



# **Safeguarding & Child Protection Policy**

## **2020-2021**

## Safeguarding & Child Protection Policy

### 1 Statement of Policy

#### 1.1 Sirius Academy West fully recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse.

- 1.2 We believe that every child regardless of age, gender, special needs or disability, racial/cultural heritage, religious belief or sexual orientation has at all times 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.
- 1.3 We recognise that children with special educational needs, those in local authority care, asylum seekers, young carers and those with disabilities may be more vulnerable to abuse and face additional safeguarding challenges.
- 1.4 We agree that we have a primary responsibility for the care, welfare and safety of the students in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care, extended Academy activities and every area of our policy and practice. In order to achieve this, all members of staff (including volunteers, Directors and temporary staff including those from external agencies and supply teachers) in the Academy, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.5 The Academy seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Academy hopes that parents/carers and children will feel free to talk about any concerns and will see the Academy as a safe place if there are any difficulties at home.
- 1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. Staff cannot promise secrecy if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 1.7 In the Academy, if we have suspicions that a child's 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 in accordance with the procedures issued by the Hull Safeguarding Children's Partnership (HSCP).
- 1.8 The Academy recognises and acts upon its legal duties set out in the relevant statutes, regulations and guidance, to protect its students (and Academy staff) from harm, and to cooperate with other agencies in carrying out those duties and responding to abuse.

## 2 Other Policies/Information

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

- PSHE Policy (including Relationship and Sex Education and Health Education)
- Anti-Bullying Policy
- Behaviour for Learning Policy
- Health & Safety Policy\*
- Single Equality Scheme Policy
- Whistleblowing Policy\*
- The Staff Conduct and Professional Expectations Policy\*

*\*Trust specific*

2.2 The Academy 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.

2.3 Legislation and statutory guidance is 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.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- The School Staffing (England) Regulations 2009, which 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, which places a duty on academies and independent schools to safeguard and promote the welfare of students 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, which places a statutory duty on teachers to report to the Police where 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 with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

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

### 3 Aims

#### 3.1 The Academy will aim to protect and safeguard children and young people. We will:

- assert that teachers and other members of staff (including volunteers) in the Academy are an integral part of the child safeguarding process
- accept that safeguarding children is an appropriate function for all members of staff in the Academy, and wholly compatible with their primary teaching and learning responsibilities
- recognise that safeguarding children in the Academy is a responsibility for all staff, including volunteers, Governors and Directors
- ensure, through training and supervision that all staff and volunteers in the Academy 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 Academy and liaising with other agencies
- ensure (through the designated member of Academy staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Hull Safeguarding Children's Partnership (HSCP)
- share our concerns with others who need to know and assist in any referral process
- ensure that all members of Academy staff and volunteers who have suspicion that a student may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated member of Academy staff who will refer onto Children's Services in accordance

with the procedures issued by Hull Safeguarding Children's Partnership

- safeguard the welfare of children whilst in the Academy, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- ensure that all Academy staff are aware of the child protection procedures established by Hull Safeguarding Children's Partnership (HSCP)
- and, where appropriate, the Local Authority, and act on any guidance or advice given by them
- ensure that all students 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 on-line bullying and abuse
- ensure through our recruitment and selection of volunteers, Governors, Directors and paid employees that all people who work in the Academy 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 academy utilises Jigsaw PSHE programme) The wider curriculum and personal development programme (which includes Pledges, tutor time and assemblies) ensures students understand risks and dangers and can make informed choices to keep themselves safe in the Academy, their communities and on line.

3.2 This Safeguarding and Child Protection Policy applies to all members of Academy staff and volunteers and is mandatory.

3.3 This policy must be available to all Academy staff and volunteers and is available to parents/carers upon request and on the Academy website.

