

Bay Learning Academy CIC

Safeguarding & Child Protection Policy 2024 - 2025

Statement of Policy

Bay Learning Academy recognises its moral duty to promote the well-being of children, protect them from harm, and respond to child abuse.

We believe that every child regardless of age, gender, special needs or disability, racial/cultural heritage, religious belief or sexual orientation always has and, in all situations, a right to feel safe and protected from any situation or practice that impairs the development of a child's mental and physical health.

We recognise that some children have an increased risk of abuse, and additional barriers can exist for some children concerning recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We are acutely aware of the following risk factors within safeguarding:

- Learners with special educational needs (SEN) or disabilities or health conditions
- Learners that are young carers – officially or unofficially
- Learners who are young parents or pregnant
- Learners who may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Learners who speak English as an additional language
- Learners who are living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Learners who are at risk of FGM, sexual exploitation, criminal exploitation, forced marriage, or radicalisation
- Learners who are asylum seekers
- Learners that are at risk due to either their own or a family member's mental health needs
- Learners that are Children Looked After (CLA) or Previously Looked After Children (PLAC)
- Learners who are absent or missing from education
- Learners whose parent/carer has expressed an intention to remove them from school to be home-educated
- Learners at risk from online harms

We agree that we have primary responsibility for the care, welfare and safety of the learners in our charge, and we will carry out this duty through our teaching and learning, enrichment activities, pastoral care and every area of our policy and practice. To achieve this, all members of staff (including

volunteers and Directors) in the organisation, in whatever capacity, will always act proactively in child welfare and safeguarding matters.

The organisation hopes that parents/carers and learners will feel free to talk about any concerns and will see Bay Learning Academy as a safe place.

We want to assure learners that their worries and fears will be taken seriously if they seek help from a member of staff. Staff will never promise secrecy; however, all concerns will be dealt with confidentially. A referral may be needed to an outside organisation to safeguard the child's or someone else's welfare.

If staff have concerns that a learner is at risk from physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action under the procedures issued by either Hull Safeguarding Children's Partnership - HSCP -

<https://hullscp.trixonline.co.uk> or East Riding Safeguarding Children Partnership - ERSCP

<https://www.erscp.co.uk/policies/> depending on the LA the learner lives within.

The organisation recognises and acts upon its moral duty to protect its learners and staff from harm and to collaborate with and work alongside other agencies in carrying out that duty and responding to abuse.

Links to Policies and Legislation

The Organisation recognises that safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Legislation and statutory guidance are the basis of this policy, and it will be updated to reflect any changes to government policy and guidance.

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by Hull Safeguarding Children's Partnership and East Riding Safeguarding Children's Partnership.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, places a duty on schools and local authorities to safeguard and promote the welfare of learners
- The School Staffing (England) Regulations 2009, set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment

panel to be trained in safer recruitment techniques

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, places a duty on academies and independent schools to safeguard and promote the welfare of learners at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, places a statutory duty on teachers to report to the Police when they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities regarding safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, defines what 'regulated activity' is concerning children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 concerning protecting people from the risk of radicalisation and extremism

This policy also complies with our funding agreement and articles of association.

Aims

The Organisation will aim to protect and safeguard children and young people. We will:

- assert that members of staff (including volunteers) in the organisation are an integral part of the child safeguarding process
- accept that safeguarding children is wholly compatible with their primary teaching and learning responsibilities
- recognise that safeguarding children in the organisation is a responsibility for all staff, including volunteers and Directors
- ensure, through training and supervision that all staff are alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions
- designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice and is responsible for coordinating action within the organisation and liaising with other agencies
- share our concerns with others who need to know and assist in any referral process
- ensure that all members of staff and volunteers who have a concern that a learner may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated

member of staff

- ensure that all learners understand how to keep themselves safe and report safeguarding concerns including but not exclusively; allegations against staff and peer-on-peer abuse, FGM, Honour Based Violence, CSE, and online bullying and abuse
- ensure through our recruitment and selection of volunteers, Directors and paid employees that all people who work in the organisation are suitable to work with children
- act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children
- ensure that safeguarding issues and information are explored via Relationship and Sex Education and Health Education. The wider curriculum and personal development programme ensure learners understand risks and dangers and can make informed choices to keep themselves safe in the organisation, their communities and online.

This Safeguarding Policy applies to all organisation staff and volunteers and is mandatory.

This policy is available on the organisation's website and is available to anyone as a hard copy upon request.

