



The Albion Academy Safeguarding & Child Protection Policy

2016-17

UPDATED – November
2016

Principal - J Langley

Named Personnel with Designated Responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Contact Information	Nominated Governor	Chair of Governors
2012-13	J Egerton D Owen	0161 921 1230 contact@albionacademy.co.uk	Peter Wilson	Peter Wilson
2013-2014	D Owen M Lawman	0161 921 1230 contact@albionacademy.co.uk	Peter Wilson peter.wilson@zen.co.uk	Peter Wilson
2014-2015	D Owen M Lawman	0161 359 5100 contact@albionacademy.co.uk	Peter Wilson peter.wilson@zen.co.uk	Peter Wilson
2015-2016	D Owen M Lawman	0161 359 5100 contact@albionacademy.co.uk	Peter Wilson peter.wilson@zen.co.uk	Peter Wilson
2016-2017	D Owen M Lawman	0161 359 5100 contact@albionacademy.co.uk	Peter Wilson peter.wilson@zen.co.uk	Peter Wilson

Policy Review Dates

Review Date	Changes Made	By Whom	Date Shared
September 2012	Academy Safeguarding policy launched	J Langley	September 2012
July 2013			
May 2014	Updated safeguarding legislation	D Owen L Williams	May 2014
July 2015	Updated due to Keeping Children Safe in Education 2015	D Owen	July 2015
October 2016	Updated due to Keeping Children Safe in Education 2016	D Owen	October 2016

Dates of Staff Training and Details of Course Title and Training Provider

Whole Academy	Designated Safeguarding Lead	Deputy Designated Senior Person Child
July 2014 – HAYS online safeguarding L1 course, certificates available – all staff	DOW	Michelle Lawman
July 2015 – HAYS online safeguarding L1 course, certificates available – all staff	DOW	Michelle Lawman
July 2015 – HAYS online safeguarding L1 course, certificates available – all staff	DOW	Michelle Lawman
July 2016 – HAYS online safeguarding L1 course, certificates available – all staff	DOW	Michelle Lawman
December 2012 – L3 safeguarding course – MLA (DDSP)	DOW	Michelle Lawman
December 2012 – L3 safeguarding course – DOW (DP)	DOW	Michelle Lawman
September 2015 – L3 Refresher Course – DOW (DP) MLA (DDSP)	DOW	Michelle Lawman
	RWAT	DOW
Safer Recruitment – all SLT not already trained – certificates available		
September 2012 Safeguarding Obligations Documents that must be read and kept.	JEG	DOW
<p><i>Predecessor school: Sept 2011 level 1 Child Protection Training Online course Completed by all new staff that are not trained to level 1 in child protection.</i></p>		

Governor Review of Policy Dates

Named Governor for Safeguarding: Mr P Wilson - peter.wilson@zen.co.uk

CONTENTS

Introduction
Academy Commitment

Providing a Safe and Supportive Environment

1. Safer Recruitment and Selection
2. Safe Practice
3. Safeguarding Information for Pupils
4. Partnership with Parents
5. Partnership with Others
6. Academy Training and Staff Induction
7. Support, Advice and Guidance for Staff
8. Related Academy Policies (inc. Children Missing from Education)
9. Pupil Information
10. Roles and Responsibilities:
 - Governing Body*
 - Principal*
 - Designated Safeguarding Lead*
 - All Staff and Volunteers*

Child Protection: Identifying Children Who Are Suffering or Likely to Suffer Significant Harm Definitions

Taking Action to Ensure that Children are Safe at Academy and at Home

1. Staff will immediately report
2. Responding to Disclosure
3. Action by Designated Safeguarding Lead
4. Action following a Child Protection referral
5. Recording and Monitoring
6. Supporting the Child and Partnership with Parents

Allegations regarding person(s) working in or on behalf of The Albion Academy

Appendices:

1. The Albion Academy Policy Statement – Tracking of Visitors and Contractors
2. The Albion Academy Policy Statement – Enrichment Registration and Student Safety
3. Child Sexual Exploitation
4. Female Genital Mutilation
5. Trafficking

This policy will be reviewed October 2016

INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the Academy.

