

*Hatfield Woodhouse Primary School*

# Keeping Children Safe in Education Policy and Procedure

Designated Senior Person (DSP): The Principal **Helen Acton**

Deputy Senior Person (DDSP): Vice Principal **Sarah Chesney**.

Nominated Safeguarding EAB member: **Michael Le Voguer**

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Approved By:



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Approval Date

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# Safeguarding Children and Promoting Pupil Welfare Policy

This policy was formally adopted by *Hatfield Woodhouse Primary School* on: 20<sup>th</sup> September 2016

The renewal date for this policy is: October 2017

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### 1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and procedure rests with the Principal, who takes responsibility for the content and evaluation of this policy. A detailed breakdown of individual roles and responsibilities is provided in section 7 below.

### 2.0 Suggested Audience

All teaching and support staff and EAB members. 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 follows the DfE guidance on Keeping Children Safe in Education 2016 <https://www.gov.uk/government/publications/keeping-children-safe-in-education>. It is part of a suite of academy policies which should also be referred to:

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

### 4.0 Introduction

- 5.1 This academy is part of the School Partnership Academies Trust ( SPTA – to be known as Delta Academies Trust from October 2016) and will work within all guidelines produced by SPTA (Delta) and with all SPTA academies to ensure pupils' health, safety, welfare and well-being are fully safeguarded. This academy is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil'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 provide 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.
- 4.3 Compliance with 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.
- 4.4 Everyone working in, or on the behalf of, the academy shares a strong commitment to help keep our pupils and young people safe through:
- Providing a safe environment for our pupils to learn and develop with our academy setting
  - Identifying pupils who are suffering or who are likely to suffer significant harm, and taking prompt and appropriate action with the aim of making sure they are safe at home and within the academy

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable, including radicalisation.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the Education Advisory Body, the Principal and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Principal and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

## **5.0 Policy Statement**

- 5.1 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.
- 5.2 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.
- 5.3 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.
- 5.4 This document should be read in conjunction with the guidance at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education> and the publication **Working Together to Safeguard Children** - A guide to inter-agency working to safeguard and promote the welfare of children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

- 5.5 The academy will make full use of all common reporting frameworks, for example the Common Assessment Framework (CAF) and its digital equivalent (eCAF). The academy will use the CPOMs system to report all incidents of concern and then ensure that all notified staff deal promptly and efficiently with all concerns connected with safeguarding. This will involve prompt and secure transfer of information when pupils move from the academy and equally, an expectation and pro-active request for information when pupils move to us, to ensure at all times that pupils' health, welfare and education are protected.

## 6.0 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 pupils 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 Education Advisory Body will:

- Ensure that there is an effective Child Protection Policy in place together with a Staff Behaviour Policy/Code of Conduct and that the Academy 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.
- 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 Children's Services and other local agencies.
- Ensure that academy staff, including the Principal, successfully complete appropriate child protection training, which is updated every three years and a brief refresher delivered annually – including online and Prevent training.
- Ensure that there is adequate filtering and monitoring of online material used in the academy.

Ensure the curriculum includes teaching children about keeping safe including online and through the PHSE curriculum.

- Ensure that any deficiencies brought to light as a result of changes in legislation or experience are addressed without delay around child protection procedures or policies.
- Nominate an EAB member who has specific responsibility to ensure that all Safeguarding, Child Protection and Independent Safeguarding Authority issues within the academy are fully addressed.
- Ensure that a member of the EAB is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or other governor.
- 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.
- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required.
- Monitor safeguarding activity and issues in the Academy at least termly via Principal reports to the EAB
- Undertake checks (via the nominated EAB member) at least termly on the schools Single Central Record ( See Appendix 2)
- Report at least annually to SPTA on safeguarding arrangements at the Academy (See Appendix 3)

- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB) and that the Academy contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2013'.
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.

