

SCHOOL CHILD PROTECTION, SAFEGUARDING & MANAGING SELF HARM POLICY

This policy was originally developed on **16th November 2016** and adopted on

Academy **Egguckland Vale Primary School**

The name of the Designated Safeguarding Lead is: **(Wendy Cording)**

The name of the Deputy Designated Safeguarding Lead is: **(Charlotte Faulkner)**

The name of the link Nominated Safeguarding Governor is: **(Claire Hesketh)**

The name of the Designated Teacher for Looked After Children is: **(Jules Sanders/Sian Aubrey)**

Academy **Leigham Primary School**

The name of the Designated Safeguarding Lead is: **Emma Butler**

The name of the Deputy Designated Safeguarding Lead is: **Samantha Barker**

The name of the link Nominated Safeguarding Governor is: **Derek Walker**

The name of the Designated Teacher for Looked After Children is: **Emma Butler**

Academy **Manadon Vale Primary School**

The name of the Designated Safeguarding Lead is: **(Sarah Ryder)**

The name of the Deputy Designated Safeguarding Lead is: **(Julie Butcher)**

The name of the link Nominated Safeguarding Governor is: **(Ian Mitchell and Carolann Whamond-Cornelius)**

The name of the Designated Teacher for Looked After Children is: **(Sarah Ryder)**

Academy **Thornbury Primary School**

The name of the Designated Safeguarding Lead is: **(Claire Hardisty)**

The name of the Deputy Designated Safeguarding Lead is: **(Fiona Banks)**

The name of the link Nominated Safeguarding Governor is: **(Glen Baird/Rachel Confue)**

The name of the Designated Teacher for Looked After Children is: **(Lisa Trembath)**

Academy **Widey Court Primary School**

The name of the Designated Safeguarding Lead is: **(Shaun Nicholls)**

The name of the Deputy Designated Safeguarding Lead is: **(Lesley Guy)**

The name of the link Nominated Safeguarding Governor is: **(Diane Rowe)**

The name of the Designated Teacher for Looked After Children is: **(Anna Wesemann)**

1. Policy Statement and Commitment

The Connect Multi Academy Trust recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure

that all adults who have contact with children in our academies have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our academies have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers, directors, members and governors with the framework they need in order to keep children safe and secure in our Trust, and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

3. Definitions

Within this document:

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

The term **Staff** applies to all those working for or on behalf of the Trust, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child or Children refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our Academies; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role, for example: adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix I to this policy document.

4. Principles and Values

Children have a right to feel safe and secure, and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the Trust.

- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Trust, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Develop a structured procedure within the Trust that will be followed by all members of the school community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults within our Trust who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- "Working Together to Safeguard Children" 26th March 2015.
- "What To Do If You Are Worried a Child Is Being Abused" 26th March 2015.
- "Keeping Children Safe in Education Guidance" 5th September 2016.
- "South West Child Protection Procedures" Website (www.swcpp.org.uk).

7. Procedures

Our Trust procedures for safeguarding children will be in line with the Plymouth Safeguarding Children Board (PSCB) Multi Agency Child Protection Procedures (www.swcpp.org.uk).

We will ensure that:

- the Directors' Board and Local Governing Bodies understand and fulfil their safeguarding responsibilities;

- in each Academy there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the Trust's responsibilities in regard to child protection procedures, through publication of the Trust's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the Trust's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals in each Academy have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the academies;
- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;

- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the Trust;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the Academies and on individual Academy web-sites as well as the Trust website, with a statement explaining the Academy's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our Trust, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the Trust. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' booklet, available for reference within the Academies;
- our child protection procedures will be reviewed annually and up-dated as necessary.

8. Responsibilities

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, in their absence. Where there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the School Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Headteacher of the referral. If any staff member is involved, the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The Designated Safeguarding Lead is a member of the School Leadership Team and is responsible for:-

- Referring, by telephone, a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children, Young People and Families Services. A written record of the referral will be faxed/posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- Ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- Ensuring that all such records are kept, confidentially and securely, and are separate from general pupil records, with a front sheet (in chronological order) listing significant events in the life of the child;
- Ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;

- Acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- Attending (or delegating this requirement to another appropriately informed member of staff) Common Assessment Framework (CAF) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- Ensuring that any pupil currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- Ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- Providing, with the Headteacher, an annual report for the local governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- Keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should any academies make the decision to combine the roles of Designated Safeguarding Lead and SENCO, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance 5th September 2016.

9. Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child, in these circumstances, may range from that which is perceived to be normal, too aggressive or being withdrawn.

Our Trust will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;

- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the academy and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the academy (including those enrolled from other local authorities);
- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- providing continuing support to a pupil (about whom there have been concerns) who leaves the academy, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency.

10. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services.