Everyone working in or for our Academy service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our Academy setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our Academy setting
- This policy is written in accordance with the document: 'Keeping Children Safe in Education – statutory guidance for schools and colleges' September 2016

ACADEMY COMMITMENT

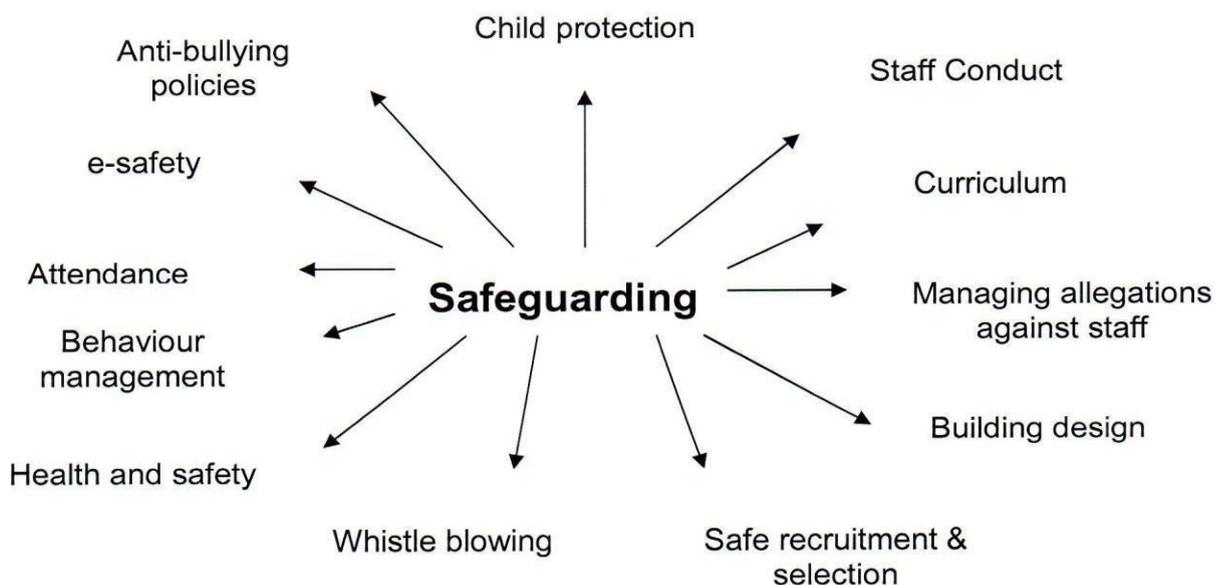
The Albion Academy is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance.

We recognise that some children may be especially vulnerable to abuse.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at the Academy, some of their behaviour may be challenging.

We recognise that some children who have experienced abuse may harm others.

We will always take a considered and sensitive approach in order that we can support all of our pupils.



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The Albion Academy pays full regard to current DfE guidance. We ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes:

- scrutinizing applications including employment gaps
- verifying identity and academic or vocational qualifications
- obtaining professional references
- checking previous employment history
- ensuring that a candidate has the health and physical capacity for the job
- enhanced DBS check

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS check is obtained for **all** new appointments to our Academy's workforce through HR
- this Academy is committed to keep an up to date single central record detailing the range of checks carried out on our staff with the dates recorded for each check carried out. This will be regularly checked throughout the year, by the designated Safeguarding Lead at least once per term
- all new appointments to our Academy workforce who have lived outside the UK will be subject to additional checks as appropriate, including checking the right to live and work in the UK; the dates of all checks will be recorded
- the academy uses supply staff only from the supply agencies that we have agreement in place with ensuring all safeguarding checks described above are carried out
- identity checks must be carried out on all appointments to our Academy workforce before the appointment is made

Members of SLT including the Principal, Director of Business Development, Chair of Governors and Governor responsible for Safeguarding undertake Safer Recruitment training. A member of SLT will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Recruitment policy is that the advertisement, job description and person specification will make specific reference to Albion Academy's commitment to safeguarding and staff responsibility in understanding and complying with Academy safeguarding processes and procedures.

