



BRIDGE ACADEMY

The Bridge Academy
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Safeguarding and Child Protection Policy

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The Bridge Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SCOPE OF POLICY

This policy applies to all staff, governors, volunteers, students and parents/carers at The Bridge Academy.

This policy should be read in conjunction with the following policies:

- Behaviour
- Health and Safety
- Anti-bullying
- Equality
- E-Safety
- Social Media
- Whistleblowing
- Inclusion
- Safer Recruitment
- Physical Intervention
- Sex and Relationships
- Allegation of Abuse Against Staff

KEY REQUIREMENTS/ LEGAL DUTIES

This policy responds to the requirements of the statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.

This requires Schools and Academies to have regard to statutory guidance when carrying out their duties to safeguard and promote the welfare of children.

The Academy acknowledges its legal duties with respect to the statutory guidance outlined in:

- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018
- Contextual Safeguarding: an overview of the operations, strategic and conceptual framework 2017
- Prevent Duty Guidance for England and Wales 2015

This policy reflects the Government's broader definition of safeguarding and promoting the welfare of children as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

The governors and staff of The Bridge Academy fully recognise the contribution we make to Safeguarding children. We recognise that safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

All staff, including volunteers, have a full and active part to play in protecting our children from harm: where a child is suffering significant harm, or is likely to do so, we will take action to protect that child; we will also promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.

We acknowledge our responsibility to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

All staff have an awareness of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

This policy sets out our procedures and provisions to support the delivery of these outcomes. It defines the roles and responsibilities of staff in Safeguarding Children.

Our Academy procedures for Safeguarding Children are in line with the London Borough of Hackney and City and Hackney Safeguarding Children Board (**CHSCB**) procedures.

ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL) – Ms C Stokes, Inclusion Manager - is the Academy's Designated Safeguarding Lead who has responsibility for Child Protection and who undertakes regular training for this role. Her certification is updated every two years.

Deputy Designated Safeguarding Lead – Ms S Holmes acts in the DSL's absence. She also undertakes regular training for this role. Her certification is updated every two years.

The DSL and any Deputies will have a complete safeguarding picture and will give advice on any safeguarding concerns raised. They will always consider the wider context and sources of influence on the young person.

All Directors of Learning and Student Support Managers are also trained to **Designated Safeguarding Lead** level. Their certification is updated every two years.

Responsibilities of Designated Safeguarding Lead and Deputy Safeguarding Lead

- Ensure each member of staff has access to and understands the Academy's Child Protection and Behaviour Policies and procedures, especially new and part time staff and volunteers.

- Ensure that all new members of staff are given a copy of the Academy's Child Protection Policy and Part One of Keeping Children Safe in Education 2018 as part of their induction into The Bridge Academy. The DSL should ensure that all staff members have read and understood the above document.
- Ensure that all staff are aware of the Academy's Whistleblowing Policy.
- Ensure that all staff members undergo Child Protection training at least annually. New staff members receive training as part of their induction.
- Ensure all staff members receive safeguarding and child protection updates (i.e. via email, e-bulletins and staff meetings), as required, to provide them with the relevant skills and knowledge to safeguard effectively. This is in line with advice from the City and Hackney Safeguarding Children Board (**CHSCB**) and the Local Authority.
- Link with the CHSCB to make sure staff are aware of training opportunities and the latest local policies on Safeguarding.
- Act as a source of support, advice and expertise to staff on matters of safety and Safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff.
- Be alert to the specific needs of children on a Child Protection Plan, Children in Need, those with Special Educational Needs and/or Disabilities and Young Carers.
- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2018.
- Refer all cases of suspected abuse to the local authority children's social care. In particular, following a disclosure:
 - Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and record this information.
 - Assess the information quickly and carefully and ask for further information as appropriate.
 - Consult with Hackney services in the first instance (or the borough in which the student lives).
 - The Designated Safeguarding Lead should make a referral to the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
- Liaise with the Principal to inform him or her of issues concerning Children's Social Care Core Assessments of a child's needs and/or police investigations.
- Undergo updated Child Protection training every two years.
- Keep detailed, accurate and chronological written records of referrals and concerns even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely and are separate from student records.
- Check the attendance of students subject to a Child Protection Plan on a daily basis and refer any absence immediately to Children's Social Care.
- Ensure that where a student who is subject to a Child Protection Plan leaves, their information is transferred to the new placement immediately and the child's social worker is informed.
- Ensure the Academy's Child Protection Policy is reviewed annually, and that procedures and implementation are updated and reviewed regularly.
- Ensure the Child Protection Policy is available publicly and that all parents, as part of the student induction process, are made aware of the Safeguarding and Child Protection Policy which is on the Academy's website: www.bridgeacademy.hackney.sch.uk

