available for students, their parent / carers*
- *to ensure they promote the safe working practices between all staff, colleagues and visiting partners*

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

Organisation staff are responsible for:

- *Knowing who the Organisation’s designated officer for child protection is;*
- *Raising any concerns with the designated safeguarding lead;*
- *Understanding all referral pathways and methods of recording a concern*
- *Ensuring that their child protection training is up to date.*
- *Being alert to the signs of abuse and their need to refer any concerns to the designated teacher;*
- *Maintaining an attitude of ‘it could happen here’. When concerned about the welfare of a child, staff members should always act in the interests of the child.*
- *Knowing the Organisation’s procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the designated lead.*
- *Listening to, and seeking out, the views, wishes and feelings of children and young people;*
- *Sharing information and working together to provide children and young people with the help they need;*
- *Referring to the Head of provision any concerns about another member of staff, or if the concerns are about the Head of provision, referring them to the Chair of Governors*
- *Raising concerns about poor or unsafe practice and potential failures in the Organisation’s safeguarding regime through the Organisation’s Whistle Blowing Policy*

- *Being aware of all our Local Authority Partners Safeguarding Procedures, and ensuring these procedures are followed;*
- *Seeking early help where a child and family would benefit from coordinated support from more than one agency via Local Authority's Multi Agency Pathways and Safeguarding Hubs (MASH).*

Governors and Organisation leadership are responsible for:

- *Ensuring that there is an effective Child protection 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;*
- *Ensuring that policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;*
- *Ensuring that we have a designated officer for child protection, and that they have access to appropriate training, updated every two years;*
- *Ensuring that we have a nominated governor to liaise with the designated officer and any partner agencies in the event of allegations of abuse made against the Head of provision;*
- *Ensuring all staff receive the appropriate training, and keep it up to date, in line with advice from the local authority;*
- *Notifying the Children's Social Care department if there is/are concerns over unexplained absences of a pupil;*
- *Informing the local authority when a private fostering arrangement is in place;*
- *Managing security within the organisation and reviewing it annually;*
- *Ensuring that important policies, such as those for behaviour and bullying, are kept up to date;*
- *Keeping up to date all child records;*
- *Have an overview of the numbers of safeguarding and child protection referrals made by the organisation from the Head of provision, who reports (anonymously), to the Governing body termly and annually about the organisation safeguarding activity over the previous term / year;*
- *Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families;*
- *Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children;*
- *Ensuring at least one person on any appointment panel has undertaken safer recruitment training;*
- *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;*
- *Ensuring procedures are in place to handle allegations against members of staff and volunteers;*
- *Ensuring there are procedures in place to handle allegations against other children;*
- *Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the Organisation and externally through counselling and/or other services;*
- *Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the organisation's development;*
- *Ensuring through the curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the Organisation's Designated Officer (and deputy), and are aware of other support mechanisms such as Childline etc.;*
- *Appointing a designated officer to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training;*
- *Making this policy available to parents and carers as appropriate;*
- *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;*

- *Ensuring all staff have regular reviews of their own practice to ensure they improve over time;*
- *Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.*

The Designated Safeguarding Lead (DSL) is: Emmanuel Chijioke AJOKU, Director and Organisational Head.

The Deputy Designated Safeguarding Lead is: Ijeoma OKEHIE, Health and safety Officer

The Designated Officer for **Looked after Children (LAC)** is: Stellamarie AJOKU

The SLT member responsible for child protection and safeguarding is: Huma AHMED

4.0 Safeguarding Processes and Procedures

The organisation 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 Local Authority Safeguarding Children's Board policies and procedure guidance.

How to report any concerns

Clear procedures on reporting any concerns are given to all staff/ volunteers in the organisation and displayed effectively across the organisation. This is done as part of the staff induction training. All child protection and or safeguarding concerns should be reported to the DSL or DDSL. *See Appendix 1* for a flow diagram which explains how all disclosures are dealt with at the organisation.