11. Supporting Staff

We recognise that staff working in the Trust, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead and to seek further support where necessary. This could be provided by, for example, the Headteacher, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The booklet “Guidance for Safer Working Practice for Adults who work with Children and Young People” provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of abuse. These matters form part of staff induction and are referred to in the individual Academy staff handbook.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All Trust staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the booklet ‘Guidance for Safer Working practices for Adults who work with Children and Young People’).

In each academy all staff should be aware of the Whole School Positive Behaviour Policy. This can be found in the academy office.

We understand that a pupil may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School’s Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Headteacher first. Where the Chair of Governors cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the Trust will follow the South West Child Protection Procedures and the School’s Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found in the academy office.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider in making this decision.

- In line with this policy and other Trust procedures for incident reporting/recording, staff and pupils may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.
- Our lettings agreement, for other users of Trust premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

13. Abuse of Position of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand, that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under age 18 may be a criminal offence, even if that pupil is over the age of consent.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the school site. If necessary, they should speak to the Designated 'Whistleblowing' Governor or the Local Authority Designated Officer within Children, Young People and Families Services for further advice and guidance. Full details of the Trust whistleblowing policy are available on the Trust web site.

15. Physical Intervention/Positive Handling

Each academy has its own policy on physical intervention/positive handling by staff which is set out separately, as part of the Whole School Positive Behaviour Policy.

Such events should be recorded and signed by a witness or witnesses.

Staff who are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

16. Anti-Bullying

Each academy has its own policy on the prevention and management of bullying which is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17. Equalities and Racial Tolerance

Within the School Prospectus there is a statement around “equalities/equal opportunities” which asserts that:

We are committed to ensuring equality of education and opportunity for all stakeholders (pupils, staff, parents, carers, governors and any other people who provide for or use the school, or may wish to do so), regardless of their race, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy or maternity, disability, age, social circumstances, or any other irrelevant distinction. We aim to develop a culture of inclusion and diversity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Individual Academies have an “Equality Policy” that has a section on racial tolerance. This includes information about what the academy, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the PSHE curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

18. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

19. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see www.swcpp.org.uk and search ‘domestic abuse’). It recognises that exposure to domestic abuse can have a serious impact on a child’s development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

20. General Prevention of Harm

We recognise that the Trust plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The Trust community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;

- ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficulty;
- provide opportunities across the curriculum, including PSHE, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

21. Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the academy environment, and when away from the academy, when undertaking school trips and visits.

The Headteacher, with the site supervisor and a nominated governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book in each academy. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Every academy will ensure:

- Each term there is a fire drill, that practices the efficient evacuation from the academy buildings.
- The academy conducts an annual fire risk assessment.
- There is a critical incident plan that details what staff and parents should do in the case of emergencies.

22. First Aid

In each academy there are staff members trained to oversee first aid. Please see individual academy first aid policies for details of the named staff

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

- Step 1:** A trained first aider is immediately called to provide assistance and advice.
- Step 2:** The incident/accident is logged in the incident/accident register.
- Step 3:** The parent is notified of the incident/accident as soon as necessary.
- Step 4:** The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

23. Supporting Pupils in School with Medical Conditions

The individual academies will ensure that relevant staff are trained to administer medicines.

24. Site Security

The Trust aims to provide secure sites and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the individual academies ensure that:

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;
- whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- empty classrooms have closed windows;
- children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;
- should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

25. Self-Harm (see also [Managing Self Harm at end of document](#))

This Trust is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in 'Managing Self Harm' attached at the end of this policy.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

Managing Self Harm describes the school's approach to self-harm and is intended as guidance for all staff.

Managing Self Harm aims to:

- increase understanding and awareness of self-harm;
- alert staff to warning signs and risk factors;
- provide support to staff dealing with students who self-harm;

- provide support to students who self-harm and their peers and parents/carers.

26. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 “places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers to have due regard to the need to prevent people from being drawn into terrorism (‘the Prevent duty’). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure ‘Channel’ panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and Colleges are listed in the Act as “partners of the panel”. The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual’s engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This Trust is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

This Trust will help build pupils’ resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation ‘Promoting Fundamental British Values’ 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the Trust will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. This Trust is in an important position to identify risks within the local context. It is important that each academy understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the Trust continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The academies are able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be

alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

27. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age 18.

This Trust will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This Trust will ensure that where all relevant staff working in the school discover that an act of FGM appears to have been carried out, the Schools' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This Trust will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

This Trust recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.

28. Safer Recruitment and Selection

This Trust pays full regard to current government guidance 'Keeping Children Safe in Education' 5th September 2016. We will ensure that all appropriate measures are applied in relation to everyone who works in the Trust, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

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

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with 'regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- this Trust is committed to each academy keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our Trust workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- our Trust ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identify/right to work in the UK checks will be carried out on all appointments to our Trust workforce before the appointment is confirmed.

