



# Safeguarding Policy

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| <b>Document Control Table</b> |                     |
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| Document Title:               | Safeguarding Policy |

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|--------------------|---|-------|-------------------|
| Policy created by: | Debbie Weld   | Date: | 19 September 2016 |
| Ratified by:       | Wakefield City Academies Trust - Standards & Curriculum Committee | Date: | 27 September 2016 |
| To be reviewed by: | Wakefield City Academies Trust - Standards & Curriculum Committee | Date: |                   |

**Document History**

| <b>Version</b> | <b>Date</b>       | <b>Author</b> | <b>Revisions</b> |
|----------------|-------------------|---------------|------------------|
| VI             | 19 September 2016 | Debbie Weld   |                  |
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**Refer to Safeguarding Academy Information**

|                           |
|---------------------------|
| <b>Academy:</b> .....     |
| <b>Headteacher:</b> ..... |

**Named Personnel with Designated Responsibility for Child Protection**

| Academic Year | Designated Senior Person | Deputy Designated Senior Person | Nominated Governor | Chair of Governors |
|---------------|--------------------------|---------------------------------|--------------------|--------------------|
|               |                          |                                 |                    |                    |
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**Document Review dates**

| Review Date | Changes Made | By Whom | Date Shared with Staff |
|-------------|--------------|---------|------------------------|
|             |              |         |                        |
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**Dates of Staff Training and Details of Course Title and Training Provider**

| Whole Academy | Designated Senior Person | Deputy Designated Senior Person |
|---------------|--------------------------|---------------------------------|
|               |                          |                                 |
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|               |                          |                                 |
|               |                          |                                 |

## Terminology

**Child/Children** include everyone under the age of 18.

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the academy, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Parent** refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

**Designated Officer** – new term for LADO – a post in the Local Authority, to coordinate and manage allegations against staff.

### Children's Social Care – your LA provision

**LSCB** - Local Safeguarding Children Board -strategically oversee and scrutinise safeguarding in the district.

**DSL** - Designated Safeguarding Lead.

**LGBT** – Lesbian, Gay, Bisexual and Transgender

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## INTRODUCTION

This policy was written by the Behaviour, Attendance and Safeguarding Team with acknowledgement that they have included information from NYCC and Wakefield Safeguarding policies.

The policy is in response to:

Sections 175 and 157 of the Education Act 2002, implemented June 2004 and

- *Working Together To Safeguard Children* HM Government 2015  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- *Keeping Children Safe In Education (KCSiE)* DfE September 2016  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-beingabused-2>
- Recommendations from national and local Serious Case Reviews
- the *Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements* September 2014

(Where the Academy's Early Years' provision is registered with OfSTED, they must comply with EYFS Section 3)

**This policy applies to all adults, including volunteers, working in or on behalf of the academy.**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

*Keeping Children Safe In Education (KCSiE)* DfE September 2016

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being.

**Refer to Safeguarding Academy Information**



## ACADEMY COMMITMENT

**The Designated Senior Lead for Child Protection is:**

.....

**and the person/s who deputise/s in his/her absence is/are:**

.....

**The nominated governor for Safeguarding is:**

.....

The academy is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

### I. Roles and Responsibilities

**The Governing Body/proprietor should ensure that:**

- The academy complies with the Local Authority's arrangements to promote co-operation and information sharing between itself, the academy and relevant partners and organisations who are engaged in activities relating to children.
- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- There is a senior board level lead to take leadership responsibility for the academy's safeguarding arrangements (e.g. nominated governor).
- The academy has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and are updated annually, and available publicly either via the academy or college website or by other means.
- All staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education* September 2016.
- The particular needs of disabled children and those with special educational needs are taken into account when developing policies and procedures.

- There are opportunities for staff who have developed expertise by undertaking child protection training and dealing with safeguarding concerns on a daily basis to contribute to and shape safeguarding arrangements and child protection policy.
- The academy has policy and procedures in place for Children Missing In Education and are following the latest Government guidelines.
- To ensure that all staff are aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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 18.
- All staff regularly undertake appropriate child protection training.
- A senior member of the academy's leadership team is designated to take lead responsibility for child protection (Designated Senior Lead). This is explicit in the DSL's job description (Annex B KCSiE) and the need for a deputy DSL is reviewed.
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- A designated teacher is appointed to promote the educational achievement of children who are looked after and that this person has appropriate training.
- The academy has a staff behaviour policy (code of conduct) which should amongst other things includes abuse of trust, staff/pupil relationships and communications including the use of social media. This should be provided to all staff – including temporary staff and volunteers – on induction.
- The academy has written recruitment and selection policies and procedures in place.
- At least one person on any appointment panel has undertaken safer recruitment training.
- The academy operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
- The academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (Appendix A).
- A governor, usually the Chair, is nominated to liaise with the DO (sometimes referred to as LADO) and/or partner agencies in the event of allegations of abuse being made against the Headteacher.
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