Taking Action

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 Cambridgeshire Local Authority Duty Team on 01480372600 or **Police Child Abuse Investigation Team on 01223699362** or call **999** if you are concerned a child needs immediate protection. 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.

Student disclosure of abuse or radicalisation

At CHISONA ACADEMY we have a clear procedure for reporting concerns. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on. Staff members will allow them to speak freely and will not ask investigative questions. The staff member will tell the student what will happen next. It is the duty of the member of staff to inform the Designated Officer of what has been discussed. The staff member will write up details of the conversation with the student as soon as possible and deliver it to the Designated Officer. All concerns should be recorded promptly and passed to the DSL.

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

Issues or concerns should NEVER be discussed with colleagues, friends or family.

Suspecting that a student is at risk of harm

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. Staff should record these early concerns. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Staff will be aware of the harm caused by bullying and will use the organisation's Anti-Bullying Policy where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. The organisation 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 students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

Notifying parents

The organisation will normally seek to discuss any concerns about a student with their parents. The DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the organisation 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.

Referral to Children's Social Care

The DSL 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. 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.

Private Fostering

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 or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents, or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

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 be involved in trafficking, child sexual exploitation or modern-day slavery.

Organisations have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although organisations 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 organisation.

However, it should be clear to the organisation who has parental responsibility.

Organisation staff should notify the designated safeguarding lead 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. The organisation itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the organisation, we will take steps to verify the relationship of the adults to the child who is being registered.

Reporting directly to child protection agencies

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:

- *The situation is an emergency and the DSL's are all unavailable*
- *They are convinced that a direct report is the only way to ensure the pupil's safety*

At CHISONA 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; integrated care systems (ICS's), multi-agency team/s, careers services, Child and Adolescent Mental Health Services (CAMHs), Educational Welfare Officer/s (EWO's), our local Police Community Support Officers (PCSO's), the Police and other services. We encourage families, students 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.

5.0 Identifying & Reporting Abuse

All organisation staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Purpose and aim of this procedure

We aim to ensure those children who attend CHISONA ACADEMY and any other children who may come to the attention of CHISONA ACADEMY receive the protection and support they need if they are at risk of abuse. This procedure provides clear directions to staff and volunteers at CHISONA ACADEMY if they have concerns that a child is in need of protection. Please see appendix 1

Different types of abuse

Physical abuse is violence causing injury or occurring regularly during childhood. It happens when:

- a child is hurt or injured by being hit, shaken, squeezed, thrown, burned, scalded, bitten or cut
 - someone tries to drown or suffocate a child
 - someone gives a child poison, alcohol or inappropriate drugs
 - someone fabricates the symptoms of, or deliberately induces, illness in a child.
- In some cases, the injuries will be caused deliberately. In others they may be accidental but caused by the child being knowingly put at risk.

Sexual abuse occurs when someone uses power or control to involve a child in sexual activity in order to gratify the abuser's own sexual, emotional or financial needs or desires. It may include:

- forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening
- encouraging children to behave in sexually inappropriate ways
- showing children pornographic material or involving them in the production of such material
- involving children in watching other people's sexual activity or in inappropriate discussions about sexual matters.

Emotional abuse is persistent or severe emotional ill-treatment of a child that is likely to cause serious harm to his/her development. It may include:

- persistently denying the child love and affection
- regularly making the child feel frightened by shouts, threats or any other means
- hurting another person or a pet in order to distress a child
- being so over-protective towards the child that he/she is unable to develop or lead a normal life
- exploiting or corrupting a child, e.g., by involving him/her in illegal behaviour
- conveying to a child the message that he/she is worthless, unlovable, inadequate, or his/her only value is to meet the needs of another person. This may or may not include racist, homophobic or other forms of abuse.

Neglect involves persistently failing to meet a child's physical, psychological or emotional needs. It may include:

- failing to ensure that a child's basic needs for food, shelter, clothing, health care, hygiene and education are met
- failing to provide appropriate supervision to keep a child out of danger. This includes lack of supervision of particular activities or leaving a child alone in the house.