Each academy has a list of staff who have completed safer recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments.

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our Trust Recruitment and Selection Policy/Code of Practice, set out in a separate document, explains the Trust's commitment to safer recruitment practices both pre and post-employment.

29. The Design of the Curriculum

Each academy's curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education, Citizenship and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed pupil/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher.

Visiting speakers, with correct clearance and/or constant supervision are always welcome so that they can give specialist knowledge to the children.

30. Internet/Online Safety

The Trust Internet/Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the academy.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and will have access to all email addresses and passwords provided.

The Trust follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Board and in its Acceptable Use Policy.

Each academy will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;

- pupils will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- pupils adhere to the academy policy on mobile phones;
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

31. Inclusion Opportunities

Within each individual academy Prospectus there is a statement around “Inclusion Opportunities” that asserts:

“At we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school”.

32. Whole School Behaviour Policy

The full, Whole School Behaviour Policy of each academy is set out in a separate document. It is recognised that good behaviour is essential in any community and within the Connect Academy Trust we have high expectation in this area. Each academy has a Whole School Behaviour Policy and a Code of Behaviour that must be adhered to by all children and the document is published on the academy website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

33. Anti-Bullying Policy

The Trust’s response to this is unequivocal.

The Headteacher / Head of school or Deputy Headteacher must be informed immediately and action will take place.

Children are told that silence is the bully’s best friend. Although bullying in this Trust is rare, each academy always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on each academy website.

34. Photographing and Videoing of Children in School

In the Trust we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding “taking photographs and video images of children” and a copy of the document is available from the school website.

Taking photographs and video images of children’s achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school’s requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

35. Children Missing Education

All school age children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

This Trust recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. As a result, we will follow the ‘Children Missing Education’ (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in schools, the Local Authority and the Plymouth Safeguarding Children Board in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the ‘Children Missing Education’ Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

This Trust recognises that we have a safeguarding duty in respect of our pupils to investigate any unexplained absences.

When considering the absence of a pupil or repeat absence, staff in this Trust are alert to signs to look out for and the individual triggers to be aware of when considering the potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

In accordance with its statutory duty, the academies in this Trust will always:

- monitor pupil’s attendance through a daily register;
- inform the local authority Inclusion and Attendance Manager of the details of pupils who fail to attend regularly, or who have missed ten school days or more without permission.
- notify the local authority when they are about to remove a statutory school age pupil’s name from the school admission register;

- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the pupil's name from the register;
- notify the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

36. Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual acts. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

All staff in this Trust have received training to help them identify children who have either suffered child sexual exploitation or may be at risk of child sexual exploitation and are aware that indicators of child sexual exploitation can include children who:

- appear with unexpected gifts or new possessions;
- exhibit secretive behaviour;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being (e.g. unusually quiet or withdrawn, low self-esteem etc.);
- misuse drugs and/or alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

This Trust understands that Child Sexual Exploitation is a crime and where staff suspect child sexual exploitation has occurred or may have occurred, a referral will be made to Children, Young People and Families Services and/or the Police in accordance with local safeguarding procedures.

37. Honour Based Violence

So-called 'honour based' violence (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also section 27 above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such violence can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the 'honour' code.

HBV can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such in this Trust.

This Trust understands that in addition to the physical risks that a child may suffer as a result of HBV, a child may also suffer significant emotional harm through the threats of violence or witnessing this directed at a sibling or other family member.

All staff in this trust are aware that a child could be the victim of violence/abuse in the name of 'honour' for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of 'honour' include:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Perceptions that the victim is gay/lesbian;
- Inter-faith relationships (or same faith but different ethnicity);
- Leaving a spouse or seeking divorce;
- Kissing or intimacy in a public place.

This Trust recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

Where staff are unsure whether or not HBV has occurred or has the potential to occur, they will always seek the advice of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead in their absence) in the first instance.

This Trust will ensure that any suspicion or disclosure of violence or abuse against a child in the name of 'honour' will be treated equally seriously as any other suspicion or disclosure or significant harm against a child and will activate local safeguarding procedures, reporting the matter directly to Children, Young People and Families Services and/or the Police accordingly.

38. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to an academy, the Headteacher will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to any academy, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly pupil/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to manage these situations effectively.

39. Safeguarding Information for Pupils

All pupils in our academies are aware of a number of staff who they can talk to. The Trust is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Learning resources are available in each Academy to teach children how to stay safe.

40. Partnership working with Parents

This Trust shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

All academies will share with parents any concerns they may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the academy.

We make parents aware of our Safeguarding and Child Protection Policy and parents are aware that they can view the policy on the Trust website.

