

Italia Conti Academy of Theatre Arts

Child Protection

Safeguarding

The Department for Education is responsible for child protection in England. It sets out policy, legislation and statutory guidance on how the child protection system should work.

The Italia Conti Academy of Theatre Arts works in accordance to the advice and training offered by Islington Children's Social Care therefore the Academy is committed to the statutory requirements and legislation with regard to '*Working Together to Safeguard Children*' and the information stated below includes appropriate statutory guidance from *Keeping Children Safe in Education 2015*.

Italia Conti is committed to all aspects of safeguarding. We believe that all children and adults at risk have the right to be protected from abuse and harm. Italia Conti aims to ensure as far as is possible that anyone, paid or voluntary, who seeks to work for the ITALIA CONTI ACADEMY and its ASSOCIATES SCHOOLS who will gain access to children and/or adults at risk is safe to do so.

Keeping Children Safe in Education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the guidance.

What school and college staff should know and do

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children include everyone under the age of 18.

- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school or college

Each school and college should have a **designated safeguarding lead** who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

- All school and college staff has a responsibility to provide a safe environment in which children can learn.
- All school and college staff has a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

What school and college staff needs to know

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for?

All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

All staff will be subject to the DBS Check and references and new employees will not be permitted to commence employment until all checks have cleared.

THE DISCLOSURE & BARRING SERVICE

DBS (Formerly CRB Criminal Record Bureau)

The DBS' role is to help prevent unsuitable people from working with children and adults at risk. Referrals are made to the DBS when an employer or an organisation has concerns that a person has caused harm or poses a future risk of harm to children and/or adults at risk.

DBS has a role in making independent barring decisions following referrals from employers or other organisations about individuals, usually following disciplinary processes, about their suitability to work with children and/or adults at risk. Anyone barred by the DBS cannot work or volunteer with the group or groups from which they have been barred.

SAFER RECRUITMENT - Who are the offenders?

Experience and research tells us that abusers come from all walks of life. They represent a wide cross-section of society and women as well as men can sexually abuse children. The biggest threat to children is the familiar the normal and the ordinary! Adult females are increasingly recognised as a small but significant minority of perpetrators of child sexual abuse. Adult males, however, constitute half or more of the problem; they are just not all of it.

The safe recruitment process is an important aspect of protecting children and adults at risk in keeping them safe. It applies to all employees who have contact with, and access to them, and equally to volunteers and paid employees. They both have access to children and adults at risk using your services. They are also people who children and adults at risk see as safe and trustworthy. In your recruitment of staff and volunteers it is important to gather evidence from a range sources, for example, employment and life histories, references, probing interviews, DBS checks, qualifications, and medical questionnaires. All information must be rigorously checked. Reliance on evidence of previous convictions is inadequate as only a few of those who abuse children and/or adults at risk have convictions. Because those already involved in abuse, or those disposed to do so, are extremely difficult to identify all employers must do their utmost, through good practice and vigilance, to make it as difficult as possible for abusers to obtain access to children and adults at risk. The recruitment process must be a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants. But that is not the end of the story. Even the most careful selection process cannot identify all those who may pose a risk to children and adults at risk. Once you have appointed someone and they have started working, you need to have robust supervision and appraisal arrangements in place to ensure their work is scrutinised and any concerns that emerge are highlighted and responded to. Thinking about, and including issues safeguarding is important at every stage of the process.

Inappropriate behaviour by a member of staff will be investigated and therefore reported.

TYPES OF ABUSE AND NEGLECT & HOW TO RECOGNISE THE SIGNS?

Abuse: 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. They may be abused by an adult or adults or another child or children.

Physical abuse: 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.

Some possible signs of physical abuse:

Unexplained injuries, for example, bruising, bite marks, burns and fractures, particularly if recurrent. Improbable explanations given for injuries.

Several different explanations provided for an injury.

Refusal to discuss injuries,

Untreated injuries.

Withdrawal from physical contact.

Emotional abuse: 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 cyber bullying), 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.

Some possible signs of emotional abuse:

Withdrawal

Nervousness

Aggressive behaviour

Emotional abuse may be difficult to recognise as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

Neglect: 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.

Some possible signs of neglect:

Constant hunger, poor personal hygiene, constant tiredness, poor state of clothing, untreated medical problems, compulsive eating, scavenging.

BULLYING Is the abuse and/or intimidation by a person, or people against another or others. It is an abuse of a perceived power relationship; Children can also bully other children. Bullying may include verbal abuse and intimidation, acts of physical sexual abuse and coercion, e-bullying, through texting, filming on mobiles and posting on social networks. Whatever it forms it is unacceptable. It must be challenged and appropriately addressed.

Some possible signs of bullying:

Reluctance to attend activities previously enjoyed.

Tearfulness, depression, erratic emotions, loss of concentration.

Stomach aches, headaches, difficulty in sleeping, bed-wetting, bruising, cuts, scratches, damaged clothing, bingeing on food alcohol, or cigarettes.

Shortage of money, frequent loss of possessions.

Asks for money or starts stealing (to pay bully/ies)

Drop in performance

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.