## **7.2 The Principal must:**

- Ensure that the policies and procedures approved by the Education Advisory Body and the sponsor are understood and fully implemented by all staff
  - Ensure that all staff have received a copy of the DfE publication KCSIOE 2016 for all staff  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300319/KCSIE\\_FINAL\\_8PG.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300319/KCSIE_FINAL_8PG.pdf)
- 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 pupils
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils and that these concerns are promptly addressed, sensitively and effectively, in a timely manner, in accordance with the academy's whistle-blowing policy.
- Ensure the Academy Single Central Record is maintained and reviewed on a regular basis

- Ensure that appropriate records are maintained to demonstrate that all staff, including non-teaching staff, have received up to date safeguarding training by an appropriately qualified provider.
- Report at least termly to the Education Advisory Body on safeguarding, covering the areas highlighted in Appendix 1.
- 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 staff are recruited using SPTA Safer Recruitment procedures, making sure that all appropriate checks are carried out on all staff, EAB members, contractors and volunteers who work with pupils; and that all interview or recruitment panels have at least one person who has successfully completed safer recruitment training.
- Appoint a member of staff from the school leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description.
- Ensure there is always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and to ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keeping 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Ensure that all academy staff are provided with copies of policies and procedures to be followed in the Academy and that evidence of acceptance is documented

### **7.3 The senior leader with responsibility for Child Protection (in 2016 this is the Principal) must:**

- 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

- Ensure that there is always cover for this role.
- Provide updates to all staff as required throughout the school year
- 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 face-to-face safeguarding training as part of their induction
- Keep detailed, 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 regularly.
- Ensure all staff, including non teaching staff, have refresher training as required and annual updates
- 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 Education Advisory Body 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 pupil leaves the academy, ensure that the child protection file is copied and promptly sent to the pupil's new school separately from the pupil's main academic records. If a pupil goes missing, or the pupil 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.
- Put in place appropriate safeguarding responses to children who go missing from school after 10 school days without prior arrangement, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse, child sexual exploitation or female genital mutilation and prevent the risks of their disappearance in future.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through

ensuring there are systems in place for children to express their views and give feedback.

- School leaders and those staff who work directly with children should understand the annex to Keeping Children Safe in Education 2016 to be aware of the signs of danger from children missing education, child sexual exploitation, honour-based violence, FGM, forced marriage, radicalisation and the actions they should take to safeguard children at-risk in these situations.

#### **7.4 All staff and volunteers must:**

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- Make themselves aware of the systems within their school to support safeguarding. This includes the school child protection policy, staff behaviour policy / code of conduct and the designated safeguarding lead.
- 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 including Prevent training
- Be aware of the signs of abuse and neglect so they can identify cases of children who may be in need of help or protection.
- Inform the Designated Person or their deputy of any concerns.
- Maintain an attitude of "it could happen here" where safeguarding is concerned,
- Always act in the interests of the child when concerned about the welfare of the child.

If at any point there is risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does

not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important that children receive the right help at the right time to address risks and prevent issues escalating. Poor practice includes failing to act on and refer early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to reassess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

## **8. Reporting**

- Staff members should raise any concerns that they may have about a child with the school's designated safeguarding lead directly as well as on the CPOMs system (Introduced September 2016), including situations of abuse which may involve other staff members.
- The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.
- The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.
- The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- An inter-agency assessment will be undertaken where a child and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.
- A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.
- It is mandatory to report any suspected incidents of Female Genital Mutilation to the police and suspected radicalisation to the Channel.
- We also recognise that children can be harmed by other children. In the event that a child in our school is alleged to have harmed another child, for example through sexually harmful or sexually inappropriate behaviour, we will refer both children to social services in line with the Local SCB procedures.'