3.4 The Academy provides a clear framework to:

- prevent unsuitable people working with students
- identifying students who are at risk of and or are likely to suffer significant harm and take appropriate action with the aim of making sure they keep safe
- promote safe practice and challenge poor practice and unsafe practice
- provide guidance for staff to ensure that their actions do not place students at risk of harm, or themselves at risk from an allegation of harm (see The Constellation Trust Staff Code of Conduct and Professional Expectations Policy)

## 4 Procedures

- 4.1 In line with the **DfE** guidance **Safeguarding Children and Safer Recruitment in Education (2007)** and with the Safer Recruitment Policy procedures outlined in this policy, in order to ensure that children are protected whilst at the Academy, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 4.2 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.
- 4.2.1 All new staff at the Academy (including volunteers) will receive basic child protection information (“What to Do If You Suspect a Child Is Being Abused”) and a copy of this policy within one week of starting their work at the Academy.
- 4.2.2 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 Academy will provide this training through the designated person.

**Staff will complete refresher training every three years and the Designated Person every two years.**

### 4.3 The Single Central Record

- This working document is updated regularly by Human Resources with the details of all staff who are employed to work at the Academy, all Academy staff who are employed as supply staff and anyone who is to work regularly with children

### 4.4 Supply Staff

- The Academy only employs from one Supply Agency who provides information on each member of supply staff with their appropriate safeguarding check information, DBS check, information regarding completed safeguarding and Head of School induction. Supply staff are met by the Senior Cover Supervisor and provided with the Supply Staff Handbook which details the Academy systems and safeguarding procedures

### 4.5 Safeguarding Leaflet

- This is available at the reception and will be offered to all visitors to the Academy, detailing safeguarding procedures, named staff and fire and first aid procedures.

#### 4.6 **Signing in to the Academy**

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

#### 4.7 **Staff Safeguarding Training**

- All staff at the Academy are trained to Level One Safeguarding in Education. Senior Leadership Team and Heads of Year are trained to Level Two Further Child Protection and Safeguarding.

### 5 **Volunteers**

5.1 Where a parent/carer or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. Volunteers will be subject to the same protocol in accordance with Safeguarding Children and Safer Recruitment in Education guidelines.

5.2 Where performers, celebrities or other adults visit the Academy to deliver information, presentations or performances to students they will be under the direct supervision of a member of staff at all times.

#### 5.3 **Before and After Academy Hours Activities**

- Where the Academy transfers control of use of premises to bodies (such as sports clubs) to provide out of Academy hours' activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the Academy on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

#### 5.4 **Contracted Services**

- Where the Academy contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the Academy on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## 6 The Designated Personnel (DP)

6.1 The designated personnel for child protection issues include:

- Inclusion Leader & SENCO (DDSL)
- Safeguarding Officer
- Deputy Head of School - Safeguarding & Inclusion (DSL)
- Link Governor/Director for Safeguarding

### 6.2 The roles of the Designated Personnel

6.2.1 Where there are concerns about the welfare of any child or young person all Academy staff/volunteers have a duty to share those concerns with the Designated Safeguarding Lead. The Designated Safeguarding Lead is responsible for:

- ensuring that all cases of suspected or actual child protection concerns are investigated and managed in accordance with the guidance and regulations of Academy protocol
- referring cases of suspected abuse or allegations to the local Social Services Department or the Police (NPCC – when to contact the police should help DSL to decide when this appropriate) Public/Family Protection Unit as appropriate and in accordance with HSCP and ERSCB procedures
- ensuring that he/she is aware of the latest national and local guidance and requirements and will keep the Head of School, Academy staff and volunteers informed as appropriate
- ensuring that the Head of School, Academy staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including, but not limited to part-time staff, peripatetic staff, newly appointed staff, before/after Academy care staff, volunteers, catering staff, cleaning staff and caretakers
- receiving appropriate training in child protection matters, to include both national and local bodies, at least every three years
- acting as a source of advice, support and expertise within the Academy and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm
- alerting the Local Authority when a student is believed to be living in a Private Fostering arrangement. This is defined as when a student is residing with someone who is not a parent, friend or other 'connected person' for 28 consecutive days. This is a mandatory duty



