SAFEGUARDING AND CHILD PROTECTION POLICY

VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e. they are: Ambitious, Self-confident, Physically literate, Independent learners, Resilient, Emotionally literate.

RATIONALE

At The Bourne Academy we put Safeguarding first. The Academy believes that students have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse, where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. The Academy recognises that because Academy staff are in regular and frequent contact with children, they are particularly well placed to safeguard and promote the welfare of students. The Academy is aware of the responsibilities which all staff have to promote the welfare of students.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health of 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.

CONTEXT

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2023 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance.
  - Keeping Children Safe in Education 2023 (KCSIE)
    https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
  - Working Together to Safeguard Children 2018 (WTSC)
    https://www.google.com/search?q=working+together+to+safeguard+children+2018&rlz=1C1GCEA_enGB1021GB1021&oq=working+together+to+safeguard+children+2018&aqs=chrome..
  - Ofsted: Education Inspection Framework' 2021
    https://www.google.com/search?q=ofsted+inspection+framework+2022&rlz=1C1GCEA_enGB1021GB1021&oq=ofsted+ins&aqs=chrome.4.69i57j0i131i433i512l2j0i512l7.4879j0j7&sourceid=chrome&ie=UTF-8
  - Framework for the Assessment of Children in Need
  - The Education Act 2002

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

1. Child Focused Approach to Safeguarding

1.1 Introduction

- The Bourne Academy recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- The Bourne Academy believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Staff working with children at The Bourne Academy will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- The Bourne Academy recognises the importance of providing an ethos and environment within the Academy that will help students to be safe and to feel safe. In our Academy students are respected and are encouraged to talk openly. We will ensure students' wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:
- **Prevention**
  - o positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- **Protection**
  - o following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support**
  - o for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- **Working with parents and other agencies**
  - o to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2023.

1.2 Definition of Safeguarding

In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
- protecting children from maltreatment
- preventing impairment of children's mental and physical 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.

- The Bourne Academy acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - Abuse and neglect
    - Bullying, including cyberbullying
    - Children with family members in prison
    - Children Missing Education (CME)
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation (CCE)
    - Contextual safeguarding (risks outside the family home)
    - County lines and gangs
    - Domestic abuse
    - Drugs and alcohol misuse
    - Fabricated or induced illness
    - Faith abuse
    - Gender based abuse and violence against women and girls
    - Hate
    - Homelessness
    - Human trafficking and modern slavery
    - Mental health
    - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
    - Online safety
    - Peer on peer abuse
    - Preventing radicalisation and extremism
    - Private fostering
    - Relationship abuse
    - Serious violence
    - Sexual violence and sexual harassment
    - So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
    - Upskirting

1.3   Policy Compliance, Monitoring and Review

- The Bourne Academy will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and KCSIE 2023 can be accessed via the resources section on MyConcern**.**
- Parents/carers can obtain a copy of the Bourne Academy Safeguarding and Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the Academy website.
- The Designated Safeguarding Lead, Deputy Safeguarding leads and Principal will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and Leadership

- The governing body and leadership team have a strategic responsibility for safeguarding arrangements and will comply with their duties under legislation.
- The Bourne Academy has a nominated governor for safeguarding. The nominated governor will support the DSL & DDSL's and have oversight in ensuring that the Academy has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

2.2 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) at the Bourne Academy is Ashley St John (Vice Principal)The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety). Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- The Deputy DSLs have delegated responsibilities and act in the DSL's absence.
    - o   Kelly Franklin – Director of Behaviour and Welfare
    - o   Jackie Beer – Education Social Worker

It is the role of the DSL/DDSL's to carry out their functions as identified in Annex C of KCISE 2022. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action for individual children
- When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaising with other agencies and professionals in line with KCSIE 2023 and WTSC 2018
- Representing, or ensure the Bourne Academy is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)

- Managing and monitoring the Bourne Academy role in any multi-agency plan for a child.
- Being available during term time (during Academy hours) for staff in the Academy to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Informing the Principal of any significant safeguarding issues.