- It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).
- There are procedures in place to handle allegations that a child has harmed another child.
- The academy has due regard in particular to the duty to prevent people from being drawn into terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education ref. KCSiE Annex A pgs 55-57.
- Appropriate IT filters and monitoring systems are in place to limit children's exposure to the risks of being exposed to harm online.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- There is an annual review of policies and procedures and the academy's Safeguarding Audit is completed.
- Without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

#### **The Headteacher should ensure that:**

- The policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
- S/he liaises with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer.
- S/he receives appropriate child protection training which is regularly updated.

**The Senior Member of Staff with Designated Responsibility for Child Protection (this person is referred to in DfE guidance as the Designated Safeguarding Lead) and Deputy (if appropriate)**

**The DSL ensures that there is always cover for this role including arrangements during academy holidays as follows ... (insert arrangements) Refer to Safeguarding Academy Information**

#### **Managing referrals**

The DSL will:

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Refer all cases of suspected abuse to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

### **Training**

The DSL should receive appropriate training carried out every two years (including Prevent awareness training) and refresh their knowledge and skills (for example via e-bulletins, meeting other designated safeguarding leads, or by reading safeguarding developments) at regular intervals, as required, but at least annually in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the academy's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy or college may put in place to protect them.

### **Raising Awareness**

In order to ensure the academy or college's policies are known and used appropriately, the DSL will:

- Ensure the academy or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy or college in this.
- Link with the LA and WCAT to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where a child leaves the academy or college ensure the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt.
- Ensure that CP records are retained until the young person's 25<sup>th</sup> birthday if the academy is the final school.
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the appropriate member of their local safeguarding team at the LA, ensuring secure transit and obtaining confirmation of receipt.
- Know the name of the social worker and local authority "virtual school head" for each looked after child at the academy.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the academy.

**All staff and volunteers should:**

- Read at least part one of Keeping Children Safe in Education September 2016 and, in particular, will:
  1. Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education ref. KCSiE Annex A pgs 55-57.
  2. Where there are concerns about another staff member, refer these concerns to the Headteacher/Principal
  3. Where there are concerns about the Headteacher or Principal, refer these concerns to the Chair of governors
  4. Raise concerns about poor or unsafe practices in the academy via whistleblowing procedures
- Be aware of systems within their academy or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the academy's child protection policy; the academy's staff behaviour policy (sometimes called a code of conduct) and the identity and role of the DSL.
- Receive appropriate child protection training which is regularly updated.
- Receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually.

- 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.
- 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 best interests of the child.
- Be aware of the assessment process for providing early help and the role of staff in that process.
- Be aware of the process for referring concerns to child social care and for statutory assessments under the Children Act 1989.
- Where there are concerns about a child, raise these with the DSL.
- Record in writing all concerns, discussions and decisions made and the reasons for those decisions. If in doubt about recording requirements staff should discuss these with the DSL.
- Understand that, whilst anyone can make a referral to Children and Families’ Service, the correct academy procedure is to report their concerns to the DSL in the first instance. They should, however, escalate their concerns for the child if they do not feel those concerns have been taken seriously and/ or procedures have not been followed and/or the child’s situation does not appear to be improving. In exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children Social Care.

### **Concerns should always lead to help for the child at some point.**

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

In addition, staff should 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 that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

## **2. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM**

Teachers and other adults in the academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy staff being alerted to concerns.

### **Definitions**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

Abuse and neglect are forms 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 another child or children.

All academy and college 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.

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, though 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. 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** 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) ▪ Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 3. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff and volunteers follow child protection procedures and guidance which are consistent with *Keeping Children Safe in Education September 2016*; *Working Together to Safeguard Children 2015* and *What To Do If You Are Worried A Child is Being Abused 2015*

It is **not** the responsibility of the academy staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

#### a) Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people.
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in academy or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

#### b) Responding to Disclosure

**Disclosures or information may be received from pupils, parents or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity (*insert academy arrangements to ensure that pupils***



*with communication difficulties are enabled to express themselves to a member of staff with appropriate skills) Refer to Safeguarding Academy Information*

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a written contemporaneous record.