### 6.2.2 To be effective the Designated Personnel will:

- cascade safeguarding advice and guidance issued by the Hull Safeguarding Children's Partnership
- where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will investigate further
- ensure each member of Academy staff and volunteers, and regular visitors (such as Education Welfare Officers, Connexions Personal Advisors, trainee teachers and supply teachers) are aware of, and can access readily, this policy
- liaise with the Head of School and keep them informed of any issues and ongoing investigations and ensure there is always cover for the role
- ensure that this policy is updated and reviewed annually and work closely with the link Governor/Director for Safeguarding and the Board of Governors/Directors regarding this
- be able to keep detailed accurate secure written records of referrals/concerns in line with guidance from the Hull Safeguarding Children's Partnership and ensure that these are held in a secure place
- ensure parents/carers are aware of the Safeguarding and Child Protection Policy in order to alert them to the fact that the Academy may need to make referrals. Raising parent's/carers awareness may avoid later conflict if the Academy does have to take appropriate action to safeguard a child
- where children leave the Academy roll, ensure any child protection file is transferred to the new school/academy as soon as possible, separately from the main file, and addressed to the designated person for child protection
- where a child leaves and the new school/academy or other establishment is not known, ensure that the Local Authority is alerted so that the child's name can be included on the database for missing students
- where it is suspected that a student is not attending the Academy and cannot be contacted for twenty consecutive Academy days and there is no reasonable reason for their continued absence (e.g. known illness) then the Education and Welfare Officer for the Academy will complete a Child Missing Education (CME) form and refer to the Local Authority. All reasonable steps will be taken by the Academy to make contact with the child and their family to identify the specific circumstances of absence and make referrals to the Child Protection Officer as appropriate.
- Liaise with Senior Mental Health Leads and to help promote educational outcomes by sharing information about welfare and safeguarding and child protection issues, including children with a social worker to teachers and the Leadership Team.

- 6.3 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:
- attend training in how to identify abuse and know when it is appropriate to refer a case
  - have a working knowledge of how Hull Safeguarding Children's Partnership (HSCP) operates and the conduct of a child protection case conference and be able to attend and contribute to these when required
  - attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other Academy staff, volunteers and Governors
  - make themselves (and any deputies) known to all Academy staff, volunteers and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately

## **7 Responsibilities of the Local Governing Body/Interim Management Board**

- 7.1 The Board of Governors/Interim Management Board will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under multi-agency procedures.
- 7.1.1 The Board of Governors/ Interim Management Board will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.
- 7.1.2 The Board of Governors/ Interim Management Board will review safeguarding practices in the Academy on a regular basis to ensure that:
- the Academy is carrying out its duties to safeguard the welfare of children at the Academy
  - members of Academy staff and volunteers are aware of current practices in this matter and that staff receive training where appropriate
  - child protection is integrated with induction procedures for all new members of staff and volunteers
  - the Academy follows the procedures agreed by Hull Safeguarding Children's Partnership and any appropriate supplementary guidance
  - only persons suitable to work with children shall be employed in the Academy, or work here in a voluntary capacity
  - where safeguarding concerns about a member of Academy staff are substantiated, take appropriate disciplinary action
  - all Governors have the appropriate safeguarding checks

## **8 Managing Disclosures of Abuse**

- 8.1 Academy staff and volunteers should make themselves available to listen and demonstrate to the student 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.
- 8.2 All recording of information in relation to child protection should adhere to Appendix 3.
- 8.3 Any concerns about students must be discussed with the Designated Person as soon as possible and at latest by the end of the timetabled day. In the absence of the Designated Person the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported directly to the Head of School.
- 8.4 Where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Person will report the disclosure to the local Social Services Department within 24 hours.

## **9 Allegations against Academy Staff**

- 9.1 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.
- 9.2 Where an allegation or complaint is made against any member of staff or volunteer, the matter should be reported immediately to the Designated Person.
- 9.3 Where an allegation or cause for concern is made against the Designated Person, the matter should be reported immediately to the Head of School. Where an allegation or complaint is made against the Head of School, the matter should be reported to the Chair of the Board of Governors/ Interim Management Board.
- 9.4 The Academy will consider the available options, including suspending and redeployment of the member of staff or volunteer. In doing so, the Academy

and the Head of School will ensure that their primary concerns are the safety and wellbeing of the students and the need for a full and fair investigation.

- 9.5 Where the 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 Baring Service (DBS) promptly and in any event within 28 days. The staff member will not be offered a compromise agreement.