Ways that abuse might be brought to your attention

- a child might make a direct disclosure about him or herself
- a child might make a direct disclosure about another child
- a child might offer information that is worrying but not a direct disclosure
- a member of staff might be concerned about a child's appearance or behaviour or about the behaviour of a parent or carer towards a child
- a parent or carer might make a disclosure about abuse that a child is suffering or at risk of suffering
- a parent might offer information about a child that is worrying but not a direct disclosure.

Talking to a child who has told you that he/she or another child is being abused

- Reassure the child that telling someone about it was the right thing to do.
- Tell him/her that you now have to do what you can to keep him/her (or the child who is the subject of the allegation) safe.
- Let the child know what you are going to do next and who else needs to know about it.
- Let the child tell his or her whole story. Don't try to investigate or quiz the child, but make sure that you are clear as to what he/she is saying.
- Ask the child what he/she would like to happen as a result of what he/she has said, but don't make or infer promises you can't keep.
- Give the child the ChildLine phone number: 0800 1111.

Helping a child in immediate danger or in need of emergency medical attention

- If the child is in immediate danger and is with you, remain with him/her and call the police.
- If the child is elsewhere, contact the police and explain the situation to them.
- If he/she needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider.
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child.
- You also need to contact your supervisor/manager or named person for child protection to let them know what is happening.
- A decision will need to be made about who should inform the child's family and the local authority children's social care department, and when they should be informed. If you have involved the police and/or the health services, they should be part of this decision. Consider the welfare of the child in your decision making as the highest priority.
- Issues that will need to be taken into account are:
 - the child's wishes and feelings
 - the parent's right to know (unless this would place the child or someone else in danger, or would interfere with a criminal investigation)
 - the impact of telling or not telling the parent
 - the current assessment of the risk to the child and the source of that risk
 - any risk management plans that currently exist.

Please See Appendix 1 - Child Protection Procedures

6.0 Recruitment of staff and Volunteers

The Organisation will ensure that Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process. We will require that every CV submitted will only be accepted with a fully completed application form. We will conduct online searches on all applicants.

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 organisation.

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

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

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

The types of checks undertaken will be in accordance with the guidance given in the Keeping Children safe in Education (September 2024) document.

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 2024) document.

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

The Organisation 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, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

The Organisation will keep a single central record in accordance with the regulations given in the Keeping Children safe in Education (September 2024) document.

For the following:

- *Individuals who have lived or worked outside the UK*
- *Agency or third-party staff*
- *Trainee/student teachers*
- *Volunteers*
- *Contractors*
- *Recruitment and/or deployment checks will be undertaken as stated in the Keeping Children safe in Education (September 2024) document.*

The Organisation will carry out all relevant checks if it is concerned 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.

6.0 Dealing with allegations against existing staff, volunteers and partners

We will prevent people who pose risks to children from working in our organisation by ensuring that all individuals working in any capacity at our organisation have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: September 2024.

At CHISONA ACADEMY we recognise the possibility that adults working in the organisation may harm children. Management should consider all cases, whether substantiated or not, as a learning opportunity. Any concerns about the conduct of other adults in the organisation should be taken to the organisational head without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the organisational head should go to the Chair of Governors who can be contacted through the main organisation office.

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. Allegations against staff should be reported to the Head. Allegations against the Head or the Designated Officer should be reported to the Chair of Governors. Where any member of the organisation 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 take action in accordance with the Organisations Policy: Child Protection procedures; dealing with an allegation against staff. Under its duty of care for its employees, the Organisation will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The Organisation will ensure its obligations for confidentiality when an allegation has been made.

7.0 Managing situations and exit arrangements.

For the following issues:

Resignation and 'settlement agreements;
Record keeping
References
Timescales
Oversight and Monitoring
Children Missing in Education
Suspension
Information sharing
Following a criminal investigation or prosecution
On conclusion of a case
In respect of malicious or unsubstantiated allegations

The Organisation will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children safe in Education (September 2024) document and Children missing education Statutory guidance for local authorities (September 2024)

8.0 Training for all staff and students to raise awareness and increase understanding

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 Emmanuel AJOKU, the DSL immediately.