All recruitment processes are by application form only, CVs are not accepted, and references are taken up before any appointment can be confirmed. No open references are accepted. More detail can be found in the Albion Academy Recruitment and Selection Policy.

Visitors

Visitors to the academy will be escorted by a member of staff at all times from Reception, to the place they are attending and back again, signed into and out of the building and their presence communicated to any staff working in the areas where they may see them or have them come into contact with them or the students.

Visitors who are at the academy more regularly and dependent on the role they are undertaking are subject to more stringent checks, including ID checks, and may also be required to supply DBS information and supporting documents for records and noted on the SCR in the same way as a member of staff is, or to have the academy apply for a DBS check after the other documents have been checked. More information can be found in Appendix 1.

Non-Employees (Volunteers)

Any casual staff, supply agency staff whether employed directly or through an agency, volunteers, governors who also work as volunteers, and those who provide additional teaching/instruction/support for students may require a DBS check as per regulated activity guidance.

This will be determined by the completion of a Risk Assessment. The risk assessment will be completed by the Line Manager/person responsible and reviewed by HR to determine if a DBS is required. Further actions will be determined on the outcome of the Risk Assessment and countersigned by the Principal or HR.

2. Safe Practice

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from Academy management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for Pupils

All Academy pupils are aware of a number of staff who they can talk to. We are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of Academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

The Albion Academy has a minimum of two staff trained at any one time in the process of leading CAFs. These staff members are trained to lead Common Assessment Framework meetings (to Lead Practitioner status) for students and their families identified as in need of this intervention (that which is lower down the continuum of intervention than a FISS/Children's Services referral and intervention), to ensure the academy is playing its part in multi-agency co-operation, working to support all families

The Albion Academy has a partnership with the police and works with the police liaison officer under the local system to ensure the safety of our students; this could be in response to criminal activity, potential criminal activity or issues relating to those on plans with Children's Services.

The Albion Academy has a planned PSHE curriculum which covers issues relating to safeguarding from a pupil perspective and this is overseen by a member of SLT and delivered through a series of tutorial sessions

4. Partnership with Parents

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The Academy shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Any referral made to Children's Services is shared with parents beforehand unless it is inappropriate to do so and The Albion Academy ensures regular contact with parents of all students.

5. Partnerships with others

Our Academy recognises that it is essential to establish positive and effective working relationships with other agencies; these might include:

1. GMP
2. Health services
3. Children's Services
4. Connexions

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6. Academy Training and Staff Induction

The Academy's senior member of staff with designated responsibility for child protection undertakes child protection training and training in inter-agency working to L3 every two years and

The Principal and all other Academy staff, including non teaching staff, undertake level 1 or 2 Child Protection training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training yearly. The DSL and or deputy will always be available to staff during school hours.

All staff (including temporary staff and volunteers) are informed of the Academy's child protection arrangements on induction and policies and procedures are always available to them.

7. Support, Advice and Guidance for Staff

- All new staff receive induction training in the systems and processes of the academy, including child protection and safeguarding. This must be done before any new colleague begins any work with children.
- Staff will be supported in their work by the designated Safeguarding Lead, the Principal and partnership agencies.
- Regular Safeguarding updates are provided to all staff
- The designated Safeguarding Lead for Safeguarding/Child Protection will be supported by the Principal and Children's Services.
- Advice is available from Salford Children's Services.

8. Related Academy Policies

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, Academy security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

Safeguarding Children and Safer Recruitment in Education DfES2007

- The Albion Academy Recruitment and Selection Policy outlines in detail all safer recruitment processes.
- This policy documents procedures for signing in and out visitors and for determining level of checks required
- The curriculum documents relating to PSHE demonstrate the Academy's use of teaching and learning to ensure students are aware of their right to a safe home life as well as Academy life and ways in which they can keep themselves safe.
- The Behaviour policy documents the Academy's procedures for incidents involving substance misuse.
- The anti-bullying policy documents the academy's actions in preventing and dealing with incidents or allegations of bullying
- The Attendance documents held by the DP detail the interventions in place related to poor attendance and when these are treated as safeguarding issues. The Academy follows the local LA procedures "Children Who May Be Missing/Lost From Education".
- The Trips and Visits policy documents the use of the EVOLVE system, the checks that are carried out when a trip is going ahead; these include all reasonable checks and risk assessments regarding the safety of the site as well as the people students will come into contact with. In the event that a person on the site of a trip is not CRB checked they will not be left unaccompanied with our students at anytime.
- This policy documents the process for disclosure/reporting of a safeguarding allegations against a member of staff.