## **10 Roles and Responsibilities**

- 10.1 Every member of Academy staff, volunteers and Governors/ Interim Management Board 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 Designated Person according to Working Together 2013
- protect children from abuse, neglect and harm
- be aware of the Academy's child protection procedures
- know how to access and implement those procedures
- follow those procedures at all times
- know the identity of the Academy's Child Protection Officer (Designated Person) and who to speak to in the absence of the Designated Person
- report all safeguarding concerns to the Designated Person
- keep a record of any significant safeguarding concern, conversation or incident
- undertake appropriate training including refresher training every three years

## **11 Referring Students to Social Services**

- 11.1 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 Designated Person and the Head of School following consultation with the local Social Services Department.
- 11.2 The consent of parents/carers should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.
- 11.3 Where disclosure relates to actual abuse or the suspicion of abuse, the Designated Person will report the disclosure to the local Social Services Department within 24 hours.
- 11.4 In the event of the Academy making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and

parents/carers will be told, by whom and when. The Designated Person 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 Designated Person should be prepared to contribute to the strategy discussion.

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

## **12 Academy Staff & Volunteer Self-Protection**

- 12.1 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 the 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 the Academy policies on Behaviour Management
- Adhere to the Staff Code of Conduct and Professional Expectations Policy

## **13 Dealing with Concerns**

- 13.1 The Academy recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 13.2 Where Academy staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.
- 13.3 The Academy staff or volunteer should bring their concerns to the attention of the Designated Person, or in a case where the concerns relate to the actions or inaction of the Designated Person, to the Head of School.

## Appendix 1

### Key Contacts

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

#### The Constellation Trust

Andrew Dulson  
Personal Development & Safeguarding Lead  
(01482) 975564

#### Sirius Academy West

Viki Stephenson (Designated Person)  
Deputy Head of School (Safeguarding & Inclusion)  
(01482) 975588

Kathy Sugden (Deputy Designated Person)  
Inclusion Leader & SENCO  
(01482) 975537

Sue Yardley  
Interim Management Board (link Safeguarding Lead)  
(01482) 226166

#### 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

### 1 Guidance on Identifying Abuse

1.1 Staff who have day-to-day contact with students are particularly well placed to observe outward signs of abuse, neglect or harm such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of Academy staff or volunteers in a variety of ways, such as student disclosure, third party disclosure or staff suspicion.

1.2 Any suspicion, allegation or incident of abuse must be reported to the Designated Person immediately.

1.3 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 in 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.

1.4 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 or not the child is fully aware of what is happening and whether or not 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

## 1.5 Who abuses children?

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

## 2 Recognition of Harm

### 2.1 The harm, or possible harm, of a child may come to your attention in a number of 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

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

2.3 **Bullying:** This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, 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.

2.4 **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.**



## 2.5 Signs of Possible Female Genital Mutilation

- A professional may hear 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

2.6 It is important that professionals 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

2.7 There are a number of 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 of time 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 Academy or college
- A prolonged absence from 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](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

This document is also available in the Safeguarding and Child Protection Area of the Academy system.

### 3 Honour Based Abuse

3.1 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.

3.2 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

3.3 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

3.4 A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

3.5 Any suspected instances of honour based abuse should be reported to the Designated Person 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.

- 3.6 Anyone with suspicions of a case of forced marriage or other honour based abuse should bear in mind that the response of mediation by the 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.
- 3.7 **No contact home should be made or attempted following a disclosure of this nature. The Designated Person or Head of School should be informed immediately and a report made to the Police.**
- 3.8 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.
- 3.9 **Never allow the young person to have unsupervised contact with their family even if they request it.**
- 3.10 **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 of assessing risk in cases of forced marriage and honour-based violence. To get free and confidential help call: **0800 5999 247**
- 3.11 **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, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.  
**Telephone: +44 (0) 20 7008 0151**  
**Email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)**

## **4 Radicalisation**

- 4.1 The Counter-Terrorism 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.

- 4.2 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 student is at risk of radicalisation should be treated as a safeguarding concern and reported to the Designated Person following Academy procedures as outlined in this policy.