- Ensure parents are aware that referrals about suspected abuse or neglect may be made and of the role of the Academy in this.
- When students about whom there are or have been safeguarding concerns leave the Academy, ensure that their file is transferred to the new school or Academy as soon as possible. This should be transferred separately from the main student file, secure transit must be ensured, and confirmation of receipt should be obtained.
- If the student's destination is not known, keep the file in a secure place for five years.

Responsibilities of Staff and Volunteers

*No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action - Keeping Children Safe in Education 2018*

If in exceptional circumstances the DSL or Deputy are not available, staff will speak to a member of the Senior Leadership Team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or Deputy as soon as is practically possible.

Staff will not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff are aware that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the DSL or Deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

- Read and understand Part 1 of Keeping Children Safe in Education September 2018.
- Provide a safe environment in which children can learn.
- Ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. In particular, they ensure that conduct when in a 1:1 situation with a child is managed in a way that would not lead any reasonable person to question their motives or intentions.
- Staff relationships and associations in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the DSL or the Principal.
- Understand the Academy's Whistleblowing Policy and procedures.
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Develop their understanding of the signs and indicators of abuse.
- Understand their responsibility for referring any concerns to Designated Safeguarding Leads at the Academy.
- Take appropriate action, working with other services as needed.
- Support social workers to take decisions about individual children.
- In an emergency, where there is a risk of immediate serious harm to a child, staff may refer to children's social care on 0208 356 5500 immediately. In this situation staff must then inform the DSL as soon as possible.
- Follow the guidelines on how to respond to a student who discloses abuse, namely:

- Stay calm, listen to the child, try not to show it if you are shocked by what is being said.
- Do not promise confidentiality. You can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why.
- If a child is making a disclosure the pace should be dictated by the child.
- It is our role to listen not to investigate. Do not ask leading questions for example, 'what did they do next?' Use open questions such as 'is there anything else you wish to tell me?'
- Accept what they are telling you, do not make judgements.
- Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
- Do not criticise the perpetrator, this may be someone they love.
- Tell them what you will do next and with whom the information will be shared.
- Pass this information on immediately, on the same working day, to the DSL, Deputy DSL or other Designated Safeguarding Leads in their absence.
- It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the designated persons within the Academy have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.
- After a child has disclosed abuse, the designated person should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to discuss with Children's Social Care putting safety measures into effect.

In addition to this, all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

SIGNIFICANT HARM

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the Academy is committed to ensuring that all its actions are compatible with this aim. This includes where there are concerns about a child's welfare that do not meet the thresholds.

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the Academy will consider all other options available to them and will work in partnership with all agencies.

TYPES OF ABUSE AND NEGLECT

All staff members 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.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

1. Physical Abuse

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

The following signs may or may not be indicators that physical abuse has taken place, but the possibility should be considered. This is not an exhaustive list and many of the signs and symptoms could fall into more than one category:

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss the causes of injuries.
- Untreated injuries.
- Disclosure of punishment which appears excessive.
- Withdrawal from physical contact/aggressive behaviour.
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress).
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendency.
- Running away.

2. Emotional Abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The following signs may or may not be indicators that emotional abuse has taken place, but the possibility should be considered.

