

Safeguarding and Child Protection Policy

BODYWORK
COMPANY DANCE STUDIOS

February 2022

DEFINITIONS (from Guidance for Safer Working Practice for those working with children and young people in education settings May 2019)

For ease of reading, references will be made to 'school' and setting. This term encompasses all types of educational establishments including academies, independent and free schools, pupil referral units, alternative provision, FE institutions, sixth form colleges and early years settings.

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours forwards all pupils including those over the age of 18 years. "Child should therefore be read to mean any pupil at the education establishment.

INTRODUCTION

Bodywork Company Dance Studios, Cambridge (hereinafter called Bodywork) fully recognises the responsibility it has under section 175 of the Education Act 2002, *the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act, 2021 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read and confirm in writing that they have read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2021 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the College to decide.

Through their day-to-day contact with students and young people and direct work with families all staff at Bodywork have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how Bodywork governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are

students and young people at the school. Our policy applies to **all** staff, paid and unpaid, working in the school including governors. Office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact Bodywork and its governors.

This policy is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the college website.

1. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

Bodywork will therefore:

- 1.1 Establish and maintain an environment where children and young people feel safe, including in a digital context, and are encouraged to talk and are listened to.
- 1.2 Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- 1.3 Bodywork uses Safer Corridors Toolkit developed by the Cambridgeshire PHSE Service, which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

2. PROCEDURES

2.1 General

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

2.2.1 Key Contacts

The Designated Safeguarding Lead is:

Emma Kerr.....Emma.Kerr@bodyworkds.co.uk

- 2.2.2 The following members of staff have also received the Designated Safeguarding Lead training:

Previous DSL left employment end December 2021 and replacement staff are being appointed.

- 2.2.3 The nominated governor for Safeguarding and Child Protection is:

Mary Fairley..... bodyworksggov@gmail.com

2.3 Internal Bodywork processes

The Governing body and the proprietors will:

- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- 2.3.2 Ensure that the role of DSL and DDSL, per 'Keeping Children Safe in Education, 2021, Annex C, is explicit in the role holder's job description
- 2.3.3 Ensure that the DSL has the appropriate status and authority within Bodywork to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2021, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- 2.3.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.
- Staff members are required to complete a logging concern form and pass it in person to the DSL/DDSL immediately.
- 2.3.6 Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available. If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advised form local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- 2.3.7 Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- 2.3.8 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.
- 2.3.9 Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring safeguarding concerns to the DSL/DDSL;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter–Agency Procedures on the Safeguarding Children Partnership Board website;

2.3.10 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required but at least annually.

2.3.11 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.3.12 Ensure that parents are informed of the responsibility placed on Bodywork and staff in relation to child protection by making this policy available publicly either via the college website (www.bodyworkcompany.co.uk) or by other means.

2.3.13 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

2.4 Liaison with Other Agencies

Bodywork will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all children and young people.

2.4.2 Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.5 Record Keeping

Bodywork will:

- 2.5.1 Keep clear, detailed, accurate, written records of concerns about children and young people (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 2.5.2 Record in writing all concerns, discussions and decisions made, with the reasons for those decisions. Concerns and referrals for each child will be kept in separate safeguarding files.
- 2.5.3 Ensure that each records includes:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- 2.5.4 Keep confidential and store securely any hardcopy safeguarding files.
- 2.5.5 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a student moves providers, within five days, in accordance with 'Keeping Children Safe in Education, 2021 (page 148) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new college in advance of a young person leaving.
- 2.5.6 Make parents/carers aware that such records exist except where to do so would place the child at risk of harm.
- 2.5.7 Ensure all actions and decisions are be led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

- 2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

Bodywork will:

- 2.6.2 Ensure staff and volunteers adhere to UK GDPR confidentiality protocols and that information is shared appropriately per UK GDPR.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a student or parent they will refer the request in writing to the DSL or Principal.
- 2.6.5 Ensure staff are clear with children and young people that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- 2.6.6 Disclose information about a student/young person to other members of staff on a 'need to know' basis. Parental/carer consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child/young person at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child/young person in a timely manner.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 Withhold data in compliance with schools' obligations under the Data Protection Act 2018 and UK GDPR, seeking independent legal advice in cases of doubt, in cases where the 'serious harm test' is met.
- 2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 **Communication with Parents/Carers**

Bodywork will:

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on Bodywork and staff in relation to child protection by setting out its duties in the college prospectus and website.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- 2.7.3 Discuss with Children's Social Care if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. *[Further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough].*

- 2.7.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.8 Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of images and or videos of nudes and semi-nudes; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting the Voyeurism (Offences) Act, April 2019] and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- 2.8.1 All forms of peer on peer abuse are unacceptable and will be taken seriously.

Bodywork will therefore:

- 2.8.2 Create a Bodywork protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
- 2.8.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 2.8.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 2.8.5 Include within the curriculum, information and materials that support children and young people in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.8.6 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.
- 2.8.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

- 2.8.8 Ensure that staff are aware that evidence demonstrates that girls, children/young people with special educational needs and disabilities (SEND), and LGBT children/young people can be at greater risk of peer-on –peer abuse.

2.9 **Dealing with Sexual Violence and Sexual Harassment between children**

Sexual violence and sexual harassment can occur between two children/young people of any age or sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children/young people sexually assaulting or sexually harassing a single child/young person or a group of children.

Children/young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Bodywork will therefore:

- 2.9.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.9.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.3 Make decisions on a case-by-case basis.
- 2.9.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.5 Implement measures to keep the victim, alleged perpetrator and if necessary other children/young people and staff members, safe.
- 2.9.6 Record any risk assessments and keep them under review.
- 2.9.7 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.8 Liaise closely with external agencies, including police and social care, when required.
- 2.9.9 Refer to 'Keeping Children Safe in Education - Part Five', 2021, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2021) for full details of procedures to be followed in such cases.

Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

3.0 SUPPORTING CHILDREN

Bodywork recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child/young person has suffered or is at risk of suffering abuse, neglect or exploitation.

Bodywork will support all children/young people by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying Bodywork's behaviour policy effectively. This policy must be read in conjunction with the *Staff Code of Conduct: Guidance for safer working practice for those working with children and young people in education settings* (2019). All staff will consistently abide by this approach; this focuses on the behaviour of the child/young person while protecting the student's sense of self-worth. Bodywork will ensure that the student knows that some behaviour is unacceptable but s/he is always valued.
- 3.4 Liaising with the senior mental health lead, Emma Kerr, where safeguarding concerns are linked to mental health in Bodywork, for advice on case management.
- 3.5 Liaising with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.6 Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 3.7 Recognising that **any** child/young person may benefit from early help.
- 3.8 Considering the wider environmental factors present in a child's/young person's life which could pose a threat to their welfare or safety, (contextual safeguarding).
- 3.9 Requiring staff to be particularly alert to the potential need for early help for children in particular circumstances (see pp. 8–9 of *Keeping Children Safe in Education*, 2021).
- 3.10 Ensure staff are aware that the particular circumstances that require special staff attention include the following:
 - 3.10.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children and young people with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Bodywork has students with emotional and behavioural difficulties and/or challenging behaviours. Bodywork will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the Tutorial Programme, staff will teach children and young people personal safety skills commensurate with their age, ability and needs. Students will be taught personal safety skills such as how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context.

Bodywork has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children/young people will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child/young person.

3.10.2 Young Carers

Bodywork recognises that living in a home environment which requires children to act as a young carer for a family member or a friend (who e.g. is ill, disabled, or misuses drugs/alcohol) can increase their vulnerability and that such children may need additional support and protection.

Bodywork will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers; and follow the procedures outlined in KCSiE 2021, referring to Early Help or Social Care as required, if concerns arise.

