



Safeguarding Children and Promoting Student Welfare Policy

This policy was formally adopted by Weelsby Academy on:

The renewal date for this policy is

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. A detailed breakdown of individual roles and responsibilities is provided in section 7 below.

2.0 Suggested Audience

All teaching and support staff and Governors. As part of their academy induction or professional development, all teaching and support staff will apply the knowledge, principles and procedures contained within this policy.

3.0 Related policies

This policy complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Child Protection Policy
- Behaviour Policy
- Safer Recruitment and Procedures Policy
- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy

4.0 Academy Mission Statement

Be the Best you can

5.0 Introduction

5.1 This academy is part of the School Partnership Trust Academies (SPTA) and will work within all guidelines produced by the SPTA and with all SPTA academies to ensure students' health, safety, welfare and well-being are fully safeguarded. This academy is committed to Safeguarding and Promoting the Welfare of all of its students. Each student's welfare is of paramount importance to the academy and the academy will welcome, value and support every child to the best of our abilities and resources. We recognise that some

children may be especially vulnerable to abuse. We recognise too that children who are abused or neglected may find it difficult to develop a sense of self worth, unable to view the world in a positive way. Within the academy, 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 to provide the best possible care for all our children.

5.2 This policy will provides a generic statement on what parents, the community, young people and staff can expect from us, as minimum standards, in the area of child protection. The policy and procedures will be transparent and open to inspection by anyone, detailing how concerns about the wellbeing of young people will be responded to. It provides a reference point for all, in the quest for making young people's lives as safe as possible. We are aware that we cannot do this alone and will expect staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of the academy.

5.3 This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. This policy is mandatory for all staff working for or on behalf of the academy. The policy and procedures will be reviewed whenever there is a significant change in Child Safeguarding and Protection legislation or following a major investigation.

5.4 Everyone working in, or on the behalf of, the academy shares a strong commitment to help keep our students and young people safe through:

- Providing a safe environment for our students to learn and develop with our academy setting and,
- Identifying students who are suffering or who are likely to suffer significant harm, and who will take prompt and appropriate action with the aim of making sure they are safe at home and within the academy

6.0 Policy Statement and Principles

6.1 Introduction

6.1.1 It is the policy of the academy that all young people have a right to protection and for their welfare to be paramount. The following Safeguarding Children

procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and promoting their welfare, as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

- 6.1.2 We expect agencies and organisations and other stakeholders, with a remit for working with young people, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.
- 6.1.3 This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender, ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults.
- 6.1.4 This document should be read in conjunction with the guidance at: <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/> and the publication **Working Together to Safeguard Children** - A guide to inter-agency working to safeguard and promote the welfare of children (March 2015) (See page 25 for further information and a link to this statutory document)
- 6.1.5 The academy will make full use of all common reporting frameworks, for example the Single Assessment. The academy will ensure that staff deal promptly and efficiently with all concerns connected with safeguarding. This will involve prompt and secure transfer of information when students move from the academy and equally, an expectation and pro-active request for information when students move to us, to ensure at all times that students' health, welfare and education are protected.

6.2 Principles

The guidance given in the procedures is based on the following principles:

- The welfare of our young people is the primary concern
- All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse
- It is everyone's responsibility to report concerns but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately
- Confidentiality will be upheld at all times and in line with the Data Protection Act
- There is a consistent understanding of acceptable behaviour of our students towards other young people and staff within any organised activity, service or programme.
- Discrimination, prejudice and oppressive behaviour or language are unacceptable within all activities, programmes or services.

7.0 Detailed Roles and Responsibilities

7.1 The EAB will:

- Ensure that the academy has a Child Protection Policy and has procedures in place that are in accordance with national and statutory guidelines, the Local Authority's guidance and other local multi-agency procedures.
- Ensure that this policy is available to parents and carers either on the academy's website, or on request.
- Recruit staff using Safer Recruitment procedures, making sure that all appropriate checks are carried out on our staff and volunteers who work with students; and that all interview or recruitment panels have at least one person who has successfully completed safer recruitment training.
- Ensure that the academy has procedures for dealing with allegations of abuse against staff or volunteers that comply with national, statutory and local guidance from the local authority and other local multi-agencies.