This is not an exhaustive list and many of the signs and symptoms could fall into more than one category:

- Physical, mental, emotional or developmental lag.
- Domestic violence.
- Disclosure of punishment which appears excessive.
- Over-reaction to making mistakes or fear of punishment.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate responses
- Neurotic behaviours.
- Self-harm.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug or solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

3. Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual Abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following signs may or may not be indicators that sexual abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Sudden changes in behaviour.
- Displays of affection which are inappropriate.
- Alleged promiscuity or sexualised behaviour.
- Fear of undressing.
- Regression to younger behaviour.
- Inappropriate internet use and possible 'grooming' concerns.
- Genital itching or other genital/anal pain/injury.
- Distrust of familiar adult.
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal.
- Apparent secrecy about social activities or the identity of "special friends."
- Wetting or soiling, day and night.
- Sleep disturbances or nightmares.
- Chronic illness, especially throat infections and sexually transmitted disease.

4. **Neglect**

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

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

The following signs may or may not be indicators that neglect has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Self-destructive tendency.
- Running away.
- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness or non-attendance at the Academy.
- Untreated medical problems or unmet special needs.
- Low self-esteem.
- Neurotic behaviour.
- Poor social relationships.
- Deterioration in school performance.
- Compulsive stealing or scavenging.

OTHER SPECIFIC SAFEGUARDING ISSUES

5. Sexual violence and sexual harassment between children

What we mean by sexual violence and sexual harassment between children

- Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Bridge Academy will ensure that **all** victims are taken seriously and offered appropriate support. Bridge Academy will always consider the following:
 - It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. The Academy is fully aware of the importance of:
 - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
 - challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
 - communication barriers and difficulties overcoming these barriers.
- Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Sexual violence

The Academy is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this policy, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences (such as rape, assault by penetration and sexual assault) as defined by the Sexual Offences Act 2003.

What is consent?

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

The Academy will always consider sexual harassment in broad terms and treat all allegations very seriously. Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

6. Child sexual exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in

sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point.

The following signs may or may not be indicators that Child Sexual Exploitation has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat STIs, pregnancies or terminations.
- Absent from the Academy.
- Change in physical appearance.
- Evidence of sexual bullying/vulnerability through the internet/social networking sites.
- Estranged from their families.
- Receipts of gifts from unknown sources.
- Recruiting others into exploitative situations.
- Suffering from changes to their emotional well-being
- Self-harm.
- Thoughts of or attempted suicide.
- Physical injuries.
- Older boyfriends and girlfriends.
- Missing for periods of time or regularly coming home late.

7. 'Honour based' violence (HBV)

So-called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and / or the community, including Female Genital Mutilation, forced marriage, and practices such as breast ironing.

All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such.

Common triggers for HBV include:

- Refusing an arranged marriage.
- Having a relationship outside the approved group.
- Loss of virginity.
- Pregnancy.
- Spending time without the supervision of a family member.
- Reporting domestic violence.
- Attempting to divorce.
- Pushing for custody of children after divorce.
- Refusing to divorce when ordered to do so by family members.

8. Female genital mutilation (FGM)

It is mandatory for regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

The Bridge Academy staff will report any 'known' cases of FGM to the police immediately.

FGM is the non-medical, partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls and women from Africa.

High Risk Time: This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks.

Risk Factors include:

- Low level of integration into UK society.
- Mother or sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- A visiting female elder from the country of origin.
- Being taken on a long holiday to the family's country of origin.
- Talk about a 'special' event or procedure to 'become a woman.'

9. Forced marriage

This is one that is entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. Threats can be physical, or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some communities use religion and culture as a way to coerce a person into marriage.

This is very different to an arranged marriage, which both people will have agreed to.

Individuals facing forced marriage may appear anxious, depressed and emotionally withdrawn with low self-esteem.

This is not an exhaustive list and many of the signs and symptoms could fall into more than one category:

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor examination results.
- Being withdrawn from the Academy by those with parental responsibility and not being provided with suitable education at home.
- Not being allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further education.

10. Radicalisation and extremism

We acknowledge that protecting children from the risk of radicalisation is part of the Academy's wider Safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. We understand that it is possible to intervene to prevent vulnerable people being radicalised during the process of radicalisation itself.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

The UK Government defines extremism as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also includes calls for death of members of the armed forces.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other Safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act appropriately. This may include making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the Academy to make referrals if we are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These may include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, such as physical or verbal assault, provocative behaviour, derogatory name calling, refusal to co-operate, attempts to recruit to prejudice-related organisations or condoning or supporting violence towards other groups.

