



CHILD PROTECTION AND SAFEGUARDING POLICY

Version 3- July 2015

Updated November 2016

Reviewed January 2018

This procedure is applicable to all academy employees.

Review date: April 2018

1. INTRODUCTION

- 1.1** This policy has been developed in accordance with the principles established by the Education Act 2002, and 'Keeping Children Safe in Education' September 2016.
- 1.2** The governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm.
- 1.3** We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our students from harm, and that all students' welfare is our paramount concern.
- 1.4** All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5** The aims of this policy are:
- 1.5.1 To support the student's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which students feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.5.4 To provide a systematic means of monitoring students known, or thought to be at risk of harm, and ensure the academy contribute to assessments of need and support packages for those students.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop a structured procedure within the academy which will be followed by all members of the academy in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
 - 1.5.8 To ensure that all staff working within our academy who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Disclosure and Barring Service (DBS) check (according to statutory guidance) and a central record is kept for audit.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children and governors

2. SAFE SCHOOL, SAFE STAFF

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- there is a child protection policy together with a code of conduct policy
 - 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
 - the academy has procedures for dealing with allegations of abuse against staff and volunteers, and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
 - a senior Designated Child Protection Officer (DCPO) responsibility
 - on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role' and an 'update' course every 2 years
 - all other staff have safeguarding training updated as appropriate
 - any weaknesses in child protection are remedied immediately
 - a member of the governing body is nominated to liaise with the local authority on child protection issues and in the event of an allegation of abuse made against the Principal
 - Child protection policies and procedures are reviewed annually and that the child protection policy is available on the academy website and by contacting the academy
 - the governing body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or sex and relationship education (SRE)
 - that enhanced DBS checks are in place for the Chair of Governors
- 2.1.2 All members of staff and volunteers are provided with child protection awareness information at induction so that they know who to discuss a concern with.
- 2.1.3 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- 2.1.4 All other staff and governors have child protection awareness training, updated by the DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.5 All members of staff, volunteers, and governors know how to respond to a student who discloses abuse.
- 2.1.6 We will ensure that child protection concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the DBS for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for child protection will be clearly advertised in the academy, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given access to a copy of our child protection policy, with the DCPO name clearly displayed, as part of their induction into the academy.
- 2.5 The policy is available publicly on the academy website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the academy website.

3. RESPONSIBILITIES

- 3.1 The DCPO is responsible for:
 - 3.1.1 Referring a child if there are concerns about possible abuse, to the local authority, and acting as a focal point for staff to discuss concerns. Referrals will be followed up in writing using the Safer Referral Form after an initial telephone call to children's services.
 - 3.1.2 Keeping written records of concerns about a student even if there is no need to make an immediate referral.
 - 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from student records, until the person's 25th birthday, and are copied on to the student's next school or college.
 - 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the student records.
 - 3.1.5 Liaising with other agencies and professionals.
 - 3.1.6 Ensuring that he/she attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
 - 3.1.7 Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
 - 3.1.8 Organising child protection induction, and updating training every 3 years, for all school staff.
 - 3.1.9 Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken, number and type of incidents/cases, and number of students subject to child protection plans (anonymised).

4. SUPPORTING CHILDREN

- 4.1 We recognise that a student who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the academy may provide the only stability in the lives of students who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 We will support all students by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the academy.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying social care as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a student about whom there have been concerns should he/she leave the academy assuming that appropriate information is copied under confidential cover to the student's new setting and the academy medical records are forwarded as a matter of priority.

5. CONFIDENTIALITY

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Principal or DCPO will disclose any information about a student to other members of staff on a 'need to know' basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a student confidentiality which might compromise the student's safety or wellbeing.
- 5.5 The academy will always undertake to share our intention to refer a student to social care with their parents/carers unless to do so could put the student at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the LACPO for Education on this point.

6. SUPPORTING STAFF

- 6.1 We recognise that staff working in the academy who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and will support such staff by providing an opportunity to talk through their anxieties with the DCPO and to seek further support as appropriate.

7. ALLEGATIONS AGAINST STAFF

- 7.1 All academy staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults.
- 7.2 All staff should be aware of the academy's behaviour management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones/personal computers/iPads by staff and volunteers will be given at induction.
- 7.4 We understand it is possible that a student may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 7.6 The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 7.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Principal first.
- 7.8 The school will follow the Tees Wide Safeguarding procedures for managing allegations against staff.
- 7.9 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the Principal (if not the subject of the allegation) will seek the advice of the LADO and HR Director in making this decision.