- Ensure that a member of the academy's senior leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the SPTA Core Team, Children's Services and other local agencies.
- Ensure that academy staff, including the Principal, successfully completes appropriate child protection training, which is updated every three years.
- Ensure that any deficiencies brought to light as a result of changes in legislation or experience is addressed without delay around child protection procedures or policies.
- Nominate a Governor who has specific responsibility to ensure that all Safeguarding, Child Protection and Independent Safeguarding Authority issues within the academy are fully addressed.
- Ensure that where services or activities are provided within the academy, by another organisation not connected to the academy or the SPTA, this organisation has appropriate policies and procedures in place which are entirely consistent with the academy's own policies.
- Ensure that all child protection policies and procedures are reviewed annually, providing information to the sponsor and where appropriate the Local Authority, clearly demonstrating how the academy's duties have been discharged in this important area.
- Make people feel confident in reporting any issues on child protection
- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required.

7.2 The Principal will:

- Ensure that the policies and procedures approved by the EAB and the sponsor are understood and fully implemented by all staff
- Ensure that sufficient resources and time are allocated to enable the designated person and other nominated staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of our students
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to students and that these concerns are promptly addressed, sensitively and effectively, in a timely manner, in accordance with the academy's whistle-blowing policy.

7.3 The senior leader with responsibility for Child Protection will:

- Refer cases of suspected abuse or allegations of abuse to the relevant investigating agencies and liaise with other agencies as necessary
- Act as a source of support, advice and expertise within the academy
- Liaise with the Principal to inform him/her of any issues and on-going investigations and ensure that there is always cover for this role.
- Recognise how to identify signs of abuse and when it is appropriate to make referrals
- Have a working knowledge of how the Local Authority's Safeguarding Children's Board operates, the conduct of a child protection case conference, be able to attend and participate effectively in these and develop on-going child protection plans.
- Ensure that all staff have access to, and understand the academy's Child Protection policy and procedures
- Ensure that all staff receive safeguarding training as part of their induction
- Keep detail, accurate and secure written records of referrals, discussions with other agencies and/ or concerns
- Obtain access to resources and attend all relevant refresher training courses at least every two years.
- Ensure that the child protection policy is updated and reviewed annually, or more frequently if there are major changes in legislation, and work with the EAB on this
- Ensure that parents / carers are made aware of the child protection policy, which alerts them to the fact that referrals have to be made, and the role of the academy in this, to remove potential conflict at a later stage
- Where a student leaves the academy, ensure that the child protection file is copied and promptly sent to the student's new school separately from the student's main academic records. If a student goes missing, or the student begins to be educated at home, then the Child Protection file should be copied and sent to the Education Welfare Service.
- Where parents / carers state their intention to educate their child at home, the Education Welfare Service is contacted to ensure that the appropriate arrangements are in place.

7.4 All staff and volunteers will:

- Fully comply with the academy's code of behaviour for staff, as detailed in this policy
- Fully comply with the academy's policy, guidance and procedures regarding child protection
- Attend and participate in appropriate training
- Inform the Designated Person or their deputy of any concerns

8.0 Safer Recruitment and Selection

8.1 The academy pays full regard to all statutory guidance issue by the DfE and earlier central government education departments, for example, the DCSF's 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. The academy will ensure that all appropriate measures are applied in relation to everyone who works in the academy, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

8.2 Safer recruitment practice includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, checking the Children's List and Criminal Records Bureau checks and 'right to work in England' checks.

8.3 In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to the academy through SPTA's staffing personnel and payroll team.
- The academy is committed to keep an up to date Single Central Record detailing a range of checks carried out on our staff, which will be securely stored, readily accessible by the Principal and nominated staff, regularly reviewed as staff leave or join.
- All new appointments to the academy who have lived outside the UK will be subject to additional checks as appropriate.
- The academy will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.

- Identity checks must be carried out on all appointments to the academy before an appointment is made, using SPTA's personnel and payroll team.