## **9.0 Safer Recruitment and Selection**

- 9.1 All recruitment must be carried out in accordance with the SPTA Safer Recruitment policy. 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.
- 9.2 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 Disclosure and Barring service checks and 'proof of eligibility to live and work in the UK' checks.
- 9.3 In line with statutory changes, underpinned by regulations, the following will apply:
- A DBS Enhanced Disclosure must be obtained for **all** new appointments to the academy through the SPTA approved supplier
  - 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.
- 9.4 Academy staff who have successfully completed Safer Recruitment in Education Training are named below. At least one member of each interview panel must be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

**Lesley Bailey**

**Helen Acton**

**Carole Orridge**

## **10 Safe Practice**

10.1 Safe working practice will help to ensure that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- must work in an open and transparent way.
- must not work alone in situations with (individual) pupils that may 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, race 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.

## **11.0 Safeguarding Information for Pupils**

11.1 The academy is committed to ensuring that pupils are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All pupils must be told that the academy has appointed a senior leader, the Designated Senior Person (DSP) with responsibility for child protection and know who this is. The academy will inform pupils 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.

11.2 The arrangements for consulting with and listening to pupils will be discussed and developed through talks with the school council, peer support schemes and pupil surveys.

## **12.0 Partnerships with Parents and Carers**

12.1 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 achieved principally by the publication of this policy to all parents and carers in full on the academy's website. Parents and carers are made aware that they can have a paper copy of this policy on request.

- 12.2 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.
- 12.3 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.
- 12.4 We encourage parents/carers to discuss any concerns they may have with Mrs. H. Acton as the school's Designated Senior Person (DSP).

### **13.0 Other Partnerships**

- 13.1 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 Doncaster Authority's Safeguarding Children Board. (For example, Children's Services, NSPCC, 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.

### **14.0 Training and Staff Induction**

- 14.1 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 regular 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 regular intervals with at least an annual update.

### **15.0 Support, Advice and Guidance for Staff**

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

15.2 The Designated Senior Person (DSP) for Safeguarding / Child Protection will be supported by the Vice Principal, a designated EAB member and other appropriately trained colleagues within the academy.

#### **16.0 Children Missing from Education**

The Academy will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'. When children on roll at this academy do not attend, 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 pupil's absence. Academy staff will also phone parents and carers promptly to ensure that children are safe.

## **17.0 Confidentiality**

17.1 The academy will implement the advice contained in "Information Sharing: Practitioner's guide" HM Government, 2006: <https://www.gov.uk/government/publications/information-sharing-for-practitioners-and-managers>

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

## **18.0 Pupil Information**

18.1 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

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

## **19.0 Recognition of poor practice, abuse and bullying**

19.1 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 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.)

## **19.2 Abuse**

Dfe Guidance **Keeping Children Safe in Education** defines abuse as : a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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)
- Other children

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

## **19.3 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 fabricates the symptoms of, or deliberately induces, ill health in a child.

## **19.4 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. 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.

## **19.5 Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.

## **19.6 Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **19.7 Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). [Details of specific safeguarding issues, including child sexual exploitation and female genital mutilation, and links to further guidance are provided in Appendix 4.](#)

## **19.8 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.

## **19.9 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 pupils, staff and communities and will respond promptly and efficiently to address any instance of discrimination or harassment in this area.

## **20.0 Identifying Signs of Possible Abuse**

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

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.

## **21.0 Bullying**

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'.

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

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 pupils 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

## **21.1 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 pupil 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

## **21.2 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 and record it on CPOMS
- A clear account of the incident will be recorded and given to the Principal, Vice Principal or Learning Mentor.
- An appropriate adult will interview all concerned and will record the incident on CPOMS. This will ensure that all incidents throughout the academy are logged.
- The DSP and the pupil's Class Teacher will be informed sensitively and an appropriate support strategy agreed with the victimised pupil(s)
- The DSP and the pupil's Class Teacher will be informed sensitively and an appropriate support strategy agreed with the pupil(s) who has/have perpetrated the bullying
- Parents/carers will be kept informed at all times

- If a pupil 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 pupils who may be in need of such help.
- EAB members will be kept informed of any serious incident and any follow-up action may be determined at a relevant EAB meeting. 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 Education Advisory Body. The pupil(s) will be asked to sign a contract of behaviour and he/she may be isolated from other pupils during break and lunch
- Incidents will be reviewed to identify pupils, 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 pupil is a repeat offender

### **21.3 Bullying by text, social networking sites and mobile phones**

- Pupils 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
- Pupils should be encouraged to show the messages to a member of academy staff
- Pupils who report bullying by text message will be taken seriously
- The pupil'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

- Pupils 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 pupils are taught how to protect themselves when using the internet.