### c) Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated senior person in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of academy staff.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?' i.e. not ask leading questions.
- Try not to show signs of shock, horror or surprise or to express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the person as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken.

### d) Action by the Designated Senior Lead (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g. Looked After Child)

Following any information raising concern, the DSL will consider:

- Any urgent medical needs of the child.
- Whether to make an enquiry to **Children's Social Care** to establish if the child is or has been subject of a Child Protection Plan.
- Discussing the matter with other agencies involved with the family.

- Consulting with appropriate persons e.g. local prevention services.
- The child's wishes and any fears or concerns s/he may have.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to the local Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

**OR**

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

#### **e) Action following a child protection referral**

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in academy, however, may be asked to contribute.

The designated senior person will:

- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.
- Provide a report for, attend and contribute to any subsequent Child Protection Conference.
- If the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences.
- Where possible, share all reports with parents prior to meetings.
- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing,/is removed from the academy or fails to attend the academy.
- Follow up any referral where the local authority does not provide information to the referrer about the action which is being taken.

- Ask for reconsideration where a referral has not led to improvements in a child's situation.

#### **f) Recording and monitoring**

##### **The Academy will record:**

- Information about the child: name (aka), address, date of birth, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the academy, any court orders, if a child is or has been subject to a CP Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents (and keep original notes).
- Significant contacts with carers/other agencies/professionals.
- All concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

##### **All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard).
- Diagram indicating position, size and colour of any injuries (not photograph).
- Words child uses (not translated into 'proper' words).
- Non-verbal behaviours.

All safeguarding documents will be retained in a 'Safeguarding' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher/Principal and DSL/deputy DSL. The file will be transferred as soon as possible to any academy or setting the child moves to, clearly marked 'Safeguarding', Confidential, for attention of Designated Senior Lead Child Protection.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the safeguarding file until the child's 25<sup>th</sup> birthday.

When sharing confidential information about a member of staff or pupil, the academy has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> If the child goes missing from education or is removed from roll to be educated at home then any safeguarding file should be copied and the copy sent to the safeguarding unit of the LA.

##### **The academy will monitor any cause for concern including where there could be serious child welfare concerns:**

- Injuries/marks

- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

**The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned**

#### **g) Supporting the Child and Partnership with Parents**

- The Academy recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child and children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the children.

## **SAFEGUARDING APPENDICES**

## A. Allegations regarding person(s) working in or on behalf of school provision (including volunteers)

Where an allegation is made against any person working in or on behalf of the academy (including where that person is no longer working in or on behalf of the academy and/or the allegation is historical) that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child,
- b. Possibly committed a criminal offence against or related to a child or
- c. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The Academy will apply the same principles as in the rest of this document.

The Academy will always follow:

DfE Guidance *Keeping Children Safe in Education*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf) and any LA guidance.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely (*insert arrangements.....*)

Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher/Principal and make a record and have regard to the academy's whistleblowing procedure.
- In the event that an allegation is made against the Headteacher/Principal the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'.
- The Headteacher/Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children.
- The Headteacher/Principal may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage.

- The Headteacher/Principal will consult with Designated Officer (LADO) (see Appendix C Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by academy or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- The Headteacher/ Principal will inform the Chair of Governors of any allegation.

Where an Early Years' provider is registered with OfSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2014.

Academies and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence (set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 (SI 2009 No. 37) (amended); and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

## **B. Confidentiality**

The academy has regard to DfE guidance on Information Sharing @

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

The academy ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. The academy ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

The academy confidentiality policy indicates:

- a) When information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm
- b) When the pupil's and/or parent's confidentiality must not be breached.