8.4 Academy staff who have successfully completed the Children's Workforce Development Council's Safer Recruitment in Education Training (www.cwdcouncil.org.uk) will be named below. One of these will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

1. Chair of EAB Mrs. M. Rushby
2. Principal Mrs. J. Morrell

9.0 Safe Practice

9.1 Safe working practice will help to ensure that students 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
- must work in an open and transparent way
- must not work alone in situations with (individual)students that may be potentially put them at risk of any future allegations
- must discuss and/or take advice from school management over any incident which may give rise to concern
- must record any incidents or decisions made
- must apply the same professional standards regardless of gender or sexuality
- must be aware of the principles and statements in the academy's confidentiality policy
- understand that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

9.2.1 Safety on the Academy Site

Weelsby provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates should be locked except at the start and end of each day.
- Doors should be closed to prevent intrusion but to facilitate smooth exits.
- Visitors, volunteers and students must only enter through the main entrance after 9.00 and must sign in at the office window. All visitors have to wear a badge identifying who they are
- All staff members will wear staff lanyards and carry photographic ID.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

Should a child leave the school premises without permission then staff have to report this immediately to the principal/ vice principal teacher and the school office. Parents and police will be informed immediately of the circumstances of the child leaving the school. Every effort will be made to locate the whereabouts of the child to ensure the child's safety, and to persuade the child to return to school to resolve the situation. Staff are instructed to not chase children but to either approach them quietly or monitor their safety from a distance.

9.2.2 Health and Safety

The school has a health and safety policy, which is monitored by the relevant committee of the school governors. The principal reports on matters relating to Health and Safety to governors on a termly basis. The school uses Property Prefect to ensure that all health and safety checks are carried out on a timely basis. All activities that take place within the school are fully risk assessed.

Any concerns from staff are reported to any of the above and the caretaker in consultation with the Sites and Buildings team carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school together with the Fire Service conducts an annual Fire Risk Assessment and any concerns arising from this are immediately actioned.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

In addition to the Health and Safety Policy there are policies regarding Food Preparation and Food Hygiene. These determine safe practices in school and the Kitchen/ Dining Room. All support staff have received training in food hygiene.

The school provides antibacterial hand gel for children prior to lunch to reduce the risks of infection spreading.

9.2.3 First Aid

In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

Should children require medication during the day parents must complete a consent form which details what medication is required and how it should be administered. A record is then kept of the medication given which is countersigned by two members of staff.

After returning to school following a serious illness or injury a risk assessment is undertaken to ascertain whether the child is fit to return to school. Parents have to sign a risk assessment form which details how the school will ensure that the child's health needs are met. Any concerns about a child's suitability to return to school are discussed with the school nurse who liaises with the child's GP.

For matters of an intimate nature staff follow the guidelines outlined in the SPTA Intimate Care policy, and children requiring Intimate Care on a regular basis will have a Health Care plan which is agreed and signed by parents/carers. If we are concerned about a child needing intimate care parents will be asked to come into school immediately so that they are part of the decision making process for such matters and medical advice will be sought through the school nurse.

9.3 The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE, ICT and Design Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Principal through the Evolve risk assessment system.

Visiting speakers, with correct clearance are always welcome into school so that they can give specialist knowledge to children.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Parents are asked if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Principal without delay. Each Autumn Term the school runs an Internet Safety week to ensure that children and parents know how to stay safe when using the internet. There is a dolphin symbol on the screen so that children can report to staff any concern.

Although the principal has overall responsibility for internet safety, the vice principal teacher Mrs L McCall is the internet and email manager for school and has direct access to all email addresses and passwords.

10.0 Safeguarding Information for Students

10.1 All students in the academy know and are confident that they can talk confidentially to members of staff. The academy is committed to ensuring that students are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All students know that the academy has appointed Mrs McCall as the Designated Senior Person (DSP) with responsibility for child protection and know who this is. The academy will inform students of who they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

10.2 The arrangements for consulting with and listening to students will be discussed and developed through talks with the school council, peer support schemes and student surveys.

11.0 Partnerships with Parents and Carers

11.1 The academy shares a purpose with parents and carers to educate and keep children safe from harm and to have their welfare promoted. This is done principally by the publication of this policy to all parents and carers in full on the academy's website.

11.2 The academy is committed to working with parents and carers positively, openly and honestly. The academy will ensure that all parents and carers are

treated with respect, dignity and courtesy. The academy respects parents' and carers' 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.

11.3 The academy will share with parents and carers any concerns they may have about their child unless to do so may place a child at risk of harm.

11.4 We encourage parents/carers to discuss any concerns they may have with Mrs McCall as the school's Designated Senior Person (DSP).

11.5 The academy will make parents and carers aware of our policy in the academy prospectus and by publishing the policy in full on the academy website. Parents and carers are made aware that they can have a paper copy of this policy on request.