Prevent

From 1 July 2015 schools are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism.' This is known as the Prevent duty.

Risk Assessment

Our staff are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

We have clear procedures in place for protecting children at risk of radicalisation including (and not restricted to) a robust PHSE programme, a broad and balanced curriculum and support structures for disaffected and vulnerable young people.

Working in Partnership

Our Safeguarding arrangements take into account the policies and procedures of City and Hackney Safeguarding Children Board (CHSCB) and the Local Authority. We work very closely with both.

Staff Training

Our DSL, Deputy DSL and Designated Safeguarding Leads undertake regular Prevent Awareness Training which is cascaded to staff and governors. We aim to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

IT Policies

We have a robust E-Safety Policy with strong filtering in place and we are vigilant to the risks posed by the internet: we want our students to be safe from terrorist and extremist material when accessing the internet. Our students are also taught about online safety. In addition to this The Academy offers Child Exploitation Online Protection (CEOP) training for parents and carers.

11. Child missing from education

We acknowledge that a child going missing from education is a potential indicator of abuse or neglect and that such children are at risk of being victims of harm, exploitation or radicalisation. The Academy has robust attendance procedures for dealing with children that go missing from education, particularly on repeat occasions. All staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

The Academy informs the local authority of any student who is going to be deleted from the admission register where they:

- Have been taken out of the Academy by their parents and are being educated outside the school system e.g. elective home education.
- Have ceased to attend the Academy and no longer live within reasonable distance of the Academy at which they are registered.

- Have ceased to attend the Academy before compulsory school leaving age, and neither he/she nor his/her parent has indicated the intention to continue to attend the Academy after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the Academy does not reasonably believe they will be returning to the Academy at the end of that period; or
- Have been permanently excluded.

12. Peer on peer abuse

Children can abuse other children. All staff recognise that children are capable of abusing their peers. This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to:

- Bullying (including cyberbullying)
- Sexual harassment
- Sexual violence
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting
- Initiating / hazing type violence and rituals

E-SAFETY

There is a separate E-Safety Policy, which can be accessed on our website

The Inclusion Manager monitors E-Safety issues and is aware of the potential for serious child protection issues that may arise from:

- Sharing of personal data.
- Access to illegal / inappropriate materials.
- Inappropriate on-line contact with adults / strangers.
- Potential or actual incidents of grooming.
- The sharing / distribution of personal images without consent and / or knowledge
- Access to unsuitable video / internet games
- Cyber-bullying.

The Inclusion Manager works closely with the Academy E-safety Coordinator to minimise the risk (within and outside the Academy) posed by the use of new technologies.

SUPPORTING CHILDREN AND YOUNG PEOPLE

We support our students through:

- Promoting a caring, safe and positive environment within the Academy, giving students a sense of being valued while maintaining firm boundaries where all can succeed.
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- The curriculum: students cover relevant issues in PHSE and Sex and Relationships Education, as part of the Assembly and tutorial programmes, and through Drop Down Days. The Computing and ICT curriculum further supports student safety online. Students are taught to recognise when they are at risk and how to get help when they need it.
- Ensuring children know there are adults in the Academy whom they can approach if they are worried.
- Liaising and working together with all other support services and those agencies involved in the Safeguarding of children.

PREVENTION

We recognise that the Academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of safety

The Academy community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty.

CONFIDENTIALITY AND INFORMATION SHARING

We recognise that all matters relating to Child Protection are confidential.

The Principal and Designated Safeguarding Lead will disclose information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Staff must be aware that they cannot promise a child to keep secrets.

Where possible, consent is sought. However, the Data Protection Act 2018 allows practitioners to share information without consent, if:

- it is not possible to gain consent,
- it cannot be reasonably expected that a practitioner gains consent,
- or if to gain consent would place a child at risk.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children this includes allowing practitioners to share information without consent.