The DSL/DDSL's will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.3 Members of Staff

All members of staff have a responsibility to read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B.

Staff will:

- Provide a safe environment in which children can learn
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues
- Be prepared to identify children who may benefit from early help
- Understand the early help process and their role in it
- Understand the Bourne Academy safeguarding policies and system
- Undertake regular and appropriate training which is regularly updated
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989
- Know how to maintain an appropriate level of confidentiality
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

2.4 Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

2.5 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant Bourne Academy policies and procedures.
- Talk to their children about safeguarding issues with their children and support the Academy in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from the Academy or other agencies.

3. Child Protection Procedures

3.1 Recognising Indicators of Abuse and Neglect

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2022.

- The Bourne Academy recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

  All 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.

  Abuse: 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. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Signs that MAY INDICATE Sexual Abuse
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a 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.

Signs that MAY INDICATE physical abuse
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: 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.

Signs that MAY INDICATE emotional abuse
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: 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.

Signs that MAY INDICATE neglect.
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

The Bourne Academy recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL/DDSL on a case-by-case basis.

- The Bourne Academy recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases,

multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the Academy. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

- By understanding the indicators or abuse and neglect, problems can be responded to as early as possible and provide the right support and services for the child and their family.

- All members of staff are expected to be aware of the indicators and abuse and follow the Academy policy on reporting concerns about at child. In all cases, if staff are unsure, they will always speak to the DSL/DDSL.

- The Bourne Academy recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

- If deemed necessary by Senior Leadership Team or by staff authorised by the Principal following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the Academy behaviour policy.

3.2 Responding to Child Protection Concerns

If staff are made aware of a child protection concern, they are expected to:
- listen carefully to the concern and be non-judgmental.
- only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
- not promise confidentiality as concerns will have to be shared further, for example, with the DSL/DDSL and potentially Children's Services.
- be clear about boundaries and how the report will be progressed.
- record the concern in line with Bourne Academy record keeping requirements.
- inform the DSL/DDSL, as soon as practically possible.

- The DSL or a deputy should always be available to discuss safeguarding concerns.
- The Bourne Academy will respond to concerns in line with the BCP Council Children's Services Department procedures.
- In the event of a request for support/referral being necessary to BCP Children's Services parents/carers will be informed and consent to this will be sought by the DSL/DDSL. Parents/carers will be informed of this, unless there is a valid reason not to do so, for

example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

- Where it is identified that a child may benefit from Early Help support the DSL, DDSL, or Heads of House will generally lead as appropriate and make a request for support via BCP Council Children's First Response.

All early help cases will be kept under constant review and consideration will be given to escalating concerns to the Children's First Response team.

- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL/DDSL will consider following BCP Council Escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- The Bourne Academy is an [Operation Encompass School](). This means we work in partnership with Dorset Police to provide support to children experiencing domestic abuse.

3.3 Recording Concerns

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on My Concern.
- Staff should immediately raise a red slip for any safeguarding concerns marked urgent to ensure the concern is dealt with in a timely manner.
- Records will be completed as soon as possible after the incident/event, using the child's words. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL/DDSL or Head of House.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the Academy. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent educational setting under confidential and separate cover as soon as possible. Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.
- Where the Academy receives child protection files, the DSL/DDSL will ensure key staff such as the special will be made aware of relevant information as required.

3.4   Multi-Agency Working

- The Bourne Academy recognises and is committed to its responsibility to work within the multi-agency safeguarding arrangements. The leadership team, DSL and DDSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- The Bourne Academy recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Pan Dorset Multi Agency

Safeguarding processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

3.5   Confidentiality and Information Sharing

- The Bourne Academy recognises the duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2023.
- The Bourne Academy has an appropriately trained Data Protection Officer (DPO), Mrs Catherine Turner, as required by the General Data Protection Regulations (GDPR) to ensure that our Academy is complaint with all matters relating to confidentiality and information sharing requirements.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2023). DfE' (2018) provides further detail.
- The DS/DDSL and Heads of House will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL/DDSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

3.6   Complaints

- All members of the Bourne Academy community should feel able to raise or report any concerns about children's safety or potential failures in the Academy safeguarding regime. The Academy has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
  - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- The leadership team at the Academy will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with later in this policy.