41. Policy Review

The Trust Board of Directors and Local Governing Bodies of individual academies will review the Child Protection, Safeguarding and Managing Self Harm Policy on an annual basis.

Types of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of the term Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 by another child or children.

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent

or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Managing Self-Harm

1. Introduction

There are many reasons why children and young people try to harm themselves, and once they start, it can become a compulsion. This is why it is so important to spot self-harming as soon as possible and do everything you can to help.

Self-harm is not usually a suicide attempt or a cry for attention and instead, it is often a way for children and young people to release overwhelming emotions. It is a way of coping and so whatever the reason, it should be taken seriously.

Self-Harm is the fourth most common concern that children and young people contact Childline about*. There were over 19,000* Childline counselling sessions about self-harm in 2014/15. In 2013/14 there were 34,517* Childline counselling sessions with children who talked about suicide – a 116% increase since 2010/11*.

Self-harming behaviour can start at an early age and there is an increase in primary school presentation, however, this rises steeply in pre-adolescence and adolescence. Recent research indicates that over half of 11-14 year olds have self-harmed or know someone who has self-harmed** and in addition, there has been a 70% increase in 10-14 year olds attending A & E for self-harm related reasons over the two years preceding 2014***. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

Since 2010 staff in Plymouth schools and colleges have been offered free STORM CYP training (Skills Training On Risk Management Children and Young People)**** through Plymouth CAMHS. The STORM definition of self-harm includes self-injury and behaviours with suicidal intent. There are separate courses for Assessment and Safety Planning for Suicide Risk and for Assessment and Safety Planning for Self-Injury Risk.

* NSPCC Childline Annual report 2015/16.

** Childline, YouthNet, SelfharmUk and Young Minds Poll (Feb 2015).

*** Health and Social Care Information Centre (2014).

**** Robinson J, Green G, Spittal MJ, Templer K, Bailey E. STORM in schools: the acceptability and efficacy of delivering Skills-based Training on Risk Management (STORM) in Australian secondary schools. (Awaiting publication 2016)

2. Scope

This document describes the school's approach to self-harm. This document is intended as guidance for all staff including non-teaching staff and governors.

3. Aims

- To increase understanding and awareness of self-harm.
- To alert staff to warning signs and risk factors.

- To provide support to staff dealing with students who self-harm.
- To provide support to students who self-harm and their peers and parents/carers.

4. Definition of Self-Harm

Self-harm is any self injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions. Examples of self injurious behaviour are:

- Cutting, scratching, scraping or picking skin.
- Swallowing inedible objects.
- Taking an overdose of prescription or non-prescription drugs.
- Swallowing hazardous materials or substances.
- Burning or scalding.
- Hair-pulling.
- Banging or hitting the head or other parts of the body.
- Scouring or scrubbing the body excessively.

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety.
- Poor communication skills.
- Low self-esteem.
- Poor problem-solving skills.
- Hopelessness.
- Impulsivity.
- Drug or alcohol abuse/misuse.
- Having additional needs/SEND

Family Factors

- Unreasonable expectations.
- Neglect or physical, sexual or emotional abuse.
- Poor parental relationships and arguments.
- Depression, self-harm or suicide in the family.

Social Factors

- Difficulty in making relationships / loneliness.
- Being bullied or rejected by peers.
- Interest in social networking/websites that focus on self harm or suicide

STORM training enables understanding of the full range of risk factors and the level of risk associated with them.

6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-injury or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the Designated Safeguarding Lead (DSL) in the school or their Deputy/Deputies (DDSL).

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well).
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood e.g. more aggressive or introverted than usual.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in appearance.

7. Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the Designated Safeguarding Lead (DSL) or their Deputy/Deputies (DDSL).

Following the report, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will make an assessment of the level of risk and decide on the appropriate course of action. This may include:

- Contacting parents / carers.
- Contacting the relevant statutory agencies e.g. Children, Young People and Families or the Police.
- Arranging other professional assistance e.g. doctor, nurse, etc.
- Consulting with another agency, e.g. CAMHS or the Educational Psychology Service
- Arranging an appointment with a counsellor.
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers.

In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times.

If a student has self-harmed in school a first aider should be called for immediate help.

8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times.
- An action plan.
- Concerns raised.
- Details of anyone else who has been informed.
- Notes of supervision or consultation

The above information should be stored in the student's child protection file.

It is important to encourage students to let a member of staff know if one of their peers is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the Designated Lead for Safeguarding or their Deputy.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Where a young person has been self-harming and the protective factors that have been put in place are outweighed by the remaining risks, advice should be sought from the 'Gateway' team in Children, Young People and Families Services to determine whether or not the threshold for formal child protection intervention has been met.

9. Link Documents

See also Section 25 – Self Harm, above.

10. Review of Policy

This Policy will be reviewed on a bi-annual basis or in light of updated national/local guidance, whichever is the sooner.