## **22.0 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 pupils. 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 pupils.

## **23.0 Use of photography, video recording, image recording and mobile phone cameras**

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 pupils.

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

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.

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 pupils' names are

not usually linked to their images, although the academy recognises that the achievements of particular pupils may need to be clearly celebrated through a variety of media.

If there is any doubt about the photographer's identity, the 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.

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.

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.

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

## **24.0 The Internet**

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 SPTA E safety policy and the SPTA Disciplinary Policy and Procedure.

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

## **25.0 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 pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls will ensure that all pupils are fully protected.

## **26.0 Collaboration with the Local Authority**

The academy will share information about pupils and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each pupil. The CAF and eCAF 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.

## **27.0 Responding to Disclosures, Suspicions and Allegations**

The appropriate responses are contained in the academy's Child Protection Policy and the Policy and Procedure for dealing with allegations against staff.

## **28.0 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 Principal

## **29.0 Approval by Education Advisory Body and Review Date**

This policy and plan has been formally approved and adopted by the Education Advisory Body at Hatfield Woodhouse Primary School at a formally convened meeting on

20<sup>th</sup> September 2016.

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

<p><b>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 pupils, including those relating to behaviour, bullying, health and safety, harassment and discrimination and meets all required duties</b></p> <ul style="list-style-type: none"> <li>■ Have leaders, managers and EAB members taken account of the DfE guidance, <i>Keeping Children Safe in Education</i> and <i>Safer Recruitment in Education</i>, issued to all schools, setting out their responsibilities to safeguard and promote the welfare of children?</li> <li>■ Are there robust governance and lines of responsibility to ensure that the school's practice meets required standards?</li> <li>■ 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?</li> </ul>	Yes	No	N/A
<p><b>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</b></p> <ul style="list-style-type: none"> <li>■ 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?</li> <li>■ Does the school have procedures for dealing with allegations against staff which are in accordance with locally agreed inter-agency procedures and the DfE guidance?</li> </ul>	Yes	No	N/A
<p><b>3. Inspectors should take into account the extent to which the school monitors and evaluates the effectiveness of its policies and practices</b></p> <ul style="list-style-type: none"> <li>■ 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?</li> </ul>	Yes	No	N/A
<p><b>4. Inspectors should take into account the extent to which the school ensures that adults working with pupils are appropriately recruited and vetted.</b></p> <ul style="list-style-type: none"> <li>■ 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?</li> <li>■ Has the school carried out the mandatory pre-appointment checks set out in the DfE guidance?</li> <li>■ Does the school keep a single central record detailing the range of checks, set out in the DfE guidance, covering all employed staff (teaching and non-teaching), supply staff and others identified by the school as having regular contact with children?</li> <li>■ Have all staff appointed before 1 March 2002 been checked</li> </ul>	Yes	No	N/A

<p>against List 99?</p> <ul style="list-style-type: none"> <li>■ Have all staff had a List 99 check (unless covered by a DBS check) undertaken before they started work?</li> <li>■ 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 DBS enhanced disclosure and other designated checks?</li> <li>■ Has there been a DBS 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)?</li> <li>■ Has the school written confirmation from supply agencies 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?</li> <li>■ Does the school follow the DfE guidance in relation to checks on EAB members and volunteers who supervise or are in sole charge of children?</li> </ul>			
<p><b>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 pupils.</b></p> <ul style="list-style-type: none"> <li>■ 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?</li> <li>■ 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?</li> </ul>	Yes	No	N/A
<p><b>6. Inspectors should take into account the extent to which the school encourages and enables pupils to report any concerns or complaints including concerns about poor or abusive practices</b></p> <ul style="list-style-type: none"> <li>■ Is there a clear reporting system if a pupil, member of staff, parent or other person has concerns about the safety of children?</li> </ul>	Yes	No	N/A
<p><b>7. Inspectors should take into account the extent to which the school takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time</b></p> <ul style="list-style-type: none"> <li>■ Does the school have adequate security arrangements for the grounds and buildings?</li> <li>■ Does the school have adequate maintenance arrangements for</li> </ul>	Yes	No	N/A