4. Specific Safeguarding Issues

The Bourne Academy is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Where staff are unsure how to respond to specific safeguarding issues, they should follow speak with the DSL/DDSL or Head of House.

4.1 Child on Child Abuse (formerly referred to as Peer on Peer Abuse)

All members of staff at the Academy recognise that children are capable of abusing their peers, and that it can happen both inside and outside of the Academy and online.

The Bourne Academy recognises that child on child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Up skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

The Bourne Academy believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- The Bourne Academy recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.
- All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Concerns about a student's behaviour, including child on child abuse taking place offsite will be responded to as part of a partnership approach with students and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.
- In order to minimise the risk of child-on-child abuse, The Bourne Academy will follow our anti-bullying policy, providing an age/ability appropriate SMSC and RSE curriculum, including interventions delivered by outside agencies, including The Targeted Sexual Health Team, Safer Empowerment, Safer School Community Team (SSCT). Our reporting mechanisms include a worry box, dedicated reporting emails monitored by the pastoral team.

- The Bourne Academy want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL/DDSL and will be recorded, investigated, and dealt with in line with associated Academy policies, including child protection, anti-bullying and behaviour. Student who experiences abuse will be offered appropriate support, regardless of where the abuse takes place.
- Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by The Academy behaviour policy including taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies e.g.The Academy anti-bullying, behaviour and child protection policy, and where necessary reporting to the Police including the SSCT. We will complete a risk assessment if required.

Children who identify as LGBT+

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. (KCSiE 2023, P49, Para 202)

4.2   Child on Child Sexual Violence or Harassment

When responding to concerns relating to child on child sexual violence or harassment, The Bourne Academy will follow the guidance outlined in KCSIE 2023 and the DfE 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' guidance.

- The Bourne Academy recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- When there has been a report of sexual violence or harassment, the DSL/DDSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the Bourne Academy and where necessary will be referred to Children's Services and/or the Police.
- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or Academy staff, and, any other related issues or wider context.

4.3   Nude and/or Semi-Nude Image Sharing by Children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The <u>UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people</u>'<u>guidance</u> outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working will all age groups, not just older learners.

The Bourne Academy recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL/DDSL or Heads of House.

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
- Report any concerns to the DSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL/DDSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people</u>' and the local Pan Dorset Safeguarding guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
- The DSL/DDSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to BCP Children's First Response and/or the police immediately if:
- The incident involves an adult (over 18).

- There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL/DDSL may choose to involve other agencies such as Dorset Police Safer Schools Community Team at any time if further information/concerns are disclosed at a later date.

4.4   Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by reporting it as an urgent safeguarding concern on My Concern.

County Lines

County Lines is a term used to describe gangs and organsied criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK) using dedicated mobile phone lines or other forms of "deal lines"

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are recruited to move drugs and money between locations are known to be exposed to techniques such as plugging (where drugs are concealed internally to avoid detection). Children can easily become trapped by this type of exploitation as county lines gangs created drug debts and can threaten serious violence and kidnap towards victims if they attempt to leave the county lines network.

4.5   Serious Violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

15

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or injury to the female genital organs. FGM typically takes place between birth and 15 years old. It is illegal in the UK and a form of child abuse with long lasting consequences.

4.6   So-called honour-based abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

Whilst all staff will speak to the DSL (or deputy) about any concerns about female genital mutilation (FGM), there is a specific legal duty on staff.
If a member of staff, in The Academy, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the staff member must report this the DSL who will then report this to the police.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

4.7   Preventing radicalisation & extremism

The Bourne Academy is aware of the duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- All Academy will be expected to complete online government approved Prevent training. All new staff will be expected to complete this training within six months are their start date.
- The Bourne Academy recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Channel is a voluntary, confidential programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Staff will report any concerns as any other safeguarding concern via My Concern. The DSL/DDSL is aware of the local procedures to follow.
- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers of causes serious violence to a person/people causes serious damage to property or seriously interferes or disrupts an electronic system.