Some possible signs of sexual abuse:

Acting in a sexual way inappropriate to their age.
Continual or excessive masturbation.
Asking if you will keep a secret if they tell.
Unexplained sources of money, sweets, or presents.
Reluctance to changing for an activity.
Chronic ailments such as stomach ache or headaches.
Involving other children in sexual activity.
Self-harm.

Sexual Exploitation of children is a form of child sexual abuse. Which includes some combination of;

Pull factors: children exchanging sex for attention, accommodation, food, gifts or drugs;
Push factors: children escaping from situations where their needs are neglected and there is exposure to unsafe individuals;
Control & brain washing, violence and threats of violence by those exploiting the child. Sexually exploited children also suffer physical and emotional abuse and, often, neglect.

Boys and girls may be drawn into sexual exploitation by peers who are already involved. Girls in particular are frequently coerced into sexual exploitation by an older man, posing as and viewed by them as their boyfriend. The girl is physically and emotionally dependent upon him, which may be reinforced by the use of alcohol and drugs. Over time access to friends and family becomes curtailed and the child becomes alienated from agencies which may be able to identify and interrupt the abuse.

Remember the LAW states that children under 13 years of age are not legally capable of consenting to sexual activity.

Sexually exploited children commonly have low self-esteem and have experiences which include the following signs;

- Going missing frequently and /or from a young age;
- Bullying in and out of school
- Previous and sometimes current sexual abuse, neglect and physical abuse, and domestic violence within the family;
- Family involvement in sexual exploitation, drugs or alcohol;
- Drug and alcohol use themselves;
- Emotional systems , including eating disorders, mood swings and self harm (sometimes very extreme, e.g. genital cutting)
- Involvement in theft, shoplifting, deception etc. Often organised by the person exploiting them;
- A preoccupation with their mobile phone which indicates the child is controlled (e.g. possession of multiple phones, extreme distress when one is lost or not working)
- Having limited freedom of movement;
- Showing signs of sexual activity / abuse, including STD's terminations and pregnancy scares;
- Possession of money and goods not accounted for;
- Having an older "boyfriend" – in some cases the "boyfriend" drives them about.

It is very important that concerns no matter how vague, are tracked and monitored and recorded as by doing this it enables a bigger picture to emerge.

FGM

A Child protection requirement is to watch out for FGM Female genital mutilation. FGM has been a criminal offence in the UK since the [Prohibition of Female Circumcision Act 1985](#) was passed [The Female Genital Mutilation Act 2003](#) extended the prohibition making it also illegal to take a child abroad to undergo FGM.

A child for whom FGM is planned is at risk of significant harm through physical abuse and emotional abuse, which is categorised by some as sexual abuse.

Although FGM is practiced by secular communities, it is often claimed to be carried out in accordance with religious beliefs. No religion supports this act and sometimes parents will also say they are acting in a child's best interests because it brings status and respect to the girl, it preserves a girls virginity and or chastity, it is a rite of passage, it gives a girl social acceptance especially for marriage, it helps girls and women to be clean and hygienic and finally it upholds the family honour!

FGM is child abuse and it is against the law.

The age at which girls are subjected to female genital mutilation varies greatly, from shortly after birth to anytime up to adulthood. The average age is 4 to 13 years. In some cases it is performed on new born infants or on young women before marriage or pregnancy. If you have concerns that a child may be at risk of FGM or has undergone this horrendous mutilation please seek advice from either Local Children's Social care or the police.

DISCLOSURE OF ABUSE – WHAT TO DO?

- If a child makes a disclosure of abuse the following actions are to be taken:
- React calmly so as not to frighten or deter the child or young person. Listen carefully to what the child tells you without interrupting, take it seriously.
- Asks questions for clarification only, avoid asking questions that suggest a particular answer. Do not stop the child/young person who is freely recalling significant events allow them to continue at their own pace.
- Acknowledge how difficult it must be for him/her to tell you and assure them that they have done the right thing. Reassure them that they are not to blame. Explain that you have a responsibility for their safety and therefore have to tell someone in authority. Let them know there are others who can help and that they are not alone.
- As soon as possible write down what was said in the child's own words. Record the time, date and setting making a note of any names if mentioned. Sign & date the record.

Any disclosure must be raised with the Designated Safeguarding Lead Officer and followed through appropriately.

The Role of the Designated Safeguarding Lead Officer;

- The Designated member of staff for safeguarding and deputy is responsible for;
- Ensuring that they receive appropriate child protection training and the training is on-going and updated every two years;
- To arrange child protection training for colleagues every three years;
- Ensure that the school has a child protection policy and procedures which conform to and supplement the London Child Protection Procedures or local Authority procedures and which is available to all staff, teaching and non teaching;
- To keep all new staff up-dated with current procedures and ensure that new and temporary staff are familiar with their child protection responsibilities (staff includes secretarial, canteen, premises managers and staff working in a paid or voluntary capacity)
- Provision of advice and support to staff in all matters regarding the safeguarding of children;
- To refer any concerns as soon as they arise to Children's Social Care;
- To ensure that staff are sufficiently trained to be able to notice and report indicators and concerns;
- To monitor the attendance and development of children who may have a child protection plan and inform children's social services of actual or proposed change of address ;
- To ensure that all relevant information about a child is disseminated to appropriate staff within the school on a need to know basis;
- To ensure that complete records are sent to receiving schools and that their receipt is evidenced whether a child changes schools as a natural progression or for any other reason, and that copies of those records are kept by the school and archived securely;
- To maintain accurate and securely stored child protection records;

