



CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent

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Important Safeguarding contacts for: Southmere Primary Academy

	Name, email and telephone number
Designated Safeguarding Lead (DSL)	Susan Dawson s.dawson1@northerneducationtrust.org 01274 575178
Deputy Designated Safeguarding staff	Jane Hague j.hague@northerneducationtrust.org Joanne Kershaw j.kershaw@northerneducationtrust.org 01274 575178
Designated AEC Member	Mohammed Khan Via office@southmereacademy.org
Local Authority Designated Officer (LADO)	Frank Hand / Dawn Holt frank.hand@bradford.gov.uk dawn.holt@bradford.gov.uk
Assistant Director, Children/pupils Specialist Services	Judith Kirk Judith.kirk@bradford.gov.uk 01274 431078
Safeguarding Advisor (LA)	Suzanne Ellis 01274 437043
Referral and Response / Front Door services/ MASH Team (Emergency Duty Team)	01274 437500
Out of hours Emergency Team	01274 431010
CME Team Children missing education	01274 439651
CSE Team Child sexual exploitation	01274 435049 childrens.enquiries@bradford.gcsx.gov.uk
Early Help Team/Hub	01274 431212
Prevent local contact	01274 376215 danielle.king@bradford.gov.uk nectu.fimu@westyorkshire.pnn.police.uk
Local Police – PCSO link	Idris Mahmood
School Nursing service	01274 221203
Homelessness / housing contact	01274 436000

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: SUSAN DAWSON (Principal). In the event of absence / unavailability, JANE HAGUE (Learning Mentor) is available, as is JOANNE KERSHAW (Vice Principal).

1. INTRODUCTION

1.1 Southmere Primary Academy fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks to children/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential. This policy applies across the academy and includes the Early Years.

1.2 There are a number of main elements to our policy:

1.2.1 Prevention through the teaching and pastoral support offered to pupils/students;

1.2.2 Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with pupils/students, Academy staff are well placed to observe the outward signs of abuse;

1.2.3 Support for pupils/students who may have been abused;

1.2.4 Recording incidents, issues and concerns over time.

1.3 Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2. PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

2.1.1 Establish and maintain an ethos where pupils/students feel secure and are encouraged to talk and are listened to;

2.1.2 Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

2.1.3 Include in the curriculum, activities and opportunities for PSHE which equip pupils/students with the skills they need to stay safe from abuse and to know who to turn to for help;

2.1.4 Include, in the curriculum material, which will help pupils/students develop realistic attitudes to the responsibilities of adult life.

3. PROCEDURES

3.1 We will follow the procedures set out in Interagency Procedures produced by Bradford Local Authority Safeguarding Children/pupils Board BSCB.

3.2 We follow the procedures and protocols in:

'Working Together to Safeguard Children/pupils July 2018'
Working_Together_to_Safeguard_Children-2018.pdf

'Keeping Children Safe in Education September 2018'

[Keeping Children Safe in Education - September 2018.pdf](#)

'What to do if You are Worried a Child is being Abused March 2015' (also available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).

3.3

The Principal will:

- 3.3.1 ensure they appoint a DSL (and deputies) who has undertaken the appropriate training, has their DSL role in their job description, is a member of the senior leadership team and is given appropriate time to conduct their duties as required;
- 3.3.2 recognise the role of the DSL and ensure supervision and ongoing training;
- 3.3.3 ensure every member of staff knows:
 - the name of the designated person and deputies and his/her role;
 - that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels;
 - they understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- 3.3.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse;
- 3.3.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;
- 3.3.6 ensure that pupils/students in the Academy know the name of the designated person and their deputies and his/ her role;
- 3.3.7 provide training for all staff so that they know:
 - their personal responsibility;
 - the relevant parts of Bradford BSCB procedures;
 - the need to be vigilant in identifying cases of abuse;
 - how to support a child who discloses abuse;
- 3.3.8 ensure all staff are given a copy of Part 1 of 'Keeping Children Safe in Education' September 2018 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document.
- 3.3.9 ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;