## **5 Signs of being at Risk of Radicalisation**

- 5.1 Some students 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 student is distanced from their cultural/religious heritage and experiences
  - Discomfort about their place in society
  - Personal Crisis – the student 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

## **6 Personal Circumstances**

- 6.1 Personal circumstances include:
- Migration
  - Local community tensions; and
  - Events affecting the student'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
- 6.2 Unmet Aspirations:
- The student may have perceptions of injustice
  - A feeling of failure
  - Rejection of civic life

### 6.3 Experiences of Criminality:

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

### 6.4 Special Educational Needs:

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

### 6.5 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

6.6 Suspicions that a child is at risk of radicalisation should be reported to the Designated Person following Academy safeguarding reporting procedures. When adding the concern to the CPOMS system staff should tick the Prevent box as well as Safeguarding to highlight the nature of the concern.

## 7. Child Missing Education (CME)

7.1 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. (refer to attendance policy)

## 8. Child Criminal Exploitation (CCE)

- 8.1 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.
- 8.2 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 to threaten other young people.
- 8.3 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.

## 9. Child Sexual Exploitation (CSE)

- 9.1 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 through the use of technology.
- 9.2 The 2009 statutory guidance Safeguarding Children and Young People from Sexual Exploitation provides the following description:
- 9.3 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) 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.

#### 9.4 **The impact of Child Sexual Exploitation**

Children who are sexually exploited may suffer impairment of health and wellbeing 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 own 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, be physically injured and their health may deteriorate as a result of sexual activity or misuse of drugs or alcohol. It can put the young person at increased risk of sexually transmitted infections (including HIV), of unplanned pregnancy and abortion, as well as long term sexual and reproductive health problems;
- Long term risks for children who are sexually exploited, particularly in 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 it is likely that they would 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 from 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.

### 10. **County Lines**

10.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

10.2 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and

money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network

- 10.3 One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation
- 10.4 At Sirius Academy West we will treat any child who is criminally exploited as a victim first and refer to Children's Social Care immediately.

## **11 Modern Day Slavery**

- 11.1 Modern Slavery is a serious crime. It encompasses slavery, servitude, and 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. Victims have been found at places such as meat packing factories, car washes and cannabis farms based in industrial or domestic properties. Staff should be mindful that students 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 situation. The nature of trafficking means that the families of EAL students may be more at risk.

## **12 Allegations of Peer-On-Peer Abuse**

- 12.1 Staff must recognise that children are capable of abusing their peers. Abuse between students will never be tolerated or passed off as "banter" or "part of growing up". Most cases of students hurting other students will be dealt with properly under the Academy's Behaviour Management 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 serious, and potentially a criminal offence
- Could put students in the Academy at risk
- Is violent
- Involves students 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

12.3 If a student makes an allegation of abuse against another student:

- You must tell the Designated Person or their deputy or another member of the Academy Safeguarding Team and record the allegation, but do not investigate it
- The Designated Person 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 Designated Person 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 Designated Person will contact the children and adolescent mental health services (CAMHS), if appropriate and liaise with other agencies for support and advice for all parties.

9.4 The 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 students, and initiation or hazing type violence with respect to boys
- Ensuring the curriculum helps to educate students about appropriate behaviour and consent via the Academy Nurse and PSHE programme
- Ensuring that students are aware of their duty to report peer-on-peer abuse to the Safeguarding Team or other member of Academy staff to ensure all students are safe within the Academy via the Tutor and Assembly Programme
- Ensuring students know they can talk to staff confidentially by visiting the Safeguarding Team in person or seeking the support of their Tutor, House Team or the Academy Nurse

- Ensuring staff are trained to understand that a student 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

9.5 The following may help 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 over reaction 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 Academy performance
- Fear of undressing for sports activities
- Depression/withdrawal
- Drug, alcohol, 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

## Appendix 3

### Immediate Response

#### 1 Recording Information

##### 1.1 Academy staff/volunteers **should**:

- make brief notes at the time or immediately afterwards, which records the date, time, place and context of the disclosure or concern, and records what has actually been said, not assumption or interpretation. Notes must be signed and dated
- clearly distinguish between fact, observation, allegation and opinion
- record observed injuries and bruises on a body map
- note the non-verbal behavior and the key words in the language used by the student (do not translate into “proper terms”)
- complete an incident referral on the CPOMS safeguarding system
- appreciate that their records may be used in criminal proceedings