The Organisation provides a clear framework to:

- prevent unsuitable people working with learners
- identifying learners who are at risk of and or are likely to suffer significant harm and take appropriate action to make sure they keep safe
- promote safe practice and challenge poor and unsafe practice
- guide staff to ensure that their actions do not place learners at risk of harm, or themselves at risk from an allegation of harm (see Staff Code of Conduct)

Procedures

In line with the DfE guidance Safeguarding Children and Safer Recruitment in Education (2007) and with Bay Learning Academy Safer Recruitment Policy, to ensure that children are protected whilst at the organisation, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. Short-listed staff will be informed that online checks may be done as part of the recruitment process.

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All staff will be expected to complete training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively.

The Single Central Record

This working document is updated and monitored each month by Bay Learning Academy directors with the details of all or any staff who are employed to work at the Organisation or work with our learners in any capacity. See SCR Policy.

Signing in to Bay Learning Academy

All visitors to the Academy must sign in at the main Reception and will receive a visitor's badge which must be always worn whilst on site

Staff Safeguarding Training

The Designated Safeguarding Lead is trained to Level 4 Safeguarding and Education

All staff are trained to Level 2 Safeguarding in Education.

All staff are trained and familiar with the latest Keeping Children Safe in Education document

All staff are trained in Level 2 Food Hygiene

All staff are trained in Online Safety and Harms

Volunteers

All volunteers will work under the direct supervision of a member of staff, and at no time have one-to-one contact with our learners. Volunteers will be subject to the same protocol under Safeguarding Children and Safer Recruitment in Education guidelines.

Where performers, celebrities or other adults visit the Organisation to deliver information, presentations or performances to learners they will always be under the direct supervision of a member of staff.

Before and After School Hours

The organisation does not lease the premises or buildings out nor does it operate before or after school hours.

The Designated Safety Team

The designated Safety Team are:

Designated Safeguarding Lead – Leila Goring

Deputy Designated Safeguarding Lead – Sam Watson

Director of Safeguarding – Sarah Drummond

Online Safety Lead – Eleanor Goring

Learner Welfare Lead (including Anti-bullying) – Nicola Thompson

CLA Designated Teacher – Leila Goring

First Aid Officers – Sammi Wainwright, Nicola Thompson & Jodi Foston

Managing Disclosures of Abuse

Bay Learning Academy staff and volunteers should make themselves available to listen and demonstrate to the learner that what he/she is saying is being taken seriously, without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate.

Any concerns about learners must be discussed in the Safety Team meetings as soon as possible and at the latest by the end of the timetabled day.

Where the disclosure relates to actual abuse or the suspicion of abuse, the DSL will report the disclosure to the local Social Services Department within 24 hours.

Allegations against Bay Learning Academy Staff

This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

children

Where an allegation or complaint is made against any member of staff or volunteer, the matter should be reported immediately to the DSL or Principal.

Where an allegation or cause for concern is made against the DSL the matter should be reported immediately to the Principal. Where an allegation or complaint is made against the Principal, the matter should be reported to the directors.

Bay Learning Academy will consider the available options, including suspending and redeployment of the member of staff or volunteer. In doing so, Bay Learning Academy and the Principal will ensure that their primary concerns are the safety and well-being of the learners and the need for a full and fair investigation.

Where Bay Learning Academy ceases to employ or use the services of any person (Academy staff, volunteer or any other person) because it was considered that the person was unsuitable to work with children, a report will be made to Disclosure and Barring Service (DBS) promptly and in any event within 28 days. The staff member will not be offered a compromise agreement.

Roles and Responsibilities

Every member of Bay Learning Academy staff and volunteers should:

- not assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with the Safety Team
- protect children from abuse, neglect and harm
- be aware of Bay Learning Academy's child protection procedures
- know how to access and implement those procedures
- always follow those procedures
- report all safeguarding concerns to the DSL and Safety Team
- keep a record of any significant safeguarding concern, conversation or incident
- undertake appropriate training including refresher training every three years
- report all low-level concerns to the Safety Team

Referring Learners to Social Services

The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgment. These decisions must only be taken by the DSL and the Principal following consultation with the referring school and the local Social

Services Department.

The consent of parents/carers should be obtained before making a formal referral unless doing so could place the child at risk of significant harm.

Where disclosure relates to actual abuse or the suspicion of abuse, the DSL will report the disclosure to the local Social Services Department within 24 hours.