- 3.3.10 ensure all staff are asked annually to complete the Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course in addition to receiving face to face training in their setting.
- 3.3.11 ensure all staff are given the Child Protection and Safeguarding Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.
- 3.3.12 For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
 - it should have to exclude a student either for a fixed term or permanently;
 - there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days duration from Academy (or one day following a weekend).
- 3.3.13 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences core groups and child protection meetings;
- 3.3.14 keep written records of concerns about pupils/students (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children's Services immediately;
- 3.3.15 ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;
- 3.3.16 adhere to the procedures set out in the Bradford BSCB Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff or other adult within the academy;
- 3.3.17 ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- 3.3.18 designate an Academy Executive Council (AEC) member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure;
- 3.3.19 ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the Bradford LCB] website and are referred to here for your reference: http://bradfordscb.org.uk/?page_id=176

Safeguarding advisor : Suzanne Ellis, Suzanne.ellis@bradford.gov.uk / 01274 437043

LADO Contact Details

- Frank Hand / Dawn Holt
- frank.hand@bradford.gov.uk / dawn.holt@bradford.gov.uk
- 01274 434339

Where appropriate, a referral should be sent to the LADO using the Galaxkey secure email system.

4. **SUPPORTING PUPILS/STUDENTS AT RISK**

- 4.1 We recognise that pupils/students who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

- 4.2 The Academy will endeavour to support the pupil/student through:
- 4.2.1 the content of the curriculum to encourage self-esteem and self-motivation;
 - 4.2.2 the Academy ethos, which promotes a positive, supportive and secure environment;
 - 4.2.3 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
 - 4.2.4 liaison with other agencies who support the pupils/students;
 - 4.2.5 keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the pupils/students and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified, a named individual has taken on responsibility for taking appropriate action.
- 4.3 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. 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 from any person
 - any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- 4.4 When a new pupil arrives at the Academy, a communication will be sent to their previous school asking if the pupil is subject to a Child Protection Plan. When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available at http://bradfordscb.org.uk/?page_id=107
- 4.5 We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and be more vulnerable to abuse in some circumstances. These additional barriers can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs;

- communication barriers and difficulties in overcoming these barriers.

4.6 **Bullying**

Our policy on bullying is set out in the Anti-Bullying Policy, which is reviewed on a two yearly cycle by the Academy Executive Council.

4.7 **Physical Intervention**

We recognise that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to incidents involving children with SEN or disabilities we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.

4.8 Further Guidance on physical intervention forms part of the academy Positive Handling Policy.

4.9 **Confidentiality**

- 4.9.1 We recognise that matters related to safeguarding may be of a confidential nature.
- 4.9.2 All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.
- 4.9.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.9.4 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the safeguarding hub on this point.
- 4.9.5 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

4.10 **Induction**

- 4.10.1 All newly appointed staff receive induction and training in safeguarding and child protection and are also asked to complete the Trust online training course and Prevent Duty online awareness course.
- 4.10.2 All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.
- 4.10.3 The programme of induction must include:
 - 4.10.3.1 a full explanation of their role and responsibilities and the standard of conduct and behaviour expected; the Behaviour Policy;
 - 4.10.3.2 a full explanation of the Trust's HR procedures relating to disciplinary issues;

- 4.10.3.3 information about the Trust's complaints, conflict resolution and whistle-blowing policies;
- 4.10.3.4 information about safe practice and the arrangements in place to support staff in their work;
- 4.10.3.5 an introduction to the Academy's child protection policies and procedures; The Child Protection Policy;
- 4.10.3.6 an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Board (LSCB);
- 4.10.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;
- 4.10.3.8 child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCB);
- 4.10.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;
- 4.10.3.10 understanding of the Safeguarding Policy and staff code of conduct;
- 4.10.3.11 The eSafety Policy;
- 4.10.3.12 the safeguarding response to children who go missing from education.

Please see Trust Induction Policy, e Safety Policy.

4.11 **Supporting Staff**

- 4.11.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 4.11.2 In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.12 **Allegations Against Staff**

- 4.12.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual pupils/students or parents to be conducted in view of other adults, where possible.
- 4.12.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.12.3 We understand that a pupil/student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with pupils/students, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 4.12.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.
- 4.12.5 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Trust who will consult as above, without

notifying the Principal.

4.12.6 The Academy will follow the Trust procedures for dealing with allegations against staff.

4.13 **Whistle-blowing**

4.13.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.

4.13.2 Whistleblowing regarding the Principal should be made to the Trust.

4.13.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy

4.13.4 For the avoidance of doubt the process requires the following:

R – refer to Designated Safeguarding Lead or Deputy

R – request an update of action from Designated Safeguarding Lead

R – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website.