the grounds and buildings			
<p><b>8. Inspectors should take into account the extent to which the school identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refers such concerns promptly to the relevant agencies</b></p> <ul style="list-style-type: none"> <li>■ Are there effective and prompt systems for referring safeguarding concerns about pupils to relevant agencies?</li> <li>■ Are relevant staff aware of pupils who are persistently absent or 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?</li> </ul>	Yes	No	N/A
<p><b>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</b></p> <ul style="list-style-type: none"> <li>■ 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?</li> </ul>	Yes	No	N/A
<p><b>10. Inspectors should take into account the extent to which the school helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk</b></p> <ul style="list-style-type: none"> <li>■ Do pupils feel safe and adopt safe practices?</li> </ul>	Yes	No	N/A

For further information please see the OFSTED briefing paper for inspectors  
<http://www.ofsted.gov.uk/resources/inspecting-safeguarding-maintained-schools-and-academies-briefing-for-section-5-inspections>

## Appendix 2

### Single central record

Questions for the Academy	Fully in Place (√)	Partly (√)	Not in place (√)
1. Is a Single Central Record (SCR) of staff in place?			
2. Has the SPTA template been used ?			
3. Does the SCR indicate that identity checks have been carried out and by whom?			
4. 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)			
5. Is there evidence that <b>all</b> 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?			
6. Have <b>all</b> staff appointed since May 2006 whether or not they have regular contact with children have been CRB checked?			
7. Does the SCR include evidence that supply teachers who work at the school regularly have been checked against L99 or have a recent DBS check?			
8. Has the school evidence that agency supply teachers have been L99 or DBS checked?			
9. Have volunteers including EAB members who have regular contact with children been DBS checked or are they never left in sole charge of children?			
10. Does the SCR record the date when the DBS or L99 check was carried out (and who carried out check)?			
11. Does the SCR record qualifications – where the qualification is a requirement of the job i.e. those posts where a person must have QTS?			
12. Does the SCR record evidence of permission to work and suitability for those who are not nationals of European Economic Area (EEA) country?			
13. Does the SCR record evidence of checks completed, including date and signature?			

Appendix 3

## Safeguarding Children in Education EAB Compliance Checklist Academic Year 2016/2017

Name of Academy:.....

Section 175 of the Education Act 2002 placed a duty on:

- The governing bodies of schools to have arrangements about 'Safeguarding and Promoting the Welfare of Children' in place.

**SPTA is monitoring compliance through an annual audit carried out during the autumn term 2014.**

**Please complete the following checklists and return it to [Governance@schoolpartnershiptrust.org.uk](mailto:Governance@schoolpartnershiptrust.org.uk) by 31 October 2016.**

CHECKLIST		Yes	No
1	A member of the EAB has been nominated to take responsibility for ensuring the school discharges its duties in relation safeguarding appropriately		
2	The Academy has in place a child protection policy that has been agreed by the EAB and is available to parents on request or published on school website.		
3	The school has in place child protection procedures that are in accordance with LA and LSCB guidance.		
4	The child protection policy and schools procedures are reviewed and updated annually.		
5	There is a Snr Designated Person to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and working with other agencies. (The Snr Designated Person must be a member of the leadership team or extended leadership team).		
6	A Deputy Designated Person should be available to act in the Snr Designated Persons absence, if the Deputy is not a member of the school's leadership team, the leadership team has in place a process for maintaining explicit oversight of the schools safeguarding arrangements		
7	The Snr and Deputy Designated Person have undertaken basic awareness, further job specific and training in inter-agency working and refresher training at two yearly intervals.		
8	All school staff (teaching and non teaching) have undertaken training in child protection to equip them to carry out their responsibilities for child protection effectively and have accessed refresher training at three yearly intervals. For new staff this includes child protection awareness training by the Snr designated person as		