##### 1.2 If a disclosure is made the member of Academy staff or volunteer **should**:

- allow the pace of the conversation to be dictated by the student
- ask neutral questions which encourage the student to talk such as “can you tell me what happened?”
- accept what the student says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- reassure the student that they have done the right thing, explain whom you will have to tell (the designated Child Protection Officer) and why

##### 1.3 The member of Academy staff or volunteer **should not**:

- burden the student with guilt by asking questions such as “why didn’t you tell me before?”
- interrogate or pressure the student to provide information
- ask any questions that start with the words, how, what, when, where and why
- undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect
- criticise the perpetrator, this may be someone they love
- promise confidentiality
- make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”
- if a student confides in a member of Academy staff or volunteer and requests that the information is kept secret, staff/volunteers *must not make promises about confidentiality*. Academy staff must tell the student sensitively that they have a responsibility to tell the named Designated Person so that the child can be helped to stay safe and feel better

## Appendix 4

### 1 Safer Recruitment & DBS Checks: Policy and Procedures

- 1.1 The Academy will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. The Academy will follow requirements and best practice in retaining copies of these checks, as set out below.

### 2 Appointing New Staff

- 2.1 When appointing new staff, the Academy will:
- verify their identity
  - obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
  - obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
  - verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
  - verify their professional qualifications, as appropriate
  - ensure they are not subject to a prohibition order if they are employed to be a teacher
  - carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
  - check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
  - ask for written information about previous employment history and check that information is not contradictory or incomplete
  - seek references on all short-listed candidates, including internal candidates, before interview. **We will scrutinise these and resolve any concerns before confirming appointments.**

## 2.2 Regulated activity means a person who will be:

- responsible, on a regular basis in a Academy or college, for teaching, training, instructing, caring for or supervising children
- carrying out paid, or unsupervised unpaid, work regularly in a Academy or college where that work provides an opportunity for contact with children
- engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

## 3 Existing Academy Staff

3.1 If the Head of School has concerns about an existing member of staff's suitability to work with children, the Academy will carry out all the relevant checks as if the individual was a new member of Academy staff. The Academy will also do this if an individual move from a post that is not regulated activity to one that is.

3.2 We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## 4 Agency and Third-party Staff

4.1 The Academy will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that the Academy would otherwise perform. The Academy will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## **5 Contractors**

5.1 The Academy will ensure that any contractor, or any employee of the contractor, who is to work at the Academy has had the appropriate level of DBS check. This will be:

- an enhanced DBS check with barred list information for contractors engaging in regulated activity
- an enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- the Academy who obtain the DBS check for self-employed contractors
- the Academy will not keep copies of such checks for longer than 6 months
- contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- the Academy will check the identity of all contractors and their staff on arrival at the Academy

## **6 Trainee/Student Teachers**

6.1 Trainee teachers will undertake all the necessary checks with their training provider and the Academy will be provided with written confirmation of this including proof that the trainee has been judged by the provider to be suitable to work with children.

## **7 Volunteers**

7.1 The Academy does not generally encourage the use of volunteers. However, volunteers may be present at certain activities or events. For example, when accompanying sporting teams to fixtures. In these circumstances the Academy will:

- never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

## **8 Governors**

- 8.1 All governors and members of the Interim Management Board will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.
- 8.2 The Chair of the Board of Trustees will have their DBS check countersigned by the secretary of state.
- 8.3 All trustees, proprietors and local governors will also have the following checks:
  - Right to work in the UK
  - Other checks deemed necessary if they have lived or worked outside the UK

## **9 Adults who supervise student on work experience**

- 9.1 When organising work experience, the Academy will ensure that policies and procedures are in place to protect children from harm.
- 9.2 The Academy will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **10 Students staying with host families**

- 10.1 Where the Academy makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), the Academy will request enhanced DBS checks with barred list information on those people.
- 10.2 Where the Academy is organising such hosting arrangements overseas and host families cannot be checked in the same way, the Academy will work with our partner schools/academies abroad to ensure that similar assurances are undertaken prior to the visit.