3.10.3 Children at Risk of Criminal Exploitation

Criminal exploitation of children/young people is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children/young people are at risk of abuse or exploitation in situations outside their families. Bodywork will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's 'Exploitation Risk Assessment and Management Tool' and also refer to Social Care, if there is a concern that a young person may be at risk of criminal exploitation.

Bodywork recognises that children and young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.10.4 Children Frequently Missing Education

Bodywork recognises that children and young people going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding issues including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

Bodywork monitors attendance of individual students closely, per its Attendance Procedure, and analyses patterns of absence to enable the early detection of patterns of absence that arouse concern.

Bodywork endeavours to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, Bodywork follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. Bodywork will inform Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.10.5 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but Bodywork will consider such action when there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;

- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- To suspect the misuse is linked to parent/carer substance misuse;
- To believe that this misuse indicates an urgent health or safeguarding concern;
- To believe the child is at risk of harm through any substance-associated criminality.

3.10.6 Children at Risk of Child Sexual Exploitation

Child sexual exploitation (CSE) 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.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the 'Safeguarding Children Partnership Board's 'Exploitation Risk Assessment and Management Tool', and also refer to Social Care, if there is a concern that a young person, may be at risk of CSE.

Bodywork recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure an appropriate response to children and young people who go missing, particularly on repeat occasions.

3.10.7 Children Living with Substance-Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with 'significant harm' to children, especially when combined with other features such as domestic violence.

When Bodywork receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures, particularly if the following factors are present:

- Use of the family resources to finance a parent's dependency, characterised by inadequate food, heat and clothing for a child;
- Students exposed to unsuitable caregivers or visitors, e.g. dealers;
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- Disturbed moods as a result of withdrawal symptoms or dependency;
- Unsafe storage of drugs and/or alcohol or injecting equipment;
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

3.10.8 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children and young people can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child or young person may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

Bodywork recognises that where there is Domestic Abuse in a family, the children/young people will always be affected. The longer the abuse continues, the greater the risk of significant and enduring harm. Domestic Abuse can affect children in their personal relationships, as well as in the context of home life.

Staff will follow the procedures outlined in the Bodywork Safeguarding policy if concerns of Domestic Abuse arise. Bodywork will contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan if appropriate.

At Bodywork we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead.

On receipt of any information, the DSL Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the Cambridgeshire and Peterborough Joint Agency *Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*.

3.10.9 Children and young people at risk of 'Honour- Based' Abuse including Female Genital Mutilation

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act 2003, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.10.10 Children and young people who have returned home to their family from care

Bodywork recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board *Inter-Agency Procedures*.

3.10.11 Children and young people showing signs of Abuse and/or Neglect

Bodywork recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. Bodywork may be the only stable, secure and predictable element in the lives of children at risk. Children and young people who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Bodywork will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

3.10.12 Children and young people at Risk of Radicalisation

Children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent Duty.

Staff are required to be alert to changes in student's behaviour which could indicate they need help or protection. Concerns that a student is at risk of radicalisation are referred to the DSL in the usual way. Bodywork's designated

safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (April 2021).

3.10.13 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

Bodywork will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

3.10.14 Children and young people who have Family Members in Prison

Bodywork is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

Bodywork recognises that children and young people with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

Bodywork will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

Bodywork will work with the family and the child to minimise the risk of the child not achieving their full potential.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 Bodywork will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2021. Part Three of KCSiE should be read in conjunction with the school's Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training
Michael Quin, Emma Kerr and Sonya Seagrave.