12.0 Other Partnerships

12.1 While the academy appreciates that it is part of an independent Trust, the academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board. (For example, Children's Services, Barnardo's, the Police, Health, Children and Adolescent Mental Health Service (CAMHS), 'SAFE@LAST' (A charity to support children in danger of running away) and the Education Welfare Service) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. **Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children (March 2015)**

13.0 Training and Staff Induction

13.1 The academy's Designated Senior Person (DSP) for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Local Authority's Safeguarding Children Board) and refresher training at 2 yearly intervals. The Principal and all other academy staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

14.0 Support, Advice and Guidance for Staff

14.1 Staff will be supported by the sponsor, SPTA, academy personnel, the Local Authority's Safeguarding Children's Board and professional associations.

14.2 The Designated Senior Person (DSP) for Safeguarding / Child Protection will be supported by the Principal (If the DSP is not the Principal), a designated Governor and other appropriately trained colleagues within the academy.

15.0 Children Missing from Education

The academy will follow the the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'. When children on roll at this academy do not turn up, the academy will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and Education Welfare officers. Such procedures include the use of automatic texts, which informs parents and carers of a student's absence. Academy staff will also phone parents and carers promptly to ensure that children are safe.

16.0 Confidentiality

16.1 The academy will implement the advice contained in "Information Sharing: Practitioner's guide" HM Government, March 2015:

"Consider safety and well being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions."

17.0 Student Information

17.1 The academy will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The academy will require parents and carers to provide accurate and up to date information regarding:

- 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 school (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, Injunctions etc.)
- if the child is or has been on the Child Protection Plan or subject to a care plan
- the name and contact details of the child's or family's G.P.
- any other factors which may impact on the safety and welfare of the child

17.2 The academy will collate, store and agree access to this information through its Management Information System (MIS).

18.0 Recognition of poor practice, abuse and bullying

18.1 Introduction

It is not always easy to recognise a situation where abuse may occur or has already taken place. Academy staff have a responsibility and are well-placed to observe and to act if they have any concerns about the physical, emotional or behaviour of a young person. The academy encourages and expects staff to discuss any concern they may have about the welfare of a young person immediately with the academy Designated Senior Person (DSP). (See Child Protection and Associated Training Policy.)

18.2 Abuse

18.2.1 There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically, to a young person. We recognise that perpetrators of abuse can be:

- Both male and female (These include, but are not limited to; parents/carers, other family members and known adults and other young people)
- Well known and trusted by the young person (These include professionals who work with children and volunteers)

18.2.2 The abuse can happen anywhere (home, academy, trips, academy activities).

18.3 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricated the symptoms of, or deliberately induces ill health to a child whom they are looking after.

18.4 Neglect

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

18.5 Emotional Abuse

18.5.1 Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people

that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on young people. These may include interactions that are beyond child's developmental capability, as well as over protection & limitation of exploring or learning or preventing the child participating in social norms. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill-treatment of a young person, though it may occur alone.

18.5.3 Emotional abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chatrooms, social networking sites
- Mobile phone - threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

18.5.4 Forced marriages represent another form of emotional abuse, where students, most often, girls in their mid-teens are forced by their families to marry partners they would not choose themselves, or indeed have even met before the marriage. Sometimes, the marriage ceremony may take place in the families' cultural home country, with the new spouse remaining there afterwards. Depending on the age of the child, their education may also be detrimentally affected by this.

18.5.5 Radicalisation and extremism are also forms of emotional harm. The Prevent Duty (June 2015) states academies should provide a safe place in which children, young people and staff can understand the risk associated with terrorism and develop knowledge and skills to be able to challenge extremist arguments whether these come from within their family or are the product of outside influences.

18.6 Sexual Abuse

18.6.1 Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways. It will also include sexually aggressive behaviour, which may be verbal, physical or involve images. Homophobic bullying is a pernicious activity which students will be sensitively educated about and will be quickly and effectively addressed by the academy whenever a case is suspected.

18.6.2 Sexual abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms and social networking sites
- Mobile phone – sexualised text message and images
- Other technology - mobile phone cameras, cameras and videos

18.7 People with a disability or Special Educational Needs

Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns, which the academy will be aware of, and seek to address in the event of any concern.

18.8 Race and Racism

Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse. The academy recognises and celebrates the cultural heritage of its students, staff and communities and will respond

promptly and efficiently to address any instance of discrimination or harassment in this area.