## **C. Contacts**

Please add all relevant numbers **Refer to Safeguarding Academy Information**

e.g. **Advice and Support PREVENTION SERVICE Area Prevention Managers**

**Advice and Referral**  
**CHILDRENS SOCIAL CARE**

Emergency Duty Team

**POLICE** 101  
in your area)

(Ask for the Serious Crime Team

**Safeguarding Unit**

**Safeguarding / Designated Officers for Managing Allegations (LADOs)**

**Customer Service Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:**

Bradford – 01274 437 500

Kirklees- 01484 456 848 (out of hours 01484 414933)

Calderdale- 01422 393 336 (out of hours 288 000- MAST)

Leeds – 0113 376 0336

East Yorkshire – 01482 395 500

Rotherham- 01709 33 60 80 (MASH)

Sheffield- 0114 273 4925

Wakefield – 0345 8503 503

Doncaster – 01302 736 000

York – 01904 551 900

North Yorkshire – 01609 780 780

**Curriculum**

The academy is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain. All pupils know that we have Designated Senior Lead with responsibility for child protection and know who this is. We inform pupils

of whom they might talk to, both in and out of the academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

The academy is committed to ensuring there are opportunities in the academy curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety. We do this by:

- Developing healthy relationships and awareness of domestic violence, bullying and abuse.
- Recognising and managing risks including online, sexual exploitation and running away.
- Enabling pupils to become safe and responsible users of new technologies and the impact of new technologies on sexual behaviour, for example sexting.
- Enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values.
- Recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour.
- Ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others.
- Raising awareness of honour based violence, female genital mutilation and forced marriage.
- Making available appropriate local and online advice.

Additional aspects of safeguarding included in the curriculum are risks associated with:

- Substance misuse
- Knives and gangs
- Water, fire, roads and railways

The academy has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the academy's e-safety, sex and relationship, substance misuse and anti-bullying policies.

The academy recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our academy website.

The academy recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.



**Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting (insert name) Refer to Safeguarding Academy Information PSHE leader in the first instance.**

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of PSHE or on-line safety have the appropriate knowledge and skills.

The academy monitors and evaluates the impact of the safeguarding taught curriculum provision through our academy based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers.

Example curriculum/teaching resources – please see Appendix 3 (the academy may wish to add other resources)

The following Information is made available to pupils (insert e.g. helplines, posters, NSPCC Childline) **Refer to Safeguarding Academy Information**

The academy’s arrangements for consulting with and listening to pupils are (insert e.g. Listening/Worry Box, school council, peer support schemes), online anonymous reporting systems) **Refer to Safeguarding Academy Information**

We make pupils aware of these arrangements by (insert)..... **Refer to Safeguarding Academy Information**

**D. Curriculum Resources**

|                 |   |
|-----------------|---|
| Risk management | Dot Com Children’s Foundation <a href="http://dotcomcf.org/">http://dotcomcf.org/</a><br>Met police <a href="http://www.safe.met.police.uk/index.html">www.safe.met.police.uk/index.html</a>  |
| Domestic abuse  | Expect Respect Educational Toolkit designed to help academies to address the issue of domestic abuse from KS1-5 <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a><br><br>A website to help children and young people understand domestic abuse (KS2-5) <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a><br><br>Independent domestic abuse service provides a range of information for staff and young people. <a href="http://www.idas.org.uk">www.idas.org.uk</a> |

|   |   |
|---|---|
| <p>Sexual Abuse<br/>Healthy Relationships<br/>Child Sexual Exploitation</p> | <p>NSPCC pants- the underwear rule (EYFS and KS1-2) <a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a> (also has a section for parents/carers)</p> <p>BigTalk Cards 'growing up safe'. A set of 23 cards that explore a range of situations aimed at primary school aged children such as exposure to inappropriate images/ being photographed inappropriately.<br/><a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></p> <p>Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) <a href="http://www.safeguardingsheffieldchildren.org.uk">www.safeguardingsheffieldchildren.org.uk</a></p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) <a href="http://www.canyouseeme.coop">www.canyouseeme.coop</a></p> <p>Child Sexual Exploitation Practice Guidance from North Yorkshire Safeguarding Children Board<br/><a href="http://www.safeguardingchildren.co.uk/sexual-exploitation.html">http://www.safeguardingchildren.co.uk/sexual-exploitation.html</a></p> |
| <p>On-line safety</p>   | <p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2<br/><a href="http://kidsmart.org.uk">http://kidsmart.org.uk</a></p> <p>Think u know has a range of supporting resources for KS1-5<br/><a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a><br/>(It also has a section for parents/carers)</p> <p>On-line safety resources for young people, teachers and professionals , parents and carers <a href="http://www.childnet-int.org">www.childnet-int.org</a> including Jenny's Story for secondary age pupils</p> <p>On-line safety activities at <a href="http://www.childnet.com.KSI-4">www.childnet.com.KSI-4</a></p> <p>Digital Citizenship Scheme <a href="http://www.digital-literacy.org.uk/Home.aspx">http://www.digital-literacy.org.uk/Home.aspx</a></p> <p>360 Degree Safe – an eSafety audit and planning tool<br/><a href="http://www.360safe.org.uk/">http://www.360safe.org.uk/</a></p>   |