Please see the Trust whistleblowing policy.

4.14 **Racist Incidents**

Our policy on racist incidents is in line with the Bradford Local Children’s Safeguarding Board. We record all racist incidents on CPOMS.

4.15 **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

4.16 **Response**

4.16.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent, then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.17 **Female Genital Mutilation (FGM)**

4.17.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.17.2 The duty applies to all persons in the Academy who are employed or engaged to carry out ‘teaching work’ in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

- 4.17.3 If a **teacher** is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.
- 4.17.4 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.
- 4.17.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.
- 4.17.6 There are **no** circumstances in which a teacher or other member of staff should examine a girl.

4.18 **Child Sexual Exploitation (CSE)**

- 4.18.1 CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
- 4.18.2 Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - Children who suffer from changes in emotional well-being;
 - Children who misuse drugs and alcohol;
 - Children who go missing for periods of time or regularly come home late; and
 - Children who regularly miss school or education or do not take part in education.
- 4.18.3 Like all forms of child sex abuse, child sexual exploitation:
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
 - can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 - can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 - may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

4.18.4 The Academy will endeavour to support the pupil/student through:

- The content of the curriculum which promotes respect for others and the values and principles of the school;
- Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
- The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.19 Peer on Peer Bullying and Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and that all children are capable of abusing their peers. This is most likely to include, but may not be limited to:

- 4.19.1 bullying (including cyber bullying);
- 4.19.2 Physical abuse such as hitting ,kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- 4.19.3 sexual violence and sexual harassment;
- 4.19.4 sexting (also known as youth produced sexual imagery);
- 4.19.5 initiation/hazing type violence and rituals; and
- 4.19.6 gender based violence/sexual assaults and sexting.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk, but that all peer on peer abuse is unacceptable and will be taken seriously. This behaviour will not be tolerated or passed off as ‘banter’, ‘just having a laugh or ‘part of growing up.

The Academy will endeavour to support the pupil/student through:

- 4.19.7 the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- 4.19.8 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.19.9 The pastoral team will support individual students, listen to and investigate their concerns and refer concerns to the designated safeguarding lead;
- 4.19.10 Perpetrators, victims and children affected by this abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff;

- 4.19.11 Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- 4.19.12 Southmere Primary Academy will follow statutory guidance as per [Keeping Children Safe in Education - September 2018.pdf](#)

4.20 **Prevention**

- 4.20.1 We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.
- 4.20.2 The Academy will therefore:
 - 4.20.2.1 work to establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;
 - 4.20.2.2 include regular consultation with children/pupils e.g. regular activities that reflect pupil voice;
 - 4.20.2.3 ensure that all children/pupils know who the designated safeguarding officer is;
 - 4.20.2.4 include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm;
 - 4.20.2.5 ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
 - 4.20.2.6 provide on- going training to staff to ensure they have the skills to recognize and support children. (Keeping Children Safe in Education Part 1 contains further information about specific forms of abuse and safeguarding issues) [Keeping children safe in education part 1 Sept 2018.pdf](#)

4.21 **Children Missing from Education (CME)**

- 4.21.1 Southmere Primary Academy monitors the attendance of children through their registers.
- 4.21.2 When a child is absent from school the academy will make contact with the parent, relatives and neighbours using known contact details. For an unexplained absence of more than one day a home visit will be made, home visits may also be made on day one of an absence or where a reason has been provided depending on individual circumstances.
- 4.21.3 We will hold where possible, more than one emergency contact number for pupils.
- 4.21.4 Early intervention may be required to identify reasons for absence and to identify any safeguarding risks.
- 4.21.5 When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support
[Children Missing Education - statutory guidance.pdf](#)

5. **ALTERNATIVE PROVISION**

5.1 Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Southmere Primary Academy will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. Southmere Primary Academy has a duty to ensure attendance checks are in place for any pupils accessing alternative provision.

5.2 **Monitoring and Evaluation**

Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- AEC
- Logs of incidents (CPOMS)
- Parent voice

6. **THE ROLE OF THE AEC**

6.1 The AEC understands that their role is not to deal with individual cases.

6.2 The AEC will ensure that:

6.2.1 the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;

6.2.2 the Academy reviews policies and procedures on an annual basis.