18.9 Identifying Signs of Possible Abuse

18.9.1 There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The young person describes what appears to be an abusive act involving him/her
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- Inappropriate sexual awareness or engaging in sexually explicit behaviour
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- A young person has difficulty in making friends
- Changes in appearance such as weight loss

18.9.2 Remember that at all times the welfare of the young person is paramount. If a young person's behaviour or observations give rise to concern then staff should talk to them sensitively to find out if there is anything wrong or discuss concerns with the DSP. It may be appropriate for staff to raise initial concerns with parents, but do so only after discussion with the DSP.

18.10 Bullying

18.10.1 In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

18.10.2 The academy's anti-bullying policy covers more detailed information about the academy approach to bullying and should be referred to if bullying is suspected

18.10.3 Bullying behaviour can take a variety of forms including:

- Emotional - Being unfriendly, excluding and tormenting
- Physical - Pushing, punching, kicking and any other violence
- Racist - Taunts, graffiti and gestures
- Sexual - Unsolicited contact, sexually abusive comments
- Disability - Picking on people because of their physical or mental disabilities or those students with Special Educational Needs
- Homophobic - Putting individuals down because of their sexuality
- Verbal - Teasing, name calling, spreading rumours
- Cyber - E-mail, internet chat rooms, social networking sites
- Mobile phone - Threats by text message and calls
- Other technology - Mobile phone cameras, cameras and videos

18.11 Indicators of Bullying

Signs and symptoms of bullying are varied but can be displayed in the following behaviour. The bullied party:

- Does not want to walk to and from the academy
- Does not want to use public transport or the academy bus
- Insists that they are driven to and from the academy
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence

- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the student finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong
- Shows a sudden drop off in their use of the mobile phone or internet chat rooms

18.12 The action the academy will take:

When an incidence of bullying has occurred the academy will ensure the following procedures will take place:

- If bullying is suspected or reported the member of staff who has been approached will deal with the incident immediately
- A clear account of the incident will be recorded and given to the appropriate pastoral manager
- The **Learning Mentor** will interview all concerned and will record the incident in the bullying record book. This will ensure that all incidents throughout the academy are logged.
- The DSP and the student's Class Teacher will be sensitively informed and an appropriate support strategy agreed with the victimised student(s)

- The DSP and the student's Class Teacher will be sensitively informed and an appropriate support strategy agreed with the student(s) who has/have perpetrated the bullying
- Parents/carers will be kept informed at all times
- If a student is to be given a written warning then a copy of the letter will be sent to the parent/carer(s)
- The academy will consider accessing specialist support for students who may be in need of such help.
- Governors will be kept informed of any serious incident and any follow-up action may be determined at a relevant Governors' meetings. It may be appropriate for a sub-committee to be formed.
- If the bullying continues parents/carers may be asked to come into the academy to meet the appropriate member of staff and a member of the EAB. The student(s) will be asked to sign a contract of behaviour and he/she may be isolated from other students during break and lunch
- Incidents will be reviewed to identify students, type, style and location of bullying. This will enable the academy to identify patterns and to develop appropriate action plans
- Sanctions and measures around restorative justice will be implemented as appropriate, in consultation with all parties concerned, and in line with the academy's Behaviour Policy
- In extreme circumstances, the Principal may deem it necessary to contact the Police and legal procedures may result
- All records kept will only be accessed for review by the designated person(s) responsible for monitoring the anti-bullying strategy in relation to setting academy action plans.
- Records may also be accessed by the Principal or pastoral support staff if a student is a repeat offender

18.13 Bullying by text, social networking sites and mobile phones

- Students will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Students should be encouraged to show the messages to a member of academy staff

- Students who report bullying by text message will be taken seriously
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails and messages on social networking sites should be dealt with in the same manner
- Students who take photographs on their phones with malicious intent should be dealt with in the same manner

The academy will follow national and local guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

19.0 Prevention of Abuse

19.1 Much has been said in earlier sections on the prevention of abuse, through Safer Recruitment, safe practice, secure record-keeping and accurate reporting. This section details other areas the academy will implement safer practices in.

19.2 Code of Behaviour for Staff

The academy has the highest expectations for all staff, to be models of exemplary behaviour and attitude in all circumstances. In order to ensure adherence and understanding, all individuals working for or on behalf of the academy will behave in an appropriate manner towards all students. Young people taking part in academy activities can expect to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to students.