|   |   |
|---|---|
| <p>Bullying</p>                               | <p>DfE anti-bullying guidance including advice on cyber bullying<br/> <a href="https://www.gov.uk/government/publications/preventing-andtackling-bullying">https://www.gov.uk/government/publications/preventing-andtackling-bullying</a></p> <p>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels <a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a></p> <p>Childline (KS2-5) <a href="http://www.childline.org.uk">www.childline.org.uk</a></p> <p>'Lets Fight it Together' (Cyberbullying DVD) KS2-3<br/> <a href="http://www.youtube.com/watch?v=dubA2vhlrg">http://www.youtube.com/watch?v=dubA2vhlrg</a></p> <p>Kidscape <a href="http://www.kidscape.org.uk/">www.kidscape.org.uk/</a> (KS1-4)</p> <p>Cyberbullying <a href="http://www.kidscape.org.uk/cyberbullying/">www.kidscape.org.uk/cyberbullying/</a></p> <p>Childnet <a href="http://www.childnet.com">www.childnet.com</a> (KS1-4)</p> <p>Stonewall <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> (KS1-4)</p> <p>BeatBullying <a href="http://www.beatbullying.org">www.beatbullying.org</a> (KS1-4)</p> |
| <p>Female Genital Mutilation</p>              | <p>PSHE Association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5)<br/> <a href="https://www.psheassociation.org.uk/content.aspx?CategoryID=1193">https://www.psheassociation.org.uk/content.aspx?CategoryID=1193</a></p> <p>Female Genital Mutilation Practice Guidance from North Yorkshire Safeguarding Children Board<br/> <a href="http://www.safeguardingchildren.co.uk/FGMPG.html">http://www.safeguardingchildren.co.uk/FGMPG.html</a></p>  |
| <p>Forced Marriage</p>                        | <p>Plan UK has a range of information and supporting lesson plans (KS3-5) <a href="http://www.plan-uk.org/resources/documents/teaching-resourceforced-marriage.pdf/">http://www.plan-uk.org/resources/documents/teaching-resourceforced-marriage.pdf/</a></p>   |
| <p>Lesbian, Gay, Bisexual and Transgender</p> | <p><a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a></p>   |
| <p>Supporting parents/carers</p>              | <p>The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues <a href="http://www.fpa.org.uk">www.fpa.org.uk</a></p> <p>A website to support parents in preventing sexual abuse<br/> <a href="http://www.parentsprotect.co.uk">www.parentsprotect.co.uk</a></p>  |

CAPE (Child Protection in Education) [www.cape.org.uk](http://www.cape.org.uk) DfE Statutory Guidance and Departmental Advice

*Keeping Children Safe in Education July 2015*

HM Government

*Working Together to Safeguard Children 2015*

## **E. Early Years (provision for under 5s)**

Schools are required to comply with the Statutory Framework for the Early Years Foundation Stage [https://www.gov.uk/government/publications/early-years-foundation-stage-framework - 2](https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2). Under the EYFS Section 3 – the safeguarding and welfare requirements - schools are not required to have separate policies provided these requirements (identified below by paragraph number in EYFS Section 3) are already met through existing policies.

The academy may wish to include the following requirements in the policies as suggested below (in red):

### **CP policy:**

#### **EYFS 3.4 Taking, storing and using images of children, (including mobile phone, tablet, video and camera use)**

Guidance note

You will need to consider:

- The use of tablets and other equipment with the capacity to record images;
- The purpose of images taken within the academy and how they will be used;
- Permission from parents for taking images of their children and for how these may be used;
- How you can make sure that images are only taken and used in the way that parents give permission for;
- What procedures you will put in place to safeguard all children e.g. to ensure that children who are not to be photographed can be kept safe, whilst still taking part in the event.

You must ensure that:

- The academy has equipment for taking images so that staff do not use their own personal equipment;
- The arrangements for the secure storage of staff's personal equipment whilst at work are made clear;
- In personal emergencies staff and volunteers should be contacted via the setting telephone.

- All devices which have a camera, video and/or internet access are used appropriately;
- Images are printed or reproduced at the setting to ensure that photos and recordings of the children cannot be used inappropriately.