The Designated Safeguarding Lead officer is
BEV THOMAS (Student Welfare Office – Level 1)

In her absence please contact the Safeguarding Team;

Ms Karen Dwyer-Burchill – Head Teacher Theatre Arts School - Level 3

Ms Sarah Sutherland - Student Welfare Assistant – Office - level 1

Ms Yvonne Dearman – Manager Saturday School.

Teacher/Tutor Italia Conti House

Email: safeguarding@italiaconti.co.uk

SOCIAL MEDIA & THE THREAT POSED BY THE INTERNET E-SAFETY

Social media allows people to interact and communicate and brings a great many advantages to its users. However there are also potential pitfalls that teachers need to be aware of so that they ensure their actions do not bring themselves and their schools into disrepute.

It is important to note that indecent or illegal images should not be recorded or copied onto staff computers or school management systems as part of a school investigation. Copying an indecent image is a criminal offence which could result in an allegation made against a teacher, and a prosecution. Any images should be reported as a URL link via the CEOP website. If the images or content is stored on a device, such as a laptop, mobile phone or computer, the computer should be disconnected from the network and securely stored. If in any doubt, CEOP / police advice should be sought first. Depending on the specifics of the incident, the E-Safety Officer, Child Protection Officer or Head Teacher might need to liaise with local police, other agencies and if there is a child protection issue, the LADO. It is also worth considering informing parents/carers, updating and evaluating risk assessments, determining appropriate counselling and considering pupil discipline in line with the schools e-safety / ICT acceptable use policy and behaviour policy.

Is the content inappropriate, but not illegal? If the pupil wishes to report something which is inappropriate, but not illegal, such as adult pornography, copyright infringement, cyber bullying, harassment or offensive comments, then pupils should be taught and encouraged to use an online form added to the school's website, intranet, networked computers, webmail logins and extranets. It is worth allowing both named and anonymous usage of this form – although using a name should be encouraged.

Italia Conti is a premium member of **E-Safety service** and uses their publications to update staff pupils, students, and parents with the latest information regarding social media.

All staff, pupils and students will be asked to read and sign an 'Acceptable Use Policy'.

LADO – Local Authority Designated Officer. The LADO investigates allegations against staff and volunteers who work with children and young people. Islington contact number 0207 527 8066

CEOP -The NCA's CEOP Command (formerly the Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. They protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies.

Sadly, terrorist's organisations also use social media programmes effectively to attract vulnerable young people. The age group of people that is at most risk of radicalisation **is 13 to 30 years old.**

COUNTER TERRORISM & SECURITY ACT 2015 The PREVENT DUTY

Since early 2003, the UK has had a long term strategy called **Contest** for countering terrorism. Three version of Contest have been published since 2003: the most recent version was released in July 2011. Prevent is one of the 4 'P's that make up Contest.

- Prepare for terrorist attacks
- Protect the public from the consequences of terrorist actions
- Prevent people from becoming involved with or supplying terrorism
- Pursue terrorists in order to stop them from carrying out acts of violence.

From **1st July 2015**, Frontline workers in the UK have a legal duty to help prevent people being drawn into terrorism. The New legal duty is called the **PREVENT DUTY**. The Academy is committed to the statutory guidance for schools and colleges on the duty in the COUNTER TERRORISM & SECURITY ACT 2015 to have due regard to the need to prevent children, young people & adults from being drawn into terrorism. Keeping children safe from risks posed by terrorist exploitation of social media will be approached in the same way as safeguarding children from any other on-line or off-line abuse. The academy will follow the Prevent Duty safe practice guide.

What is RADICALISATION & EXTREMISM and why would this concern us?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist Actions come from a range of backgrounds and experiences, and most individuals, even Those who hold radical views do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and Environmental factors - it is known that violent extremists exploit vulnerable Individuals in order to drive a wedge between them and their families and communities.

It is vital that school staff are able to recognise those vulnerabilities.

This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

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

Minor worries

If you are worried that someone maybe drawn to violent extremism or may be becoming radicalised but you do not think that are in any danger, then you should discuss the situation with the Designated Safeguarding Lead Officer. Who may then refer to 'Channel'? The Channel programme is a multi-agency approach to protecting people who have been identified as being at risk from violent extremism.

<https://www.preventdutyguidance>

What to do if you have a concern

Our Local Authority Islington will have a Prevent Lead who can also provide support

The local Police Force can be contacted or dial 101. They can talk to you in confidence about the concern and will help to gain access to support and advice.

The Department for Education has dedicated a telephone helpline 0207 340 7264 to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email: counter.extremism@education.gsi.gov.uk

<https://gov.uk/government> Working together To Safeguard Children 25th March 2015

<https://www.Islington.gov.uk/services/children-families>