All new members of staff, including newly-qualified teachers and tutor 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, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One and Annex A, September 2024 and other related policies.

The induction will be proportionate to staff members' roles and responsibilities. The DSL and DDSL will undergo updated child protection training every two years. All staff members of the organisation will undergo safeguarding and child protection training (whole-organisation training) which is regularly updated. All governors must undergo governor specific online awareness training at least every two years.

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

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. They will be given the opportunity to take part in whole-organisation training if it takes place during their period of work for the organisation.

The DSL will provide an annual briefing to the organisation on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

The organisation will maintain accurate records of staff induction and training.

9.0 Establishing a safe environment in which children can learn and develop

We recognise that because of the day-to-day contact with students, Organisation 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 at any time, but more specifically during online Tutor Time or simply with any scheduled meeting with a member of staff.

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 PSHE programme and through the Organisation engaging in national and local initiatives such as anti-bullying awareness days, e-safety programmes, and other programmes which raise their awareness and increase their understanding.

9.1 Anti-bullying

At this Organisation we do utilize the PSHE programme and national initiatives to raise awareness of bullying and what to do about it.

If any student / member of staff / parent / carer has a concern about bullying, they should report it to: Emmanuel AJOKU, the organization head or any member of staff.

9.2 E-Safety

We are thoroughly committed to improving student's e-safety awareness at CHISONA ACADEMY. As an online provider of education, we are committed to ensuring online safety of our learners and staff.

If a student, parent/carers or member of staff has a concern relating to e-safety students are encouraged to report it to a member of the safeguarding team or safe teacher.

At CHISONA ACADEMY we publish all our information and guidance on e-safety online for parents, pupils and the public. www.chisonaacademy.com. This includes App Checklist for Parents.

E-Safety Guide - Parents Guide

E-Safety Parent Guide to Cyberbullying and Online Drama

E-Safety Conversation Starters with Young People

Online Gaming Information for Parents and Carers

Parental Controls in social media, Games and Apps

Parental Controls of Devices and Accounts

Teens, Tech and Time Online - Webinar Info Sheet

7 Day Family Online Safety Challenge

Family Bingo

Family Online Safety Contract

Quick Reference Guide for Students Getting Help

SOS Guide to Online Safety

Staying Safe

Fact Sheet - Image Based Abuse and Sexual Extortion

Fact Sheet - Instant Messaging

Fact Sheet - Live Streaming

Fact Sheet - Online Gaming

Fact Sheet - Online Grooming

Fact Sheet - Preventing Online Sexual Exploitation

Fact Sheet - Protecting your Information

Fact Sheet - Self-Generated Sexual Content or Personal Image Sharing

Fact Sheet - Sharing Harmful or Illegal Content

Fact Sheet - Social Networking and Meeting People

Fact Sheet - Staying Safe

Fact Sheet - Young People and Technology

9.3 Photography and images

Most 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.

To protect students, we will:

Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)

Seek parental consent

Use only the students 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

Parents, carers or relatives may only take still or video photographic images of pupils in the organisation or on approved activities with the prior consent of the organisation and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

10.0 Confidentiality and sharing information

Staff should only discuss concerns with the Designated Officer, Organisation Head or Chair of governors (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.

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.

Storage and handling of records

Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1998 and the organisation's Data Protection Policy. A record of concern forms and other written information will be stored in a locked facility accessed only by the Head of provision, Designated Officer and Deputy Designated Officers. 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 flash drive, these items will also be password protected and kept in locked storage.

Child protection information will be stored separately from the student's organisation file and the organisation file will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new organisation or organisations, they will be sent separately from the student's file and under confidential cover.