6.3 The Principal will ensure that:

6.3.1 the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;

6.3.2 the Academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA;

6.3.3 a senior member of the Academy Leadership Team (and any deputy) is appropriately trained in the role of designated safeguarding lead;

6.3.4 the designated person (and deputy) undertakes training in inter-agency working that is provided by, or to standards agreed by, the BSCB and has appropriate refresher training to keep knowledge and skills up to date;

6.3.5 all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.;

6.3.6 training for staff is based on analysis of need, relevant safeguarding issues and in relation to any learning from cases (school / local / national).

7. **RECRUITMENT**

7.1 The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

- 7.2 The DSL's who are involved in recruitment and at least one member of the AEC will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

8. **VISITORS TO THE ACADEMY**

- 8.1 Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard. There are posters displayed around the Academy and in Reception explaining the difference between Lanyards.

9. **REVIEW**

- 9.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

APPENDIX 1 - LINKS TO OTHER POLICIES

This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/complaints
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling Policy
- E-Safety
- Safer Recruitment

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- **Sexual violence and harassment between children in schools and colleges**
[Sexual violence and sexual harassment between children in schools and colleges.pdf](#)
- **UKCCIS sexting**

DFE Working together to safeguard Children [Working Together to Safeguard Children-2018.pdf](#)

DFE – Keeping Children/pupils Safe in Education
[Keeping Children Safe in Education - September 2018.pdf](#)

DFE – Prevent Duty June 2015
[prevent-duty-departmental-advice-v6.pdf](#)

DFE – What to Do if You're worried a Child is being abused March 2015
[What to do if you re worried a child is being abused.pdf](#)

APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

Indicators of abuse and neglect

All school 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.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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.

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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation.

Further important additional information about specific forms of abuse and safeguarding issues including

- Honour based abuse – including FGM, Forced marriage, breast ironing
- CSE
- Children with disabilities / SEN – including why and how these are more vulnerable to abuse
- Preventing radicalization
- Children missing education
- Looked after children – inc how DSL liaises with Designated Teacher
- Young carers
- Poor parenting
- Domestic violence
- Children in the court system
- Children of a parent in prison
- Homelessness

is contained in Annex A : Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this annex:

[Keeping Children Safe in Education - September 2018.pdf](#)

APPENDIX 3: DSL JOB DESCRIPTION

General duties

Take lead responsibility for safeguarding and child protection at the school.

Contribute to creating a safe and welcoming learning environment.

Ensure that child protection policies and procedures are understood by all staff members and are implemented correctly.

Provide comprehensive induction training to new staff and NQTs with the aim to strengthen their safeguarding skills and experience.

Identify pupils who may be at risk and use the correct protocol to reduce these risks.

Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.

Refer cases of suspected child protection issues to the appropriate investigating agency.

Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary to make a referral.

Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate.

Keep detailed, accurate and secure written records of concerns and referrals.

Be alert to, and understand, the specific needs of vulnerable pupils.

Encourage a culture of listening to pupils and taking into account their wishes and feelings.

Organise adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.

Collaborate and effectively implement child protection plans.

Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare.

Lead a team who will review and monitoring any cause of concern relating to the welfare of pupils.

Act as the first point of contact for staff members raising safeguarding and child protection concerns.

Receive regular safeguarding and child protection updates, ensuring the school complies with all relevant legislation.

Multi-agency work

Have a working knowledge of local plans for the transition to the new multi-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners.

Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.

Refer cases of suspected abuse to the LA and children's social care services (CSCS), and to the police where appropriate.