19.3 Guidance and Procedures relating to activities and services

In the course of preventing abuse to young people, the academy has established guidance and procedures related to activities and services.

19.4 Use of photography, video recording, image recording and mobile phone cameras

19.4.1 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people. The academy will make full use of current best practice and follow guidelines from, for example the DfE and other professional organisations to fully protect the safety of its students.

19.4.2 When using professional photographers or inviting the press to an academy activity, the academy will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events

19.4.3 Parents, carers and spectators intending to photograph or video at an event will be required to follow the Academy's guidelines regarding the appropriateness of photographs.

19.4.4 Young people and their parents will be informed to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

19.4.5 Staff use of student images: Conscious that there is a need to safeguard students, staff will make prudent use of student images obtained as a normal part of academy life. The transmission of any images of students will be carefully reviewed, seeking the approval of the Principal or Vice Principal beforehand.

19.5 Organised photographic opportunities

19.5.1 The majority of promotional and press releases will be organised through the academy senior leadership team. These are generally agreed by both parties

in advance. The academy will undertake not to use young person's images unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

19.5.2 When a media photographer arrives at the venue he/she will be required to have formal identification and have it on view at all times. The photographer will follow all professional codes of best practice, which may include for example, ensuring that students' names are not usually linked to their images, although the academy recognises that the achievements of particular students may need to be clearly celebrated through a variety of media.

19.5.3 If there is any doubt about the photographer's identity, the Principal or Vice Principal should be informed. The academy will ensure that the young person's names are not mentioned in publications if requested by the parents/carers.



19.6 The Internet

19.6.1 The academy operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

19.6.2 The Academy will follow current DfE guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

19.7 Visitors and Site Security

The academy will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our students and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls will ensure that all students are fully protected from any malign influences or abuse.

19.8 Collaboration with the Local Authority

The academy will share information about students and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each student. The Single Assessment will form an important element of this communication. The academy will endeavour to take advantage of the Local Authority's expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

20.0 Responding to Disclosures, Suspicions and Allegations

The appropriate responses are contained in the academy's Child Protection Policy. The academy follows North East Lincolnshire's LSCB procedures. This can be found at

http://www.proceduresonline.com/nelincs/lscb/chapters/full_contents.html
(appendix 2).



21.0 Monitoring and review of this guidance

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance by the **Principal**.

22.0 Approval by EAB and Review Date

This policy and plan has been formally approved and adopted by the EAB at a formally convened meeting.



Appendix 1: Complete list to help inform the judgement on the effectiveness of safeguarding procedures

<p>1. Inspectors should take into account the extent to which the school has clear policies, strategies and procedures to ensure the safeguarding and welfare of students, including those relating to behaviour, bullying, health and safety, harassment and discrimination and meets all required duties</p> <ul style="list-style-type: none"> ■ Have leaders, managers and governors taken account of the DCSF guidance, <i>Safeguarding Children and Safer Recruitment in Education</i>, issued to all schools, setting out their responsibilities to safeguard and promote the welfare of children? ■ Is there robust governance and lines of responsibility to ensure that the school's practice meets required standards? ■ Does the school have a child protection policy and procedures that are in accordance with local authority guidance and locally agreed inter-agency procedures, and that this policy is made available to parents on request? 	Yes	No	N/A
<p>2. Inspectors should take into account the extent to which the school has clear management responsibilities in relation to child protection including relevant designated staff</p> <ul style="list-style-type: none"> ■ Is there a senior member of the school's leadership team designated to take lead responsibility for dealing with child protection issues, providing advice and support to staff, liaising with the local authority and working with other agencies? ■ Does the school have procedures for dealing with allegations against staff which are in accordance with locally agreed inter-agency procedures and the DCSF guidance? 	Yes	No	N/A
<p>3. Inspectors should take into account the extent to which the school monitors and evaluates the effectiveness of its policies and practices</p> <ul style="list-style-type: none"> ■ Are there robust governance and lines of responsibility to ensure that effective and prompt action is taken to ensure that any deficiencies brought to its attention are put right? 	Yes	No	N/A
<p>4. Inspectors should take into account the extent to which the school ensures that adults working with students are appropriately recruited and vetted.</p> <ul style="list-style-type: none"> ■ Are there robust governance and lines of responsibility to ensure that effective and prompt action is taken to ensure that any deficiencies brought to its attention are put right? ■ Has the school carried out the mandatory pre-appointment checks set out in the DCSF guidance? ■ Does the school keep a single central record detailing the range of checks, set out in the DCSF guidance, covering all employed staff, supply staff and others identified by the school as having regular contact with children? ■ Have all staff appointed before 1 March 2002 been checked against List 99? 	Yes	No	N/A