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

11.0 Management of the Policy

The Organisation 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 Organisation Standards) Regulations 2014 and the Education (Non-Maintained Special Organisations) (England) Regulations 2011, Currently: Keeping children safe in education: Statutory guidance for organisations and colleges (September 2024) And the departmental advice: What to do if you are worried a child is being abused - Advice for practitioners(March2015) <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> Nothing written in this policy overrides the Organisation's duties under such legislation.

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis. The Head of provision will report on safeguarding activity and progress within the organisation to the governing body annually.

CHILD PROTECTION PROCEDURES FLOW CHART

On discovery or suspicion of child abuse
If in doubt - ACT



Inform your Named DESIGNATED SAFEGUARDING PERSON

Mr. Emmanuel AJOKU

e.ajoku@chisonaacademy.com

or in his absence contact the deputy:

Mrs. Ijeoma Okehie

i.okehie@chisonaacademy.com

Who should then take following steps



Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay.

Urgent need for a safeguarding response?
Customer Service Centre on 0345 045 5203

EARLY HELP TEAM

You can also contact the Early Help

Hub: early.help@cambridgeshire.gov.uk or call: [01480 376 666](tel:01480376666)

- Out of Hours Emergency Duty Team:
- 0345 0455203 Cambridge
- 01733 864180 Peterborough

Need advice about whether a referral is appropriate? Call the Local Authority Designated Officer (LADO) - 01223727967

Email: LADO@cambridgeshire.gov.uk

Where the Named Person is not sure whether it is a child protection issue they may seek advice from the Children's Safeguarding and Reviewing Unit



If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.



Remember always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure and separate from the child's referral file.



Please ensure that you complete the cause for concern form, log the concern and notify the safeguarding team - safeguarding@chisonaacademy.com

If the cause for concern relates to a member of the safeguarding team or the Head of provision please follow the protocol for allegations against adults.

Appendix 2.

Incident Log / Cause for Concern

Date of Incident:

Time of Incident:

Teacher's Name:

Students Involved:

Description of incident:

Actions taken by staff:

Staff Signature:

Online copy found on Chisona Academy website at [Incident Log - Chisona Academy](#)

Guidance Notes for Reporting an Incident

Receiving Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused, you should:

- **stay calm** so as not to frighten the young person
- **reassure** the child that they are not to blame and that it was right to tell
- **listen** to the child, showing that you are taking them seriously
- **keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify
- **inform** the child that you have to inform other people about what they have told you. Tell the child this is to help stop the abuse continuing.
- **safety of the child** is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue
- **record** all information
- **report** the incident to the Manager

Recording Information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions.

Information should include the following:

- the child's name, age and date of birth
- the child's home address and telephone number
- whether or not the person making the report is expressing their concern or someone else's
- the nature of the allegation, including dates, times and any other relevant information
- a description of any visible bruising or injury, location, size etc. Also any indirect signs, such as behavioural changes
- details of witnesses to the incidents
- the child's account, if it can be given, of what has happened and how any bruising/injuries occurred
- have the parents been contacted? If so what has been said?
- has anyone else been consulted? If so record details
- has anyone been alleged to be the abuser? Record detail

Reporting the Concern

All suspicions and allegations **MUST** be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take. Educational Wellbeing expects it's members and staff to discuss any concerns they may have about the welfare of a child immediately with the person in charge and subsequently to check that appropriate action has been taken.

If the Manager is not available you should take responsibility and seek advice from the NSPCC helpline, the duty officer at your local social services department or the police. Telephone numbers can be found in your local directory.

Where there is a complaint against an employee or volunteer, there may be three types of investigation.

- **Criminal** in which case the police are immediately involved.
- **Child protection** in which case the social services (and possibly) the police will be involved
- **Disciplinary or misconduct** in which case Chisona Academy will be involved

As mentioned previously in this document Educational Wellbeing are not child protection experts and it is not their responsibility to determine whether or not abuse has taken place. All suspicions and allegations must be shared with professional agencies that are responsible for child protection.

Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

NB: If there is any doubt, you must report the incident: it may be just one of a series of other incidences which together cause concern

Any suspicion that a child has been abused by an employee or a volunteer should be reported to the Manager who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk.

Appendix 3

Safeguarding legislation and guidance

This Safeguarding policy has been written with reference to the following statutory guidance.

Education (Independent Organisation Standards) (England) Regulations (2014) and (January 2015)
<http://www.legislation.gov.uk/id/uksi/2014/3283><http://www.legislation.gov.uk/id/uksi/2014/3283>

Preventing and tackling bullying (DfE: 2014)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying><https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE and ACPO drug advice for organisations <https://www.gov.uk/government/publications/drugs-advice-for-organisations><https://www.gov.uk/government/publications/drugs-advice-for-organisations>

Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism (HM Government: 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdfhttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Domestic violence and Abuse <https://www.gov.uk/domestic-violence-and-abuse><https://www.gov.uk/domestic-violence-and-abuse>

Female genital mutilation: multi agency practice guidelines (HM Government 2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines><https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Preventing youth violence and gang involvement (Home Office: March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdfhttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HM Government: June 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdfhttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

National action plan to tackle child abuse linked to faith or belief
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief><https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

No Health Without Mental Health strategy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213762/dh_125123.pdfhttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213762/dh_125123.pdf

Mental Health and Behaviour in Organisations (March 2016)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Organisations_160316.pdf

Keeping Children Safe in Education. Statutory guidance for organisations and colleges. (DfE: July 2015) updated September 2022 <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

This is Abuse Discussion Guide (Home Office: 2013)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443659/Discussion_Guide_This_is_Abuse_update_July15_v2_Final.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443659/Discussion_Guide_This_is_Abuse_update_July15_v2_Final.pdf

Working Together to Safeguard Children (2015) [Working Together to Safeguard Children 2015](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
Children and Families Act (2014) <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Safeguarding children in whom illness is fabricated or induced
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Schedule 10 of the Equality Act (2010)
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Special Educational Needs and Disability Code of Practice, 0-25 years (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Safeguarding Our Children - 4LSCB Procedures (2007)
<http://www.4lscb.org.uk/documents/4lscbproceduresupdated220708.pdf>
<http://www.4lscb.org.uk/documents/4lscbproceduresupdated220708.pdf>
Supporting children and young people who are bullied: advice for organisations (DfE: 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

Guidance for Safer Working practices for Adults who Work with Children and Young People (2007)
<http://webarchive.nationalarchives.gov.uk/20101220152656/http://dcsf.gov.uk/everychildmatters/research/http://www.everychildmatters.gov.uk/resources-and-practice/IG00311/>
What to do if you suspect a child is being sexually exploited (DfE: 2012)
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

What to do if you're Worried a Child is Being Abused (HM Govt. 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Counselling in Organisations: a blueprint for the future (DfE: March 2015)
<https://www.gov.uk/government/publications/counselling-in-organisations>
<https://www.gov.uk/government/publications/counselling-in-organisations>

Mental Health and Behaviour in Organisation (DfE: March 2015)
<https://www.gov.uk/government/publications/mental-health-in-organisations>
<https://www.gov.uk/government/publications/mental-health-in-organisations>
<https://www.gov.uk/government/publications/mental-health-in-organisations>

Safeguarding children who may have been trafficked: practice guidance DfE and Home Office: 2011)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Excellent Practice for Staff:

Staff at the Organisation will:

- Always be aware of the needs of young people and be vigilant for any possible signs of abuse.
- Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting;
- Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the young person and the purpose of the contact should be made clear.
- Staff/student sports events should be considered carefully and agreed with SLT before it takes place.
- Understand that physical contact should only be made to restrain youngsters is in danger of hurting either themselves or someone else.
- Not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents/carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability.
- Not contact or meet with young people outside organised activities, unless it is with the knowledge and consent of parents/carers and someone in charge of the activity.
- Plan residential experiences in accordance with safeguarding best practice.
- Be aware of the impact of domestic violence on young people.
- Ensure that their personal relationships do not affect the young people around them.
- Remember that on rare occasion's young people themselves can be responsible for abusing their peers.
- Organisation staff should also be alert to the possible risks that might arise from social contact with students outside of the Organisation. Home visits to students should only take place with the knowledge and approval of the Head of provision or DSL. Staff supervising off-site activities or Organisation journeys will be provided with a Organisation mobile telephone as a point of contact for parents/carers and carers.