### **CP Policy**

**EYFS 3.68 Information and records This is included in Appendix J**

### **Safer Recruitment Policy**

**EYFS 3.9 Ensuring that people looking after children are suitable to fulfil the requirements of their roles.**

- This includes having regard to the requirements of the Childcare (Disqualification) Regulations 2009 and disclosure of police information.

### **Safe Working practice/Code of Conduct:**

**EYFS 3.19 Staff taking medication/other substances EYFS 3.25 First Aid EYFS 3.27 Key person EYFS 3.28 Staff: child ratios**

### **Health and Safety policy:**

**EYFS 3.45 Medicines EYFS 3.50 Accident or injury EYFS 3.54 Safety and suitability of premises, environment and equipment EYFS 3.64 Risk assessment**

### **Behaviour policy:**

**EYFS 3.52 Managing behaviour**

### **Complaints' policy**

**EYFS 3.74 Complaints**

## **F. Partnership with Parents**

The academy shares a purpose with parents to keep children safe from harm and to have their welfare promoted. *(The academy may wish to include here any information provided to parents on keeping children safe and how they can report concerns if they are worried a child is at risk of harm e.g. by alerting them to the information for parents on the following websites:)* **Refer to Safeguarding Academy Information**

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

CEOP <https://www.thinkuknow.co.uk/parents/>

Internet Matters <http://www.internetmatters.org/>

Parent Zone <http://www.theparentzone.co.uk/parent>

Childnet <http://www.childnet.com/resources/know-it-all-for-parents> Parents

Protect [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

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 information unless we have permission or it is necessary to do so in order to protect a child.

The academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 3: 3 Action by Designated Senior Lead)

We encourage parents to discuss any concerns they may have with *(insert)*..... **Refer to Safeguarding Academy Information**

The child protection policy should be available publicly either via the academy or college website or by other means.

We make parents aware of our policy *(insert how you do so.....)* **Refer to Safeguarding Academy Information**

## **G. Partnerships with other agencies**

The academy recognises that it is essential to establish positive and effective working relationships with other agencies *(Insert details of relationships the academy has for promoting a safe and supportive environment e.g. Prevention Service, Children and Families Service, Barnardo's, Police, Health, District Council, NSPCC ChildLine Schools' Service, National Youth Advocacy Service, Children's Centres etc.)* **Refer to Safeguarding Academy Information**

All academies and colleges should allow access for children's social care or preventative service from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the preventative service or under section 17.

The academy complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children

## **I. PREVENT**

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard<sup>76</sup> to the need to prevent people from being drawn into terrorism". <sup>77</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

### **Roles and responsibilities:**

- The strategic Prevent lead in the academy is ... (insert name). **Refer to Safeguarding Academy Information**
- If not the DSL, s/he liaises with the DSL at all times.
- S/He understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures.
- The senior leadership team and governing body are aware of the Prevent Strategy and its objectives.
- There is a clear awareness of roles and responsibilities throughout the academy setting regarding Prevent.
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes.
- The academy's premises do not give a platform for extremist speakers and events.
- The academy provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion: (see Appendix D).

### **Training:**

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.
- Details of training courses including frequency and availability are cascaded to all relevant staff.
- Further training on the Prevent agenda is made available to the safeguarding leads where appropriate.
- There is appropriate staff guidance and literature available to staff on the Prevent agenda.

- All staff in the organisation have accessed appropriate prevent training for their role.

Three levels of support:

Level 1: Leadership consultancy focusing on Prevent including the WRAP3 training- Workshop to raise awareness of Prevent:

Level 2: Whole establishment consultancy focusing on Prevent:

Level 3: Next Step School Leadership support focusing on Prevent/British Values:

- Preventing Violent Extremism online course:  
[http://course.ncalt.com/Channel\\_General\\_Awareness/](http://course.ncalt.com/Channel_General_Awareness/)

### **Referrals:**

- An appropriate internal Prevent risk assessment and referral process is in place.
- All staff including the Prevent lead/DSL follows the LSCB procedures.
- Partner agency communication channels are in place.
- An audit trail for notification reports/referrals exists.
- Prevent referrals/notifications are managed or overseen by the Prevent lead.
- A process is in place to identify and develop 'lessons learnt'.