<ul style="list-style-type: none"> ■ Have all staff had a List 99 check (unless covered by a CRB check) undertaken before they started work? ■ Have all staff, appointed on or after 1 March 2002, who come into regular contact with or have unsupervised access to children, and who have not had continuity of employment (if they have no break of service longer than three months), been subject to CRB enhanced disclosure and other designated checks? ■ Has there been a CRB enhanced check on all new appointments to the school's workforce under the School Staffing (England) (Amendment) (No 2) Regulations 2006 (in force on 12 May 2006)? ■ Has the school written confirmation from the supply agency that the appropriate checks have been carried out and are satisfactory? Has the school carried out identity checks on all those provided by a third party, such as an agency? ■ Does the school follow the DCSF guidance in relation to checks on governors and volunteers who supervise or are in sole charge of children? 			
<p>5. Inspectors should take into account the extent to which the school ensures that adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of students.</p> <ul style="list-style-type: none"> ■ In addition to basic child protection training, has the designated member(s) of staff undertaken training in inter-agency working that is provided by, or to standards agreed, by the Local Safeguarding Children Board (LSCB), and refresher training at two yearly intervals to keep his or her knowledge and skills up to date? ■ Do all staff and other adults who work with children undertake appropriate and up-to-date training, relevant to the type of school, to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals? 	Yes	No	N/A
<p>6. Inspectors should take into account the extent to which the school encourages and enables students to report any concerns or complaints including concerns about poor or abusive practices</p> <ul style="list-style-type: none"> ■ Is there a clear reporting system if a student, member of staff, parent or other person has concerns about the safety of children? 	Yes	No	N/A
<p>7. Inspectors should take into account the extent to which the school takes reasonable steps to ensure that students are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time</p> <ul style="list-style-type: none"> ■ Does the school have adequate security arrangements for the grounds and buildings? 	Yes	No	N/A
<p>8. Inspectors should take into account the extent to which the school identifies concerns about possible abuse and/or neglect and/or students who may have gone missing, and refers such concerns promptly to the relevant agencies</p> <ul style="list-style-type: none"> ■ Are there effective and prompt systems for referring safeguarding concerns about students to relevant agencies? ■ Are relevant staff aware of students who are persistently absent or 	Yes	No	N/A

missing and have they taken appropriate action to respond to this, especially with regard to the most vulnerable? Has the school notified the local authority of any children who have been removed from the school's roll?			
9. Inspectors should take into account the extent to which the school records information relevant to safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies ■ Does the school support interagency working to safeguard children by regular attendance at child protection conferences and reviews, and where appropriate by attending other professional meetings?	Yes	No	N/A
10. Inspectors should take into account the extent to which the school helps students to keep themselves safe, including encouraging students to adopt safe and responsible practices and deal sensibly with risk ■ Do students feel safe and adopt safe practices?	Yes	No	N/A

Single central record

Questions for the school	Fully in Place (√)	Partly (√)	Not in place (√)
1. Is a Single Central Record (SCR) of staff in place?			
2. Does the SCR indicate that identity checks have been carried out and by whom?			
3. Is there evidence on the SCR that all teachers have been checked against list 99 (L99)? (If a teacher has a CRB check in place they have been L99 checked)			
4. Is there evidence that all staff employed since March 2002, and have not had continuity of employment, have been CRB checked, if they have regular contact with or unsupervised access to children?			
5. Have all staff appointed since May 2006 whether or not they have regular contact with children have been CRB checked?			
6. Does the SCR include evidence that supply teachers who work at the school regularly have been checked against L99 or have a recent CRB check?			
7. Has the school evidence that agency supply teachers have been L99 or CRB checked?			
8. Have volunteers including governors who have regular contact with children been CRB checked or are they never left in sole charge of children?			
9. Does the SCR record the date when the CRB or L99 check was carried out (and who carried out check)?			
10. Does the SCR record qualifications – where the qualification is a requirement of the job i.e. those posts where a person must have QTS?			
11. Does the SCR record evidence of permission to work and suitability for those who are not nationals of European Economic Area (EEA) country?			