- This policy documents the process for reporting a child protection concern
- The Health and Safety policy documents the use of First Aid, medicines, accident reporting procedures, the use of reasonable force to control or restrain pupils and all aspects of keeping pupils and staff safe in their learning environment
- The Internet Safe usage policy is signed by all staff and is renewed each year in order to ensure staff are reminded of the ICT Protocols.
- Internet activity for both staff and students is monitored by and any inappropriate activity is dealt with by the most appropriate member of staff or the HR department.

9. Confidentiality

The Albion Academy ensures the confidentiality of its students and their families in all circumstances except those whereby there is an obligation to reveal particular information relating to the welfare of a young person in order to prevent harm, or to the LA in the normal accountability processes.

Information is shared only on a need to know basis.

10. Pupil Information

The Albion Academy will endeavor to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the Academy requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from Academy (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The Academy will collate, store and agree access to this information in files kept in the main office or, in the case of confidential information, in the security of the DP's office.

11. Roles and Responsibilities

The Local Governing Body is responsible for the review and scrutiny of policies and giving feedback on these.

Joint Governance means that the SAT, with the Local Governing Body has responsibility for ensuring:

- The Albion Academy has a safeguarding and child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The Albion Academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The Albion Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the Academy's leadership team is designated to take lead responsibility for child protection;
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate.
- they review their policies and procedures annually and can provide information at any time about them and about how the above duties have been discharged

The Principal will ensure that:

- the policies and procedures adopted are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated Safeguarding Lead and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection will:

Ensure

- cases of suspected abuse or allegations are referred to the relevant investigating agencies;
- act as a source of support, advice and expertise within the educational establishment;
- liaise with the Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have full knowledge of how Salford Children's Services operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the Academy's child protection policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new Academy separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to Salford Children's Services

All staff and volunteers will:

- fully comply with the Academy's policies and procedures
- attend appropriate training
- inform the designated Safeguarding Lead of any concerns
- wear their ID pass at all times whilst on the premises

Child Protection procedures: IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Academy staff being alerted to concerns. We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;

- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides further information.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

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

Physical signs of this may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place some time later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

The physical signs of sexual abuse may include:

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the

child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

The Academy seeks advice from expert professional organisations for up to date guidance and

practical support on specific safeguarding issues. These issues may include:

- Bullying including cyberbullying
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence
- Mental Health
- Private Fostering
- Sexting
- Teenage Relationship Abuse
- Radicalisation

Supplementary guidance on the below are available as appendices at the end of this policy.

- Child Sexual Exploitation
- Female Genital Mutilation
- Trafficking

Private Fostering

Private fostering is where a child is being looked after by someone who has no parental responsibility and is not a close blood relative for the majority of a 28 day period or more. . Parental Responsibility is a key legal concept under the Children Act 1989 as it sets out the responsibility for the safeguarding and wellbeing of children. Any child who, for the majority of time, is being cared for by someone without parental responsibility and these are no close blood relatives results in private fostering .This applies to any child up to the age of 16 years, or 18 years if the young person is disabled.

Close blood relatives are defined as parents or stepparents (previous partners do not qualify), grandparents, uncles/ aunts or siblings.

Other carers could constitute private fostering. Examples of private fostering can be, Neighbours, friends of the family or the child, accommodation providers, distant relatives, non blood relatives or 'relatives' from some particular communities.

Private fostering is very different from a child being cared for by a Local Authority foster carer. It is an agreement between the child's parents and a private foster carer to look after their child, this also applies in cases where the child has decided to stay at the placement against the wishes of parents.