### **J. Pupil Information**

In order to keep children safe and provide appropriate care for them the academy requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);



- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from the academy (if different from above);
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc);
- If the child is or has been subject to a Child Protection Plan;
- Name and contact detail of key persons in other agencies, including GP;
- Any other factors which may impact on the safety and welfare of the child.

The academy will collate, store and agree access to this information

*(insert academy arrangements)*.....

**Refer to Safeguarding Academy Information**

## **K. Related Academy Safeguarding Policies**

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- Neglect, physical abuse, sexual abuse and emotional abuse;
- Bullying, including online bullying and prejudice-based bullying;
- Racist, disability and homophobic or transphobic abuse;
- Gender-based violence/violence against women and girls;
- Radicalisation and/or extremist behaviour;
- Child sexual exploitation and trafficking;
- The impact of new technologies on sexual behaviour, for example sexting;
- Teenage relationship abuse;
- Substance misuse;

- Issues that may be specific to a local area or population, for example gang activity and youth violence;
- Domestic violence;
- Honour based violence;
- Female genital mutilation;
- Forced marriage;
- Fabricated or induced illness;
- Poor parenting, particularly in relation to babies and young children;
- Other issues not listed here but that pose a risk to children and young people.

It relates to broader aspects of care and education, including:

- Equal opportunities
- Promoting positive behaviour
- Children's and learners' health and safety and well-being
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- Children not collected from the academy
- Lost children

It relates to other policies including:

- Complaints   ▪ Admissions
- Safer recruitment
- Key person
- Teaching and learning
- Partnership with parents

- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT

## **L. Safer Recruitment and Selection**

The academy pays full regard to DfE guidance *Keeping Children Safe in Education September 2016* the Protection of Freedoms Act 2012; the Childcare (Disqualification) Regulations 2009.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the academy who is likely to be perceived by the children as a safe and trustworthy adult and follow LA guidance on checking contractors, host families for educational visits and work experience providers.

A school or college will be committing an offence if it allows a person to carry out a regulated activity whilst barred and it knows or has reason to believe that the person was barred. Regulated activities include teaching, training, instructing, caring for or supervising children if the person is unsupervised, providing advice or guidance on well-being, or driving a vehicle only for children.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. When undertaking interviews, the academy has regard to the principles of Value Based Interviewing [www.nspcc.org.uk](http://www.nspcc.org.uk)

Where appropriate, the academy undertakes:

- Disclosure and Barring Service (DBS) checks;
- Enhanced DBS checks; ▪ Barred list checks; and
- Teacher prohibition order checks.

The academy also has regard to the requirements of the Childcare (Disqualification) Regulations 2009.

All academy staff are made aware that they are required to notify the line manager of any convictions or cautions during employment with the Council or receive a Penalty Notice for Damage or Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the academy/setting) or any circumstances which could lead to consideration of disqualification, including disqualification by association.

Statutory changes, underpinned by regulations, are that:

- Academies must keep a single central record detailing a range of checks carried out on their staff and members of the proprietor body.
- The record should include confirmation of checks carried out by third parties, for example supply staff agencies.
- Where checks are carried out on volunteers, these should also be included on the single central record.
- An Enhanced DBS check is obtained for **all** new paid appointments to the academy's workforce.
- An Enhanced DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (Annex G *KCSiE 2016*)
- Schools will ensure that any contracted staff are DBS checked where appropriate (Annex F *KCSiE 2016*)
- Schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers ( *KCSiE 2016*)
- Where appropriate schools will ensure that a Section 128 check is carried out to ensure that an individual is not prohibited from taking part in the management of the school (*KCSiE 2016*)
- All new appointments to the academy workforce who have lived outside the UK are subject to additional checks as appropriate
- Schools must satisfy themselves that agency and third-party staff have undergone the necessary checks
- Identity checks must be carried out on all appointments to the academy workforce before the appointment is made.

Since 01 January 2010 it has been mandatory that any appointments of maintained school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Ofsted will request evidence as part of their inspections that each recruitment panel meets this requirement.

..... (Headteacher) and ..... (Academy Governor) and/or

..... (other) have undertaken training in Safer Recruitment available as follows:

**Refer to Safeguarding Academy Information**

- Face to face materials delivered by accredited trainers
- On line materials available on NSPCC website

One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **Visitors**

“Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.”

*KCSiE 2016*

### **M. Safer Working Practice**

“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 senior person for child protection.”