Staff at the Organisation should never:

Engage in sexually provocative or rough physical games.

Allow students to use inappropriate language unchallenged (e.g., racist, sexist transgender or homophobic comments).

Make sexually suggestive comments in front of, about, or to a young person, even in fun.

Disclose their personal telephone numbers and email addresses to students or parents/carers.

Use sarcasm to belittle another individual.

Let allegations made by a young person go without being addressed and recorded.

Deter young people from making allegations through fear of not being believed.

Jump to conclusions without checking facts.

Rely on their own good name to protect them (everyone regardless of position should adhere to these guidelines).

Security at the Organisation

Organisational security procedures required? What to do in the event of a cyber threat?

We will do all within our power to prevent cyber threats, secure and protect the data of our online users. However, in the case of a reported online attack, Chisona Academy will take the following steps;

- Mobilise the cybersecurity team.
- Identify the type of attack.
- Contain the breach.
- Assess and repair any damage.
- Report the attack to relevant agencies.
- Communicate with customers/ clients of the attack.
- Learn from the experience in order to prevent similar attacks in the future.

Administering First Aid

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the student to remove clothing for first aid treatment, there will, wherever possible, be another adult present. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Appendix 4

Curriculum and Safeguarding

CHISONA ACADEMY acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. As appropriate, the curriculum will be used to help students to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students will be taught, for example: to recognise and manage risks in different situations and then decide how to behave responsibly; to judge what kinds of physical contact are acceptable and unacceptable to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help to use assertiveness techniques to resist unhelpful pressure emotional literacy create opportunities for children to develop the skills they need to recognise and stay safe from harm including; domestic violence, extremism and radicalisation, Child sexual exploitation (CSE), Female Genital mutilation (FGM) and Honour based Violence (HBV).

Current Safeguarding Issues

To ensure that all of our students receive equal protection, we recognise the need to safeguard the following vulnerable groups:

- *affected by parental substance misuse, domestic violence or parental mental health needs*
- *disabled or have special educational needs*
- *young carers*
- *students with mental health issues*
- *asylum seekers*
- *looked after children*
- *privately fostered children*
- *vulnerable to being bullied, or engaging in bullying*
- *living in temporary accommodation*
- *vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality and gender identity*
- *at risk of sexual exploitation*
- *missing from education*
- *do not have English as a first language*
- *at risk of female genital mutilation (FGM)*
- *at risk of forced marriage*
- *at risk of honour based violence*
- *at risk of ritualistic abuse*
- *at risk of being drawn into extremism*
- *The following Safeguarding concerns actual or suspected should be referred immediately to Children's Social Care.*

The concerns featured below are linked to guidance and local procedures.

Domestic Violence

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”. Children may suffer both directly and indirectly if they live in households where there is domestic violence.

Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

Children Missing from Education

"Basic to safeguarding children is to ensure their attendance at organisation." (OFSTED 2002). Children are best protected by regularly attending organisation where they will be safe from harm and where there are professionals to monitor their well-being. We will encourage the full attendance of all of our children at the organisation. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place. If a student is going to be deleted from the admission register for the following reasons, we will report this to the Local Authority in accordance with our statutory duty;

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

Cultural beliefs which are against the law of England

Some members of our communities hold beliefs that may be common within particular cultures, but which are against the law of England. We do not condone practices that are illegal and which are harmful to children. It is important to be alert to signs of distress and indications such as self-harm, absence from the Organisation and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in Organisation activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from such cultural practices, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Examples of particular practices are:

Forced Marriage We do not support the idea of forcing someone to marry without their consent or consenting, but under the legal age and will follow procedures to refer any child and young person immediately to Children's social care.