The Children Act 2004 sets out a mandatory responsibility for professionals to identify and notify instances of private fostering as these arrangements are made without the involvement of Local Authorities, there is a difficulty in identifying them this requires the awareness, attention and cooperation of all practitioners and partner agencies. The DSL will inform Salford private fostering on 0161 779 7860.

How to identify a privately fostered child.

Every single case of private fostering must be brought to the attention of Salford Local Authority there is a legal duty to identify all cases.

There are a number of signs that could be helpful to consider as simple general guidance, there are listed below:

- One of the parents at your school turns up with a “niece” or “nephew” that is staying with them for some time.
- A child in the class suddenly disappears without warning.
- A child in your class mentions that they are staying with a stranger or a distant relative.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT ACADEMY AND AT HOME

All staff follow the guidance issued by the DfE and the SAT. Changes to this guidance are circulated to staff.

It is **not** the responsibility of the Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the designated Safeguarding Lead) prior to any discussion with parents.

1. Staff must immediately report in writing using the correct academy referral form (to the designated Member of SLT, the DP): Appendices 6 and 7.

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child’s presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

All completed referral forms should be hand delivered to the designated safeguarding person or in their absence the Principal, who will both acknowledge receipt.

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and ensure that where necessary appropriate translation is available to allow children to express themselves clearly but without feeling threatened.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person using notes if taken and in language that is a factual account of what the child said/did, in accordance with the L1 training received by all staff.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of Academy staff
- ensure all verbal conversations are recorded in writing
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Safeguarding Lead (or deputy DP, or alternative senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by liaising with Children's Services bridge Partnership on 0161 603 4500 or the Local Authority on 0161 603 4350
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action Following a Child Protection Referral

The designated Safeguarding Lead will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the QA unit of Children's Services.
- where a child on the child protection register moves from the Academy or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal and senior designated Safeguarding Lead. These records will be copied and transferred to any Academy or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service.

Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- The Albion Academy recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Salford Academy Trust recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

Allegations Regarding Person(s) Working In or On Behalf of Academy (including Volunteers)

Where an allegation is made against any person working in or on behalf of the Academy that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document.

Investigations will be carried out under the guidance of LA and SAT procedures, with union representatives and with HR support.

Allegations against a teacher who is no longer teaching at the Academy will be referred to the police.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event involving a member of staff or other adult in the building will immediately inform the Principal
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of the LGB and the SAT Chief Executive who will determine which of them is to proceed from this point as the 'Principal' in the following steps.
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Principal will consult with the Local Authority Designated Safeguarding Lead in order to determine if it is appropriate for the allegation to be dealt with by Academy or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Principal will inform the Chair of Governors of any allegation and subsequent actions.

When determining the outcome of allegation investigations the following definitions will be used by the Academy:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The Academy will act to manage and minimize the stress inherent in the allegations process. The individual will be advised to contact their trade union representative if they have one.

Appendix 1: Tracking of Visitors, Non-Employees and Contractors

Visitors

All staff have a responsibility to ensure the following:

- Staff should pre-register their visitors at least 24 hours in advance where possible
- When collecting visitors from Reception, staff must ensure that they have signed in, had their ID checked and are wearing their visitor pass
- Staff must ensure that visitors are escorted back to Reception when departing, sign out and hand their pass back to Reception
- The presence of visitors must be communicated to any staff working in the areas where they may see them or have them come into contact with them or with students.

Visitors who are at the academy more regularly and dependent on the role they are undertaking are subject to more stringent checks, including ID checks. They may also be required to supply DBS information and supporting documents for records and noted on the SCR in the same way as a member of staff is, or to have the academy apply for a DBS check after the other documents have been checked.

Before signing in a supply member of staff, agency member of staff or interview candidate, the member of staff on Reception should carry out an ID check prior to the visitor signing in. Only photographic identification will be accepted as formal proof of identity.

Signing In

- Visitors should report to reception to register, including car registration details if they have a car in the car park.
- The visitors pass should then be printed and put into a Visitor Pass
- Visitors should be informed that their pass must be worn at all times whilst they are on the premises.
- Visitors should be reminded to sign out and return their pass when leaving.
- The member of staff on reception will inform the relevant member of staff that their visitor is ready to be collected from reception.