*KCSiE 2016*

### **Staff behaviour policy**

Academies are required to have in place a staff behaviour policy, (sometimes called a Code of Conduct). Safer working practice ensures that pupils are 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;
- Discuss and/or take advice from academy management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;

## N. Academy Training and Staff Induction

Academy governors are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able and are supported in their safeguarding role.

All staff (including temporary staff, academy governors and volunteers) are provided with the academy's child protection policy and informed of the academy's child protection arrangements on induction.

### **All staff should read at least part one of *Keeping Children Safe in Education September 2016***

All staff should complete training as outlined below and as identified in the academy Training Needs' Analysis.

- The academy's **Designated Senior Lead** for child protection undertakes advanced child protection training; and updates training at least every 2 years as identified in the academy Training Needs analysis.
- The **Headteacher** undertakes at least basic child protection training; but advanced child protection training would be preferable.
- **All other academy staff, including non-teaching staff and academy governors**, undergo child protection training on induction which is updated regularly.
- **Academy governors** undergo basic child protection training.

Child Protection Whole Academy training must ensure staff are able to:

- Understand the policy and procedures;
- Understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- Identify signs of possible abuse and neglect at the earliest opportunity;
- Respond in a timely and appropriate way including appropriate communication with children
- Understand the role of the DSL;
- Be aware of external avenues for notifying concerns including the use of escalation and whistleblowing procedures;
- Comply with record-keeping requirements;
- Recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images; ▪ Recognise normal and concerning sexual behaviours of children; ▪ Have up to date knowledge of safeguarding issues.

|                                |  |
|--------------------------------|--|
| Female Genital Mutilation      | <a href="http://www.fgmelearning.co.uk/">http://www.fgmelearning.co.uk/</a>                |
| Domestic Abuse Basic Awareness | <a href="http://www.idas.org.uk/training/index.asp">www.idas.org.uk/training/index.asp</a> |
| Forced Marriage                | <a href="https://www.gov.uk/forced-marriage">https://www.gov.uk/forced-marriage</a>        |

**PREVENT** ref Appendix I

## **O. Supervision, Support and Advice for Staff**

All staff are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

At the academy, supervision may provide support, coaching and training for staff promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Support provides opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or well-being;
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by an appropriately trained or experienced person

The designated senior lead will be supported by the DDSL, the safeguarding governor or an appropriately trained or experienced person.

Child Protection advice and support is available from *(insert names and contacts see Appendix C Contacts list)* **Refer to Safeguarding Academy Information**

## **P. Vulnerable children:**

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate LA guidance: *(The academy may wish to add to this policy, specific references to their internal procedures and any related policies with reference to below)*

- Poor or irregular attendance and persistent lateness at the academy
- Children not attending the academy
- Children Missing from Home or Care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- Children not collected
- Honour based violence, including Female Genital Mutilation

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practiceguidelines>

- Online training is available @ <http://www.fgmelearning.co.uk/>
- Forced Marriage

<https://www.gov.uk/forced-marriage>

- Children who self-harm
- Child Sexual Exploitation/Grooming

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexuallyexploited>

- Online training available @ <http://www.safeguardingchildren.co.uk/news.html/91>
- Children who are Bullied
- Children who Sexually Harm
- Children Privately fostered
- Radicalisation to extremist behaviour
- Radicalisation to extremist behaviour

Prevent Duty statutory Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417943/Prevent\\_Duty\\_Guidance\\_England\\_Wales.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf)

Channel Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

DfE Safeguarding advice for schools:

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

DfE and Home Office Social media guide:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

- Children with Risk-taking behaviours



## **Q: MISCELLANEOUS**

### **1. Site security**

Visitors to the academy are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the academy's safeguarding and health and safety regulations to ensure children in the academy are kept safe. The Headteacher/Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **2. Extended academy and off-site arrangements**

Where extended academy activities are provided by and managed by the academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

### **3. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Not use pupils full name with an image   ▪ Ensure pupils are appropriately dressed
- Ensure that personal data is not shared.
- Store images appropriately, securely and for no longer than necessary.
- Only use academy equipment, i.e. not personal devices.
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

#### 4. Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

#### 5. Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

#### 6. E-Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers an academy or college to protect and educate the whole academy or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm'

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The academy's **e-safety policy** explains how we aim to keep pupils safe in the academy. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our antibullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in the academy. Some pupils will undoubtedly be 'chatting' outside the academy and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media.

Acceptable IT use for staff, pupils will be enforced and parents are also informed of expectations.