

## Safeguarding Procedure

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### What you should do:

- Immediately report any concerns about a child to the Designated Safeguarding Lead (DSL) or a deputy DSL.
- Record what has been said on CPOMS or, if you are not a FMPA member of staff, on paper record which can be found in the staff room on the safeguarding board (sign and date it). Give it to the DSL.
- Keep what has happened confidential once you have reported to the DSL.
- It is not your job to investigate concerns about a child or talk to the parents. The Designated Safeguarding Lead will take responsibility for this.
- Report concerns about the behaviour of a staff member to the Principal (or Vice Principal in their absence). Concerns about the Principal should be reported to Cathy Brown (Chair of Academy Council).

### If a child makes a disclosure:

- Treat what the child tells you seriously and reassure them they have done the right thing by telling you.
- Do not question the child or give suggestions, ideas or words.
- Do not promise to keep what they have said a secret.
- Tell the child you will have to pass on what they have said.
- Immediately report the information to the Designated Safeguarding Lead or a deputy.
- Record what has been said on CPOMS or, if you are not a FMPA member of staff, on paper record which can be found in the staff room on the safeguarding board (sign and date it). Also make a note of any injuries.

The Designated Safeguarding Lead will gather information and decide on next steps, including whether to refer to Children's Social Care.

### Safeguarding Information - Staff and Visitors Leaflet

*Every member of staff has a duty of care to safeguard children. Take immediate action if you have any concerns.*

#### Contact the Safeguarding Team

**Designated  
Safeguarding Lead**



Jay Virk

**Academy council  
chair**



Cathy Brown

**Safeguarding  
councillor**



Emma Tuffey

#### Deputy safeguarding leads:



Liam  
Johnson



Karla  
Hussey



Alexander  
Ashcroft



Nadine  
Handford-Glaze



Laura  
Hardman



Claire  
Black

## Indicators of Child Abuse

### Physical

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 of a child.

### Emotional

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 a child that they are worthless, unloved inadequate, or valued only in so far as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say and how they communicate.
- Seeing or hearing the ill-treatment of another.
- Interactions that are beyond limitation of exploration and learning or preventing the child participating in normal social interaction.
- Serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

### Neglect

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

- Provide adequate food, clothing, and shelter (including exclusion from home abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

### Sexual Abuse

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. May involve:

- Physical contact, including penetration (e.g., rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.
- Non-contact activities, including children looking at, or in the production of sexual images and watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

### Sexual Exploitation

When a child receives 'something' (e.g., food, drugs, alcohol, gifts, affection, money, etc.) as a result of them engaging in sexual activities. Can also include grooming. Significant indicators include:

- Having a relationship of concern with a controlling adult or young person (may involve abuse of gang activity).
- Possessing unexplained amounts of money, clothing or other items.
- Frequenting areas known for 'risky' activities.
- Being groomed or abused online.
- Having unexplained contact with hotels, taxi companies or fast-food outlets.

### Sexual Harassment

Unwanted conduct of a sexual nature which can occur online and offline. Can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.

### Sexual violence

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 including, Rape, Assault by Penetration and Sexual Assault.