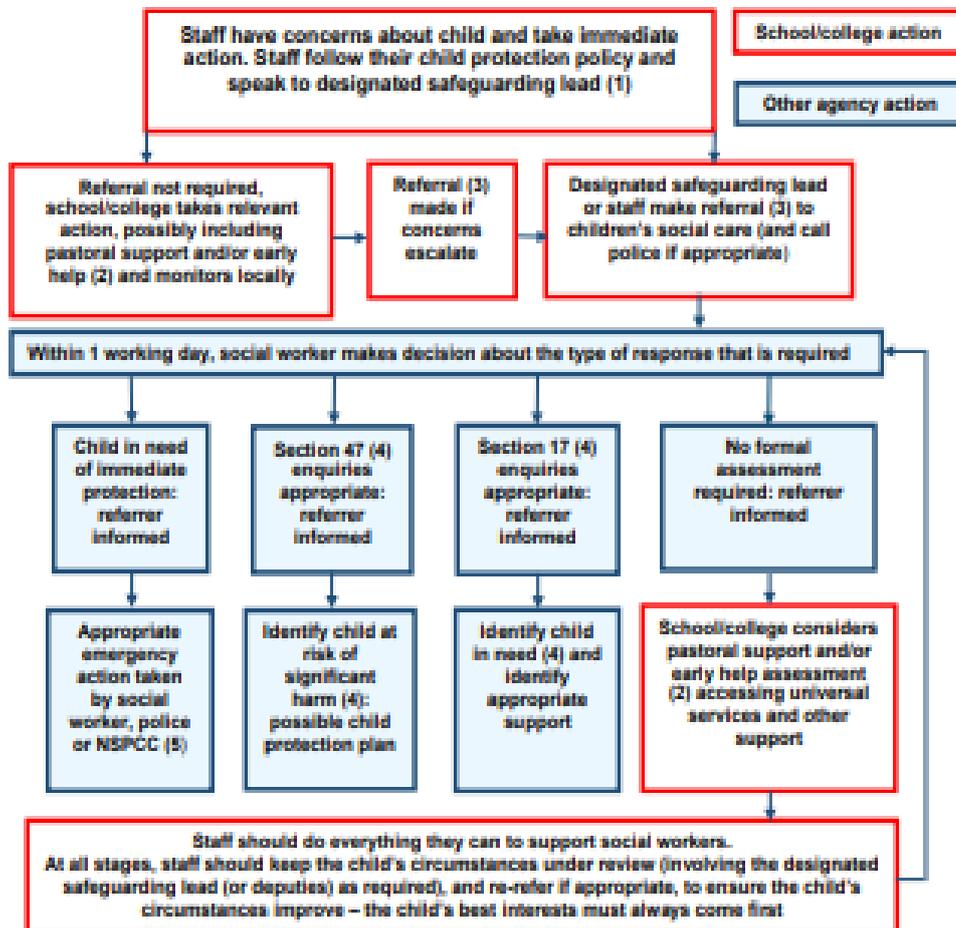
Where radicalisation is a concern, refer cases to the Channel programme.

Support staff members who make referrals to external agencies.
Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child.
Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.
Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained.
Contribute to inter-agency plans to provide additional support to pupils subject to child protection plans.
Attend and contribute effectively to 'Child in Need' meetings and child protection conferences, including those taking place out of normal working hours.
Ensure that the actions resulting from meetings are carried out in a coordinated way.
Work closely with the governors to create effective safeguarding policies and protocols.
Maintain up-to-date contact details of previously-LACs' LA personal advisors, liaising with them as appropriate.
Be aware of the contact details and referral routes of the Local Housing Authority, raising concerns with them or CSCS where a child is being harmed, is at risk of harm or the homelessness may not be family-based.
Training
[Updated for 2018] Undertake appropriate training and updates on an annual basis; this should include the additional risks that pupils with SEND face online, and the associated support measures.
Attend comprehensive safeguarding and child protection training at least every two years.
Ensure staff members have access to and understand the school's Child Protection and Safeguarding Policy and procedures.
Provide advice and support to staff members regarding child protection issues such as radicalisation.
Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent duty.
Ensure staff members are aware of the training opportunities that are available to them.
As part of all staff members' inductions, conduct safeguarding training that includes the following systems: <ul style="list-style-type: none"> • The Child Protection Policy • The Behavioural Policy • The Staff Code of Conduct • The Children Missing Education Procedure • Details about their role, including theirs, and any deputy DSLs', identities and contact details
Provide safeguarding and child protection guidance to deputy DSLs, where appropriate.
Raising awareness
Act as the primary source of safeguarding-related support, advice and expertise within the school, including where staff have concerns about FGM.
Ensure the school's safeguarding and child protection policies are available publicly.
Review the school's Child Protection and Safeguarding Policy on an annual basis and present it to the governing board for approval.

Continuously keep the principal informed of any safeguarding issues or ongoing enquiries.
Ensure the governing body is kept up-to-date on a regular basis regarding all child protection issues and investigations.
Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.
Represent the school at external DSL team meetings and circulate the information to staff members.
Ensure staff members receive frequent updates and are able to identify any safeguarding concerns.
Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct.
Provide written reports to the governing body and principal in a timely manner.
Collaborate with the PSHE coordinator to ensure that relevant safeguarding issues are covered within PSHE lessons.

APPENDIX 4

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).