- 4.3 Bodywork will implement the following procedures with regard to allegations that may meet the harms threshold (KCSiE 2021, Part Four, Section One).
 - 4.3.1 Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section One, will be reported straight away to the Head Teacher or Principal.
 - 4.3.2 In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. Bodywork will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.
 - 4.3.3 Bodywork will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2021.
 - 4.3.4 The Principal or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
 - 4.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.
 - 4.3.6 The DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
 - 4.3.7 Investigating and supporting the person subject to the allegation - the safeguarding lead should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.
 - 4.3.8 Where the college has identified a child has been harmed Bodywork will contact children's social care and the police immediately.
 - 4.3.9 Bodywork will ensure that any disciplinary proceedings against staff, guest teachers or volunteers relating to child protection matters are concluded in full even when the member of staff, guest teachers or volunteer is no longer employed at the Bodywork and that notification of any concern is made to the relevant authorities and professional bodies and included in references where applicable.
 - 4.3.10 Staff (including guest teachers and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and

consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed the best way to ensure that children and young people are protected.

- 4.4 Bodywork will implement the following procedures with regard to allegations that may meet the harms threshold (KCSiE 2021 Part Four, Section Two).
- 4.4.1 Low level concerns that do not meet the ‘harms threshold’ should be reported to the Principal. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child or young person does not meet the harms test.
- 4.4.2 In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. Bodywork will follow the procedures set out in Part Four of ‘Keeping Children Safe in Education’, 2021.
- 4.4.3 Bodywork will deal with any such concern, no matter how small, where an adult working in or on behalf of the company may have acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - does not meet the ‘harms threshold’ or is otherwise not considered serious enough to consider a referral to the LADO.
- 4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted; if an individual who is sharing their concern wishes to remain anonymous then that should be respected as far as reasonably possible.
- 4.4.5 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Bodywork will keep hard copies on record in a secure location.

- 4.5 Bodywork will promote an open and transparent culture in which all concerns about all adults working in or on behalf of Bodywork (including guest teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable Bodywork to identify concerning, problematic or inappropriate behaviour early; minimize the risk of abuse; and ensure that adults working in or on behalf of Bodywork are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.
- 4.5.1 Bodywork should ensure that **all** staff, paid and unpaid, are aware of the need for

maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children and young people especially those with a disability or who are vulnerable.

- 4.5.2 All staff must confirm formally in writing that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).
- 4.5.3 Bodywork will ensure that staff, guest teachers and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5.0 OTHER RELATED POLICIES AND PROCEDURES

- 5.1 Use of Mobile Phones – see Bodywork Behaviour Policy

6.0 GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

- 6.1 Bodywork governors will facilitate a whole-college approach to safeguarding. Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems, processes and policies should operate with the best interests of the child at their heart.
- 6.2 The Bodywork governing body fully recognises its safeguarding responsibilities in promoting the welfare of children and young people. It aims to ensure that the policies, procedures and training at Bodywork are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding with leadership responsibility for Bodywork's safeguarding arrangements;
- Ensure an annual safeguarding report is given to the full governing body;
- Oversee rectification of all identified weaknesses;
- Ensure that the Safeguarding and Child Protection policy is annually reviewed and ratified as well as being understood and followed by all staff;
- Publish the Safeguarding and Child Protection policy on the Bodywork website;
- Oversee the installation of age-appropriate filtering and monitoring systems that will limit potential risks to students while using the internet;

- Oversee the establishment and implementation of systems to ensure that the wishes and feelings of children and young people are heard and taken into account with respect to safeguarding concerns.

6.3 Use of Bodywork premises for Bodywork activities

6.3.1 Where activities occur before or after College activities, where these are directly under the supervision or management of Bodywork staff, Bodywork's Safeguarding policy shall apply.

6.3.2 Some activities may be provided by another organisation or individual, either on or off the Bodywork site. The governing body will oversee the establishment and implementation of systems to ensure that appropriate policies and procedures are in place to keep children safe per this policy.