Honour Based Violence Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. If a concern about a child is brought to our attention, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Female circumcision (FGM) This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad or remain in the UK with the intention of having a child circumcised. If a concern about a child is brought to our attention, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia, and Sierra Leone. Although our organisation has few children from these backgrounds and consider girls in our organisation safe from FGM, we will continue to review our policy and report any concerns to the police in accordance with the mandatory reporting duty required by the Serious Crime Act 2015

Ritualistic Abuse. Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Trafficked Children. Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. When we are made aware of a child suspected of or being trafficked/exploited we will report our concerns to the appropriate agency.

Students at risk of being drawn into extremism. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. At CHISONA ACADEMY we value freedom of speech and the expression of beliefs as a fundamental right underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. We will ensure that where we have concerns of exploitation and radicalisation we will report these concerns immediately in accordance with our statutory legal duty to the Prevent Coordinator.

Self-Harming

Self-Harming is becoming much more prevalent in society and our staff must be trained to spot tell-tale signs. Because self-injury is often kept secret, it may be difficult to spot signs and symptoms.

Signs may include:

- *Scars, such as from burns or cuts*
- *Fresh cuts, scratches or other wounds*
- *Bruises*
- *Broken bones*
- *Keeping sharp objects on hand*
- *Spending a great deal of time alone*
- *Wearing long sleeves or long pants even in hot weather*
- *Claiming to have frequent accidents or mishaps*

Forms of self-injury:

One of the most common forms of self-injury is cutting, which involves making cuts or scratches on the body with a sharp object. But there are many other forms of self-harm, including:

- *Cutting*
- *Burning*
- *Poisoning*
- *Overdosing*
- *Carving words or symbols on the skin*
- *Breaking bones*
- *Hitting or punching*
- *Piercing the skin with sharp objects*
- *Head banging*
- *Pinching*
- *Biting*
- *Pulling out hair*
- *Interfering with wound healing*

Sexting

CHISONA ACADEMY will adhere to the guidance issued by the UK Council for Child Internet Safety “Sexting in Organisations and Colleges - Responding to Incidents and Safeguarding Young People” (September 2016)

What is sexting?

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called:

- *trading nudes*
- *dirtyies*
- *pic for pic*

Why do young people sext?

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

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

What are the risks of sexting?

Loss of control of images and how they're shared

It's easy to send a photo or message but the sender has no control about how it's passed on. When images are stored or shared online, they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted (such as snapchat) but they can still be saved or copied by others. Images used on social media are also owned in many cases by the media that the child has used, for example anything in the Apple cloud is owned by Apple and anything posted on Facebook is owned by Facebook and will remain within their storage area. These storage areas are open to hacking and frequently are. This means that photos or videos which a young person may have shared privately could still end up being shared between adults they don't know. Young people are therefore at risk of:

Blackmail

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

Unwanted attention

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

Bullying

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

Emotional distress

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

Prevention

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

We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting. This may be addressed in: *e-safety sessions during lessons, specialised e-safety sessions PHSE.

At CHISONA ACADEMY 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 sexting 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 of ChildLine if the situation has got out of control.

At CHISONA ACADEMY we will:

If the child has been sending explicit images or videos of themselves, you may feel shocked, upset, angry, confused or disappointed. They're also likely to feel anxious about talking to you;

Where possible, give yourself time to process the information and remember they'll be watching your reactions.

- *Reassure them that they aren't alone;*
- *Listen and offer support - they're probably upset and need your help and advice, not criticism;*
- *Do not shout or make them feel like it's their fault;*
- *Don't ask questions like "why have you done it" as this may stop them from opening up to you;*
- *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 them that you'll do all you can to help and explain that you 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 you.*

Policy Sign off

This policy was adopted and authorized for implementation on 01 August 2023 by

Emmanuel Chijioke AJOKU

Company Director
Lead DSL