In the event of Bay Learning Academy making a referral to Social Services, they should agree with the recipient of the referral on what exactly the child and parents/carers will be told, by whom and when. The DSL should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The DSL should be prepared to contribute to the strategy discussion.

Social Services are required to acknowledge written referrals within one working day. If Bay Learning Academy has not heard from Social Services after two working days, Bay Learning Academy should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom Bay Learning Academy has spoken, should be kept.

Staff & Volunteer Self-Protection

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

These include:

- Avoid situations where a staff member or volunteer is on their own with a child, including off-Bay Learning Academy site
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisation's accident book
- Keep written records of any allegations a child makes against staff and volunteers and report in line with this policy
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Child Protection Coordinator
- Adhere to Bay Learning Academy policies on Behaviour Management
- Adhere to the Staff Code of Conduct

Dealing with Concerns

Bay Learning Academy recognises that children cannot be expected to raise concerns in an environment

where staff fail to do so.

Where Bay Learning Academy staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, they must raise concerns.

Bay Learning Academy staff or volunteer should bring their concerns to the attention of the DSL, or in a case where the concerns relate to the actions or inaction of the DSL, to the Principal.

Appendix 1 Key Contacts

Referrals of all children in need, including those where there are child protection concerns, will be made to:

Leila Goring

leila@baylearning.academy

Kingston upon Hull

Children's Social Care (Local Authority)

Early Help and Safeguarding Hub (01482) 448879

Emergency Duty Team (01482) 300304

Hull Safeguarding Children's Partnership (01482) 846082

Local Authority Designated Officer (01482) 790933

Police Public Protection Unit via non-emergency 101

East Riding of Yorkshire
Children's Social Care (Local Authority)

Early Help and Safeguarding Hub (01482) 395500

Call Centre (01482) 393939

Children's Services (01482) 396840

Emergency Duty Team (01377) 241273

Child Protection Administrator	(01482) 396472
East Riding Safeguarding Children Board	(01482) 396998/9
Local Authority Designated Officer	(01482) 396999
Police Family Protection Team	0845 6060222 Ext. 2407

Appendix 2 Guidance on Identifying Abuse

What is Abuse and Neglect?

The definitions in this document are drawn from Working Together to Safeguard Children. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others (e.g. via the Internet). They may be abused by an adult or adults, or another child or children.

Abuse can fall within the following four categories:

Physical Abuse: may involve hitting, shaking, throwing, burning or scalding, or otherwise causing physical harm to a child

Emotional Abuse: persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are

worthless or unloved, inadequate or unvalued. It may feature age or developmentally inappropriate expectations being imposed on a child, or causing children to feel frightened or in danger

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether the child is fully aware of what is happening and whether such an act was consensual. It may involve physical contact and/or non-contact activities such as involving children in looking at, or the production of, pornographic material, watching sexual activity or encouraging children to behave in sexually inappropriate ways

Neglect: the persistent failure to meet a child's basic physical, emotional and/or psychological needs. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failing to ensure access to appropriate medical care or treatment

Who abuses children?

Abusers can be parents, carers, siblings or members of the extended family, neighbours, teachers, strangers or other learners; in short, an abuser could be anyone. The child can be at risk of abuse because of any contact with an adult or another child.

Recognition of Harm

The harm, or possible harm, of a child, may come to your attention in several possible ways:

- Information given by the child, his/her friends, a family member or close associate
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play

An injury which arouses suspicion because:

- It does not make sense when compared with the explanation given the explanations differ depending on who is giving them (e.g. differing explanations from the parent/carer and child)
- The child appears anxious and evasive when asked about the injury

Substance Misuse: The potential for a child to be harmed because of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life.

Bullying: This can be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The

damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.

Female Genital Mutilation (FGM): FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. All staff working with children under the age of 18 have a mandatory duty to report disclosures relating to FGM.

Signs of Possible Female Genital Mutilation

A professional may hear a reference to FGM in conversation, for example, a girl may tell other children about it

A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'

A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk

Parents state that they or a relative will take the child out of the country for a prolonged period

A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent

Parents seeking to withdraw their children from learning about FGM

Professionals must look out for signs that FGM has already taken place so that:

- The girl or woman affected can be supported to deal with the consequences of FGM
- Enquiries can be made about other female family members who may need to be safeguarded from harm
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm

There are several indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods away from a classroom during the day with bladder or menstrual problems
 - A girl or woman may have frequent urinary, menstrual or stomach problems
- There may be prolonged or repeated absences from Bay Learning Academy or college
- A prolonged absence from Bay Learning Academy 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
- A girl may talk about pain or discomfort between her legs