Signing Out

- Members of staff should escort their visitor back to Reception to ensure they sign out and return their pass.

Contractors

All contractors coming on site should be notified that they will be required to show photographic identification upon arrival.

Contractors should sign in and out in the contractors visitor log, wear their ID pass at all times whilst on site and complete the Permit to Work when necessary.

The site team should be contacted to collect the contractor from Reception.

All contractors should be accompanied by a member of the site team at all times during their visit unless:

- Students are not on site
- They have an Enhanced DBS Check by a trusted body, details of which should be passed onto HR to record

Non-Employees (Volunteers)

Any casual staff, supply agency staff whether employed directly or through an agency, volunteers, governors who also work as volunteers, and those who provide additional teaching/instruction/support for students may require a DBS check as per regulated activity guidance.

This will be determined by the completion of a Risk Assessment. The risk assessment will be completed by the Line Manager/person responsible and reviewed by HR to determine if a DBS is required. Further actions will be determined on the outcome of the Risk Assessment and countersigned by the Principal or HR.

Breach of Process

Continued failure to adhere to the above process will result in the HR and appropriate line managers being informed and may result in disciplinary action.

APPENDIX 2; the Albion Academy Policy Statement - Enrichment Registration and Student Safety

1. There is an Enrichment Board in the Main Office that has the enrichment timetable posted on it. On the enrichment timetable is the member of staff who is running the enrichment and where it is taking place.
2. Members of staff who are running the enrichment will keep a register of the students who are attending the enrichment. They will keep a register of the students who are attending the enrichment and be responsible for those students. The register will be kept by the member of staff in charge of the enrichment.

APPENDIX 3; Child Sex Exploitation

What is Child Sexual Exploitation?

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited

- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited**.

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Any concerns regarding CSE should be referred to the DSL at the Academy immediately. The DSL will contact the PROTECT team on 0161 226 3060

APPENDIX 4; Female Genital Mutation (FGM)

Female Genital Mutation (FGM)

What is FGM?

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

It is mandatory under the Serious Crime Act 2015 for health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police.

Reasons given for FGM

- It brings status and respect to the girl.
- It preserves a girl's virginity/chastity.
- It is part of being a woman.
- It is a rite of passage.
- It gives a girl social acceptance, especially for marriage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfils a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

FGM happens to British girls in the UK as well as overseas (often in the family's country of origin)

Identifying girls and women that are at risk. At the Albion we believe that all our pupils should be kept safe from harm. It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison. We have a duty to report concerns we have about girls at risk of FGM to the police and social services.'

- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl or woman may have frequent urinary or menstrual problems. There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.

Identifying girls and women that may have recently undergone FGM.

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.

Traditional and local terms for FGM.

Country	Term used for FGM	Language	Meaning
EGYPT	Thara	Arabic	Deriving from the Arabic word 'tahaar' meaning to clean / purify
	Khitan	Arabic	Circumcision - used for both FGM and male circumcision
	Khifad	Arabic	Deriving from the Arabic word 'khafad' meaning to lower (rarely used in everyday language)
ETHIOPIA	Megrez	Amharic	Circumcision / cutting
	Absum	Harrari	Name giving ritual
ERITREA	Mekhnishab	Tigreigna	Circumcision / cutting
KENYA	Kutairi	Swahili	Circumcision - used for both FGM and male circumcision
	Kutairi was ichana	Swahili	Circumcision of girls
NIGERIA	Ibi / Ugwu	Igbo	The act of cutting - used for both FGM and male circumcision
	Sunna	Mandingo	Religious tradition / obligation - for Muslims
SIERRA LEONE	Sunna	Soussou	Religious tradition/ obligation - for Muslims
	Bondo	Temenee	Integral part of an initiation rite into adulthood - for non Muslims
	Bondo / Sonde	Mendee	Integral part of an initiation rite into adulthood - for non Muslims
	Bondo	Mandingo	Integral part of an initiation rite into adulthood - for non Muslims
	Bondo	Limba	Integral part of an initiation rite into adulthood - for non Muslims
SOMALIA	Gudiniin	Somali	Circumcision used for both FGM and male circumcision
	Halalays	Somali	Deriving from the Arabic word 'halal' ie. 'sanctioned' -