4.8   Cybercrime

The Bourne Academy recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, they will report is as a safeguarding concern.

- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

5. Supporting Children Potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

5.1   Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- The Bourne Academy acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- The Bourne Academy recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, the Academy will always consider implementing extra pastoral support and attention for children with SEND. The DSL/DDSL and Heads of House will work closely with the SENDco to plan support as required.

5.2   Children Requiring Mental Health Support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- Mental Health Teams in Schools

6. Contextual safeguarding

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

6.1 Children Missing from Education

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Where the Academy have concerns that a child is missing from education, they will respond in line with the statutory duties and local policies. Local support is available via the BCP School Inclusion Service.

6.2 Elective Home Education

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national Elective Home Education guidance and local BCP guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.
- The Bourne Academy actively discourages parents/carers from removing their children for EHE. The BCP School Inclusion Service is also notified as soon as the Academy is aware a parent/carer is considering removing their child from the Academy roll.

6.3 Children who need a Social Worker

- The DSL/DDSL and Heads of House will hold details of social workers working with children in the Academy so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform the Bourne Academy's decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

6.4 Looked after children, previously looked after children and care leavers

- The Bourne Academy recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

- The school has a '[designated teacher'](), Hayley Betteridge (SENDCO) and Education Social Worker, Jackie Beer who works with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher will work with the DSL/DDSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a child is looked after, the DSL/DDSL and Designated Teacher will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the Bourne Academy believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via Children's First Response.

7. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. The Bourne Academy will adopt a whole Academy approach to online safety which will empower, protect, and educate students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
The Bourne Academy will ensure online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

The Bourne Academy identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- Content: being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The Bourne Academy recognises that technology, and the risks and harms related to it, evolve and change rapidly. The Academy will carry out an annual review of approaches to online safety. Online safety education is delivered annually via the SMSC programme. This is reviewed annually to ensure all content is current.

7.1 Policies and Procedures

The DSL has overall responsibility for online safety within the Academy but will liaise with other members of staff, for example IT staff, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with our child protection and other associated policies.

- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

The Bourne Academy uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

- All Academy owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

The Bourne Academy recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 23 the Academy has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

7.2 Appropriate Filtering and Monitoring

The Bourne Academy will do all we reasonably can to limit children's exposure to online risks through Academy provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.

If learners or staff discover unsuitable sites or material, they are required to:

- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
- When implementing appropriate filtering and monitoring, The Bourne Academy will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- The Bourne Academy acknowledges that whilst filtering and monitoring is an important part of online safety responsibilities, it is only one part of our approach to online safety.
- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

7.3 Information Security and Access Management

The Bourne Academy is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in The Bourne Academy Acceptable Use of IT Policy for Staff and for

Students. The Academy will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

7.4 Staff Training

The Bourne Academy will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

7.5 Educating Students

The Bourne Academy will ensure a comprehensive whole Academy curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

7.6 Working with Parents/Carers

The Bourne Academy will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children.

7.7 Remote Learning

Specific guidance for DSLs and SLT regarding remote learning is available at DfE:

Remote Learning Guidance

- The Bourne Academy will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using Academy provided or approved communication channels
- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL
- Staff and students will engage with remote teaching and learning in line with existing behaviour principles
- Staff and students will be encouraged to report issues experienced at home and concerns will be responded to in line with child protection and other relevant policies.

When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

8. Staff Engagement and Expectations

8.1 Awareness, Induction and Training

- All members of staff have access to 'Keeping Children Safe in Education' 2023 via My Concern which covers safeguarding information for staff. Academy leaders, including the safeguarding team will read KCSIE in its entirety.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the internal safeguarding processes, as part of their induction. All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.
- Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole Academy safeguarding approach and wider staff training and curriculum planning.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Staff will be encouraged to contribute to and shape Academy safeguarding arrangements and child protection policies.
- The DSL/DDSL will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.
- Although the Academy has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

8.2 Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the Academy behaviour police/code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the Academy expectations regarding safe and professional practice.
- Staff will be made aware of the Academy behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant Academy policies including staff behaviour policy, Acceptable Use Policies, and Social Media.