Full guidance on safeguarding children at risk of FGM can be found in

www.gov.uk/government/publications/female-genital-mutilation-guidelines

Honour Based Abuse

Honour-based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

In law, it is now included in legislation against domestic violence.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour-based violence might be committed against people who:

become involved with a boyfriend or girlfriend from a different culture or religion

want to get out of an arranged marriage

want to get out of a forced marriage

wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour-based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Forced marriage
- Being held against your will or taken somewhere you don't want to go
- Assault

A forced marriage is carried out without the consent of both people. This is very different to an arranged

marriage, which both people will have agreed to. No religion says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

Any suspected instances of honour-based abuse should be reported to the DSL immediately or directly to the Police if it is believed that the victim is in immediate danger of harm or being taken out of the area or country.

Anyone with suspicions of a case of forced marriage or other honour-based abuse should bear in mind that the response of mediation by Bay Learning Academy or any external agency can be extremely dangerous for the victim. Refusal to go through with a forced marriage has been linked in the past to murder of the non-consenting, usually female, person and young people have been murdered while mediation is ongoing.

No contact home should be made or attempted following a disclosure of this nature. The DSL or Principal should be informed immediately, and a report made to the Police.

The victim should always be spoken to on their own and consideration given to the need for immediate protection and placement away from the family.

Never allow the young person to have unsupervised contact with their family even if they request it.

Sources of support in suspected Honour-Based Abuse:

Karma Nirvana Honour Network Helpline: Karma Nirvana is a national charity working to support victims of forced marriage and honour-based violence. They run a 24/7 helpline for victims of forced marriage and honour-based violence as well as for professionals and others working to support the victims. All call handlers have experience in assessing risk in cases of forced marriage and honour-based violence. To get free and confidential help call: 0800 5999 247

The Forced Marriage Unit (FMU) operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice to aiding a victim to prevent their unwanted spouse from moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescue victims held against their will overseas.

Telephone: +44 (0) 20 7008 0151 Email: fmu@fco.gov.uk

Radicalisation

The Counterterrorism and Security Act 2015 (The Prevent Duty) section 26 places a duty on schools to give 'due regard to the need to prevent people from being drawn into terrorism. Staff working with children and young people should be aware of this legislation and work to prevent radicalisation in all

its forms. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. For this reason, signs that a learner is at risk of radicalisation should be treated as a safeguarding concern and reported to the DSL following Bay Learning Academy procedures as outlined in this policy.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff can call to raise concerns about extremism concerning a learner. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Signs of being at Risk of Radicalisation

Some learners may be at risk of becoming radicalized by extremist ideologies they encounter through the internet or other sources. Reasons why a child might be vulnerable to radicalisation include:

- Identity
- The learner is distanced from their cultural/religious heritage and experiences
- Discomfort about their place in society
- Personal Crisis – the learner may be experiencing family tensions
- A sense of isolation
- Low self-esteem
- They may have dissociated from their existing friendship group and become involved with a new and different group of friends
- They may be searching for answers to questions about identity, faith and belonging

Personal Circumstances

Personal circumstances include:

- Migration
- Local community tensions; and
- Events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government

policy

Unmet Aspirations:

- The learner may have perceptions of injustice
- A feeling of failure
- Rejection of civic life

Experiences of Criminality:

- Involvement with criminal groups
- Imprisonment; and
- Poor resettlement/reintegration on release

Special Educational Needs:

- Social interaction
- Empathy with others
- Understanding the consequences of their actions; and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

Suspicions that a child is at risk of radicalisation should be reported to the DSL following Bay Learning Academy safeguarding reporting procedures.

Absent children and Child Missing Education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning

sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Elective Home education

Parents have the right to electively home-educate their children; however, our academies will follow set procedures to ensure parents are fully aware of the duty this places on them.

We believe there are times when it is inappropriate to authorise EHE even if we are unable to resist the parents' right to do so. If we do not believe that EHE is appropriate, academies will work with the Local Authority to encourage parents to re-admit their child.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or threatening other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late; and

- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child abuse. Working Together to Safeguard Children (2015) (updated 2017) provides the following definition

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

The 2009 statutory guidance Safeguarding Children and Young People from Sexual Exploitation provides the following description:

Sexual exploitation of children and young people under 18 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) because 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.