			implies purity. Used by Northern & Arabic speaking Somalis.
	Qodiin	Somali	Stitching / tightening / sewing refers to infibulation
SUDAN	Khifad	Arabic	Deriving from the Arabic word 'khifad' meaning to lower (rarely used in everyday language)
	Tahoor	Arabic	Deriving from the Arabic word 'tahar' meaning to purify
CHAD - the Ngama	Bagne		Used by the Sara Madjingaye
Sara subgroup	Gadja		dapted from 'ganza' used in the Central African Republic
GUINEA-BISSAU	Fanadu di Mindjer	Kriolu	'Circumcision of girls'
	Fanadu di Omi	Kriolu	'Circumcision of boys'
GAMBIA	Niaka	Mandinka	Literally to 'cut /weed clean'
	Kuyango	Mandinka	Meaning 'the affair' but also the name for the shed built for initiates
	Musolula Karoola	Mandinka	Meaning 'the women's side' / 'that which concerns women'

For further information please see the government website below.

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

APPENDIX 5; Trafficking

Trafficking

Why do people traffic?

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry.

Why is trafficking possible?

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked. The factors listed below are by no means a comprehensive list:

- poverty;
- lack of education;
- discrimination;
- cultural attitudes;
- grooming;
- dysfunctional families;
- political conflict and economic transition and
- inadequate local laws and regulations.

Methods used to control a child in order to coerce them into submission include:

- confiscating the child's identity documents;
- threatening to report the child to the authorities;
- violence, or threats of violence, towards the child;
- threats of violence towards members of the child's family;
- keeping the child socially isolated;
- keeping the child locked up;
- telling children that they owe large sums of money and that they must work to pay this off;
- depriving the child of money; and
- frightening children with threats based on cultural or belief systems, for example, witchcraft or spirit possession.

Whilst the majority of child trafficking cases known about involve cross border movement, it is also known that child trafficking occurs within the UK.

Identifying trafficked children

- Possible indicators that a child has been trafficked might include
- has entered the country illegally;
- has no passport or other means of identification;
- has false documentation;
- possesses money and goods not accounted for;
- is malnourished;
- is unable to confirm the name and address of the person meeting them on arrival;
- has had their journey or visa arranged by someone other than themselves or their family;

- is accompanied by an adult who insists on remaining with the child at all times;
- is withdrawn and refuses to talk or appears afraid to talk to a person in authority;
- has a prepared story very similar to those that other children have given;
- exhibits self-assurance, maturity and self-confidence not expected to be seen in a child of such an age;
- does not appear to have money but does have a mobile phone; and/or
- is unable, or reluctant to give details of accommodation or other personal details.
- receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- has a history with missing links and unexplained moves;
- has gone missing from local authority care;
- is required to earn a minimum amount of money every day;
- works in various locations;
- has limited freedom of movement;
- appears to be missing for periods;
- is known to beg for money;
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- is one among a number of unrelated children found at one address;
- has not been registered with or attended a GP practice;
- has not been enrolled in school;
- has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings;
- is permanently deprived of a large part of their earnings by another person; and/or
- is excessively afraid of being deported.

This is not an extensive list and further information can be found in

Safeguarding children who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

APPENDIX 7; Referral Form for Safeguarding Concern

Safeguarding Concern

The information on this form is strictly confidential. Please complete the form and check that it is legible.

Child's Name	
Year	
Date	
Time	
Outline your concerns (use a separate sheet if necessary)	
Action Taken	
Your Details:	
Name	
Job Title	
Name & Job Title of any other staff involved:	

Your signature:

Date: **Time:**

Documents for Reference

DfE Documents

www.teachernet.gov.uk/childprotection

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

www.everychildmatters.gov.uk/safeguarding

Academy Documents

Related Academy Policies including; Recruitment and Selection Policy