8. PHYSICAL INTERVENTION

- 8.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 8.2 Such events should be recorded and signed by a witness and passed to SLT.

9. ANTI-BULLYING

- 9.1 The academy policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg. cyber, racist, homophobic and gender related bullying. A record is kept of all known bullying incidents. All staff are aware that students with Special Educational Needs & Disabilities (SEND) and/or differences/perceived differences are more susceptible to being bullied or victims of child abuse.

10. RACIST INCIDENTS

- 10.1 Academy policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

11. PREVENTION

- 11.1 We recognise that the academy systems play a significant part in the prevention of harm to our children by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

- 11.2 The academy community will therefore:

11.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

11.2.2 Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.

11.2.3 Include safeguarding across the curriculum, including PSHE, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

11.2.4 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

12. PREVENTING EXTREMISM AND RADICALISATION

- 12.1 The academy recognises there is a safeguarding duty to protect students from the dangers of extremism and radicalisation. The Deputy Principal (Student Development) is the central point of contact for the Local Authority Prevent co-ordinator. The academy actively safeguards students by:

12.1.1 Promoting the academy's core values of respect, humility, excellence, kindness, independence and resilience.

12.1.2 Promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs within the PSHE programme and within each curriculum area.

- 12.1.3 Providing students with the opportunity to learn how to discuss and debate points of view.
- 12.1.4 Ensuring all students are valued and listened to within the academy through a strong personal tutor system, proactive safeguarding team and a strong student voice.
- 12.1.5 Actively challenging extremist and discriminatory views.
- 12.1.6 Identifying and supporting students at risk of being isolated.
- 12.1.7 Working in liaison with 'Prevent' by referring students identified as vulnerable or at risk to extremist ideology.
- 12.1.8 Training all staff on the importance of identifying indicators of children and young people being radicalised and the importance of reporting all concerns immediately to the Deputy Principal.
- 12.1.9 All staff and governors receive annual training run by 'Prevent'. All students attend a presentation run by 'Prevent'.
- 12.1.10 The academy has a reflection space with clear guidelines.
- 12.1.11 The academy's safeguarding systems provide a clear pathway to pass on all concerns.
- 12.1.12 Helpdesk runs a weekly check for references to the academy that may flag extremist ideology using <http://www.social-searcher.com/>
- 12.1.13 Ensuring that all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire the premises behave in accordance with the academy's policy of challenging the expression and/or promotion of extremist views and ideas by any adult on academy premises or at academy events and, when necessary, will make appropriate referrals in respect of any such adult.

13. INDICATORS OF VULNERABILITY TO RADICALISATION

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

13.2 Extremism is defined by the Government in the 'Prevent' strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Included in our definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

13.3 Extremism is defined by the Crown Prosecution Service as:

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

- 13.3.1 Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - 13.3.2 Seek to provoke others to terrorist acts;
 - 13.3.3 Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - 13.3.4 Foster hatred which might lead to inter-community violence in the UK.
- 13.4 There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- 13.5 Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- 13.5.1 Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - 13.5.2 Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - 13.5.3 Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - 13.5.4 Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - 13.5.5 Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - 13.5.6 Learning Support Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- 13.6 This list is not exhaustive, nor does it mean that all people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- 13.6.1 Being in contact with extremist recruiters;
- 13.6.2 Accessing violent extremist websites, especially those with a social networking element;

- 13.6.3 Possessing or accessing violent extremist literature or materials associated with an extremist cause (e.g. swastika for far right groups);
- 13.6.4 Using extremist narratives and a global ideology to explain personal disadvantage;
- 13.6.5 Justifying the use of violence to solve societal issues;
- 13.6.6 Joining or seeking to join extremist organisations; and
- 13.6.7 Significant changes to appearance and/or behaviour;
- 13.6.8 Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

14. HEALTH & SAFETY

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

15. MONITORING AND EVALUATION

The academy child protection and safeguarding policy and procedures will be monitored and evaluated by:

- Governing body visits to the school
- SLT 'MBWA' and discussions with students and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Executive/SLT/Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and governing body to monitor
- Review of parental concerns and parent questionnaires