8.3   Supervision and Support

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The Academy will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL. The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

8.0 Safer Recruitment and Allegations

8.1   Safer Recruitment and Safeguarding Checks

The Bourne Academy is committed to ensure that they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

- The Bourne Academy will follow relevant guidance in Keeping Children Safe in Education 2022 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
- The governors and leadership team are responsible for ensuring that the The Bourne Academy follows safe recruitment processes as outlined within guidance.
- The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- The Bourne Academy maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Bourne Academy are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.
- As a setting we may consider online searches as part of our due diligence checks on short listed candidates.
- Where the Academy places students with an alternative provision provider, the Academy will continue to be responsible for the safeguarding of that child.
- The Academy will undertake appropriate checks to ensure the provider meets the needs of the student, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.
- Where The Academy organises work experience placements, we will follow the advice and guidance as identified in part Three of KCSIE 2023.

8.2 Allegations/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

- The Bourne Academy will respond to allegations in line with local safeguarding arrangements and KCSIE 23. In depth information can be found within our 'Managing Allegations against Staff' and staff behaviour policy/code of conduct policy**.** This can be found in the 'Staff behaviour and whistle blowing policy'.

- Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (8.2.1) will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the Academy from potential false allegations or misunderstandings.

- The Academy can choose to whom low level concerns about staff are reported to as per KCSIE 23. All staff should be aware of how to handle low-level concerns, allegations against staff and whistleblowing. This information is contained within the Staff behaviour and whistle blowing policy.

- Learning from all allegations against staff allegations will be incorporated by the Academy, not just from those that are concluded and substantiated.

- Where Principals are unsure how to respond, for example if the Academy is unsure if a concern meet the harm 'thresholds', advice will be sought via the [Local Authority Designated Officer](#) (LADO).

8.2.1 Concerns that meet the 'harm threshold'

The Bourne Academy recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

  - Allegations against staff which meet this threshold will be referred immediately to the DSL who will contact the [LADO](#) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the principal, staff are advised that allegations should be reported to the chair of governors.

8.2.2 Concerns that do not meet the 'harm threshold'

  - The Bourne Academy may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.
  - Where low-level concerns are reported to the Academy, the DSL/Principal can decide about whom these concerns are reported to.

- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, The Academy will implement appropriate action, for example consulting with the LADO and following disciplinary procedures.

8.2.3 Safe Culture

- As part of our approach to safeguarding, the School/College has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy safeguarding regime. The leadership team at the Bourne Academy will takes all concerns or allegations received seriously.
- All members of staff are made aware of the academy Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The Bourne Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

9.0 Opportunities to teach safeguarding

- The Bourne Academy will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
- We recognise that educational settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
- The Bourne Academy recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Our Academy systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

10.0   Physical Safety

10.1   Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm.

10.2   The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the Academy facilities/premises, the Principal and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.
- Safeguarding requirements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

10.3   Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the academy as outlined within national guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will also be shown a copy of the Academy safeguarding information.
- Staff and visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The Academy will not accept the behaviour of any individual (parent or other) that threatens academy security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the academy site.

Date written: September 2022

Date agreed and ratified by Government body: March 2024

Date of next full review: March 2025

Key Contacts

Designated Safeguarding Lead (DSL): Ashley St John

Deputy Designated Safeguarding Leads (DDSL): Kelly Franklin & Jackie Beer

Principal: Mark Avoth

Safeguarding Governor: Ian Glen

Appendix 1: Support Organisations

NSPCC 'Report Abuse in Education' Helpline
- 0800 136 663 or help@nspcc.org.uk

National Organisations
- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for Staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network
- https://contextualsafeguarding.org.uk/

Kent Resilience Hub
- https://kentresiliencehub.org.uk/

Substance Misuse
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic Abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour Based Abuse
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Peer on Peer abuse, including bullying, sexual violence and harassment
- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices

- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health
- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison
- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/