(KCSIE 2018, paragraph 75)

SAFER RECRUITMENT

The Academy follows the guidance set out in Keeping Children Safe in Education 2018, and the Local Authority and Local Safeguarding guidance.

When appointing new staff, we ensure that:

- We verify a candidate's identity.
- We obtain references.
- We obtain a certificate for an enhanced DBS check, which will include barred list information.
- We obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- We verify the candidate's mental and physical fitness to carry out their work responsibilities.
- We verify the person's right to work in the UK.
- We make further checks if the person has lived or worked outside the UK.
- We verify professional qualifications, as appropriate.
- A candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.
- We check that **all** candidates are not subject to a section 128 direction made by the Secretary of State. Such a direction prohibits an individual from taking part in the management (including governors if the governing body is the proprietor body for the school) of independent educational institutions in England and/or Wales respectively. A person prohibited under section 128 is also disqualified from holding or continuing to hold office as a governor of a maintained school.

Recruitment adverts will highlight the priority that the Academy places on its commitment to safeguarding. We ensure that at least one member in every recruitment panel has had Safer Recruitment training.

ALLEGATIONS AGAINST STAFF

The Academy follows statutory guidance laid out in Keeping Children Safe in Education 2018, Part 4.

We understand that a child or third party may make an allegation against a member of staff where there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm.

Some allegations may indicate that a staff member is unsuitable to work with children. If such an allegation is made, the member of staff receiving the allegation, or having the concern, must immediately inform the Principal. This must be done on the same working day.

The Principal on all such occasions will discuss, on the same working day, the content of the allegation with the Chair of Governors and the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Principal, the member of staff will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO). This must be done on the same working day. If the Chair of Governors is not available, the member of staff must make direct contact with the LADO.

To make contact with the Chair of Governors, please contact the Finance & Resources Director, Ken Robb, in the first instance at the Academy. Telephone: 0207749 5242, Ken.Robb@bridgeacademy.hackney.sch.uk

LADO – Liezel Leroux, Local Authority Designated Officer (LADO) and Independent Chair, Telephone: 020 8356 4569, liezel.leroux@hackney.gov.uk

The Academy will not internally investigate until instructed by the LADO.

WHISTLEBLOWING

Our approach to whistleblowing is covered in more detail in a separate Whistleblowing Policy.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff must also be aware that they are protected by law if they ‘blow the whistle’.

PHYSICAL INTERVENTION

Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Child Protection processes must be adhered to.

BULLYING

Our approach to bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

RACIAL INCIDENTS

Our policy on racist incidents is set out in our Equality Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

SECURE ENVIRONMENT

We ensure the safety of our environment through:

- Controlling access to the site:
 - Appropriate coloured lanyards worn by all staff members, agency workers, volunteers, contractors and visitors at all times, in line with the checks that have been completed for them.
 - Visitors are met at Reception and escorted into the Academy.
 - CCTV monitoring of the site, internal and external.
 - A signing-out book for students with permission to leave the site.
 - A record of staff and visitors signing in/ out.

- Ensuring that students are supervised at break and lunchtimes.
- Special arrangements for students and staff with disabilities to access all areas of the site.
- Ensuring that we comply with Health and Safety requirements for all on-site activities.
- Requiring risk assessments before allowing any trips, visits or work experience placements.
- A record of accidents and the actions taken as a consequence.
- Vigilant monitoring to guard against intruders, antisocial behaviour and drug and alcohol misuse on site.
- Ensuring that curriculum activities and social areas comply with Health and Safety requirements.
- Ensuring that work experience arrangements include information for employers and a requirement that they accept their Child Protection responsibilities.
- Safe storage of medicines and dangerous substances.
- Notices displayed at Reception, on visitors' lanyards, around the Academy and in the weekly bulletin for all staff reinforcing the School's Safeguarding requirements.
- Child Protection Information on the School's website.

MONITORING, EVALUATION AND REVIEW

The Designated Safeguarding Lead will monitor the implementation and effectiveness of this policy. The Governing Body will review the policy on a yearly basis. The policy will be promoted and implemented throughout the Academy.