This policy was ratified on 21st February 2022

and will be reviewed in January 2023

Signed by the Principal Theresa Kerr

(Chair of Governors) Mary Fairley, Safeguarding governor
(in place of Chair)

Designated Safeguarding Lead Emma Kerr

APPENDICES

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Appendix A – Linked policies

The Bodywork Safeguarding and Child Protection Policy links to our:

Anti-bullying policy
Attendance procedures
Behaviour policy
Complaints policy
Critical Incident plan W/T
Equality policy
First Aid Procedures
Health and Safety policy
Online Safety and Acceptable Use policy W/T
Safer Recruitment policy W/P
Staff Code of Conduct/Safer Working Practice
Staff Discipline and Grievance procedures
Whistleblowing policy

Appendix B – The categories of abuse

This policy addresses four categories of abuse.

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

Neglect - 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. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

Neglect also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger

- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities or encouraging children to behave in sexually inappropriate ways
- 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.

Appendix C – Useful Contacts

Cambridgeshire and Peterborough Safeguarding Children Partnership Board –
Safeguarding Inter-Agency Procedures
<https://www.safeguardingcambspeterborough.org.uk/concerned/members-of-public-reporting-a-concern/>

Cambridgeshire Education Safeguarding Team
Tel: 0345 045 5203
Tel: 01480 425386
ECPS.General@cambridgeshire.gov.uk

Cambridgeshire Police Child Abuse Investigation Unit
Tel: 101

Cambridgeshire Education Safeguarding Manager (Sara Rogers)
sara.rogers@cambridgeshire.gov.uk

Cambridgeshire Early Help Hub (EHH)
Tel: 01480 376666

Cambridgeshire Customer Service Centre – social care referrals
Tel: 0345 045 5203

Cambridgeshire Emergency Duty Team (out of hours)
Tel: 01733 234724

Cambridgeshire Local Authority Designated Officer (LADO)
LADO@cambridgeshire.gov.uk
Tel: 01223 727967

Cambridgeshire Senior Education Adviser (Phil Nash)
Tel: 01223 699448

Peterborough Education Safeguarding Lead (Sue Proffitt)
susan.proffitt@peterborough.gov.uk
Tel: 07920 160232

Peterborough Early Help
Tel: 01733 863649

Peterborough Customer Service Centre – social care referrals
Tel: 01733 864180

Peterborough Emergency Duty Team (Out of hours)
Tel: 01733 234724

Peterborough Local Authority Designated Officer (LADO)
Gisela Jarman Tel: 01733 864038
Jane Bellamy Tel: 01733 864790

APPENDIX D - USEFUL DOCUMENTS

Bodywork Staff Code of Conduct (2019)

Cambridgeshire's Children Missing Education Guidance

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/education-your-rights-and-responsibilities/children-missing-from-education>

Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018). <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Guidance for Safer Working Practice for those working with children and young people in education settings This is the link for February 2019, updated version of the policy <https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

Guidance for Safer Working Practice for those working with children and young people in education settings (February 2022) This link is for a copy of the 2022 guidance that highlights in yellow the changes from the previously published 2019 version <https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/c409e71a-43b7-4811-a0e4-3bc4d6e0f653~110/original?tenant=vbu-digital>

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Sexual violence and sexual harassment between children in schools and colleges (September, 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Indicators of Abuse and Neglect

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse>

The Prevent Duty, Departmental advice for schools and childcare providers (April 2021)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

What to do if you're worried a child is being abused: Advice for practitioners (March, 2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

APPENDIX E – ABBREVIATIONS USED IN POLICY

CSE	Child sexual exploitation
DA	Domestic Abuse
DBS	Disclosure and Barring Service
DDSL	Designated Deputy Safeguarding Lead
DfE	Department of Education
DSL	Designated Safeguarding Lead
EHH	Early Help Hub
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HR	Human Resources
LADO	Local Authority Designated Officer
LGBT	Lesbian, Gay, Bisexual, Transgender
MARAC	Multi-Agency Risk Assessment Conference
RSE	Relationships Education, Relationships and Sex Education
SEND	Special Educational Needs and Disability
UKCIS	UK Council for Child Internet Safety
UK GDPR	UK General Data Protection Regulations