The impact of Child Sexual Exploitation

Children who are sexually exploited may suffer impairment of health and well-being in all areas of their development and are also vulnerable to a variety of other forms of abuse, including physical and emotional abuse, intimidation and extortion. Other impacts include:

Immediate health risks due to the personal circumstances of individuals, e.g. there may be problems associated with drug or alcohol use, homelessness and lack of attention to their physical health, Risks of emotional and psychological harm to children and young people through the sexual exploitation they experience. There may also be other harmful symptoms, for example, depression, suicide attempts, self-mutilation, withdrawal and other disorders as a result. Young people who are sexually exploited may run away, and be physically injured and their health may deteriorate because of sexual activity or

misuse of drugs or alcohol. It can put the young person at increased risk of sexually transmitted infections (including HIV), unplanned pregnancy and abortion, as well as long-term sexual and reproductive health problems.

Long-term risks for children who are sexually exploited, particularly with respect of their education and social development.

Children and young people are likely to be victims of and witnesses to sexual exploitation and other crimes, and they would likely be at risk if they report the information they have of their involvement and knowledge.

Children and young people who frequently go missing from home or care are particularly vulnerable to sexual exploitation.

All suspicions that a child is being sexually exploited or vulnerable to sexual exploitation should be reported to safeguarding immediately.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to-parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. Bay Academy is informed via Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure the compliance of victims

Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap victims (and their families) if they attempt to leave the county lines network.

Several of the indicators for CSE and CCE as detailed above may apply to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

At Bay Academy, we will treat any child who is criminally exploited as a victim first and refer to Children's Social Care immediately.

Modern Day Slavery

Modern Slavery is a serious crime. It encompasses slavery, servitude, forced or compulsory labour and human trafficking. Modern Slavery victims can often face more than one type of abuse and slavery, for example, if they are sold to another trafficker and then forced into another form of exploitation. A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do. Staff should be mindful that learners may be living with parents or family who are victims of modern-day slavery and should report concerns where it appears parents/carers are working unreasonably long hours away from any reasonable means of contact in an emergency. The nature of trafficking means that the families of EAL learners may be more at risk.

Peer-On-Peer Abuse

At Bay Academy, we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-to-peer abuse is

unacceptable and will be taken seriously.

Most cases of learners hurting other learners will be dealt with under Bay Learning Academy's Behaviour for Learning Policy, but the guidance within this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is a serious, and potentially criminal offence
- Could put learners in Bay Learning Academy at risk
- Is violent
- Involves learners being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- Upskirting – this has become a criminal offence following changes to the Voyeurism Act 2019. Please note this offence does not solely relate to females, as males can also be victims of this form of harmful behaviour

If a learner makes an allegation of abuse against another learner:

- You must tell the DSL or another member of the Safety Team and record the allegation but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate and liaise with other agencies for support and advice for all parties.

Bay Learning Academy will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, and initiation or hazing type violence concerning boys
- Ensuring the curriculum helps to educate learners about appropriate behaviour and consent via Bay Learning Academy PSHE programme
- Ensuring that learners are aware of their duty to report peer-on-peer abuse to the Safeguarding Team or other members of Academy staff to ensure all learners are safe within the Academy
- Ensuring learners know they can talk to staff confidentially by visiting the Safeguarding Team in person

- Ensuring staff are trained to understand that a learner harming a peer could be a sign that the child is being abused themselves and that this would fall under the scope of this policy

The following may help Bay Learning Academy staff be aware of possible signs of abuse, but these do not necessarily mean that the child has been abused:

Physical Abuse

Unexplained injuries/burns

Untreated injuries

Bruises/abrasion around the face

Bi-lateral injuries e.g. two bruised eyes

Bite marks

Bruising abrasions to lips, cheeks, outer ear

Emotional Abuse

Excessive overreaction to mistakes

Continual self-deprecation

Excessive rocking, thumb sucking, hair twisting

Extreme compliance/aggression

Drug, alcohol and substance misuse

Significant peer relationship difficulties

Sexual Abuse

Sexual awareness inappropriate to child's age, including provocative sexual behaviour

Self-harm

Pregnancy

Sexually transmitted diseases

Sudden changes in behaviour or performance

Fear of undressing for sports activities

Depression/withdrawal

Drug, alcohol, and substance abuse

Neglect

Constant hunger, tiredness and/or poor personal hygiene

Untreated medical problems

Destructive tendencies

Social isolation

Poor self-esteem and/or relationship with peers

Excessive rocking, hair twisting, thumb sucking