CHECKLIST		Yes	No
	part of their induction.		
9	Temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities for safeguarding. All have received child protection awareness and been informed of the safeguarding arrangements in school as part of their induction to working within the school.		
10	Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with both DfE Guidance and locally agreed LSCB Inter-agency procedures		
11	A member of the EAB (usually the Chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation being made against the Principal/ Head of Academy .		
12	The school operates safer recruitment procedures and ensures that all appropriate checks including those defined by the Disclosure and Barring Service and the SPA Safer Recruitment Policy are completed prior to appointment. This can be evidenced through the maintenance of a <b>Single Central Record</b> which confirms all such checks have been carried out		
13	Safer Recruitment Training has been completed by Principal on-line/attended course (please indicate) Nominated EAB Member on-line/attended course (please indicate)		
14	The SCR has been checked at least termly by the nominated EAB member and evidence of this check is retained in the Academy.		
15	The school has a named Anti-bullying co-ordinator and EAB Member  The School has developed and implemented an anti-bullying policy  The school records and monitors bullying and produces an annual report to the EAB		
16	The EAB has received a report at least termly covering safeguarding issues including: <ul style="list-style-type: none"> <li>• SCR completion</li> <li>• All staff (teaching and non-teaching) training details</li> <li>• Educational visits</li> <li>• Health and safety</li> <li>• Bullying incidents</li> <li>• Behaviour incidents</li> </ul>		
17	The Academy has a named teacher with responsibility to promote the educational achievement of children who are looked after.		
18	Does your Academy include Child Sexual Exploitation (CSE) within the PHSE curriculum? <b>In which year:-</b> Year 7 Year 8 Year 9 Year10 Year 11		

CHECKLIST		Yes	No
19	The Academy has the following policies in place and has evidence of staff acceptance: <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• Safeguarding</li> <li>• E-safety</li> <li>• Health &amp; Safety</li> <li>• Whistleblowing</li> <li>• Complaints</li> <li>• Staff Code of Conduct</li> <li>• Physical restraint</li> <li>• Intimate care</li> </ul>		
20	Does your Academy maintain appropriate record keeping in relation to vulnerable children (child subject to child protection or child in needs concerns and those who have Looked-After status)		
21	The Academy has in place:- <ul style="list-style-type: none"> <li>• A Named EAB member responsible for Work Related Learning</li> <li>• Has a designated member of staff who has overall responsibility for WRL activities and procedures and undertakes appropriate training</li> <li>• WRL policy and procedures are updated annually</li> <li>• All Academy staff including volunteers who work with WRL learners are made aware of their responsibilities through training and maintain up to date practices.</li> </ul>		
<b>Please provide the name and job title of the Designated People within your school</b>			
Snr Designated Person.....			
Deputy Designated Person.....			

Name of Nominated Child Protection EAB Member (please print).....

Signed.....Chair of EAB

Name (please print).....Date.....

**Please submit to [Governance@schoolpartnershiptrust.org.uk](mailto:Governance@schoolpartnershiptrust.org.uk) and retain a copy for Academy records**

**Appendix 4 Specific safeguarding issues**

Schools and colleges can also access broad government guidance on the issues listed below via the links below to the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) see also below

- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see also below
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

## **Appendix 4 – specific safeguarding issues**

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **Appendix 5 – Academy safer recruitment trained staff.**

Academy staff who have successfully completed Safer Recruitment in Education Training are named in Appendix 5 below. At least one member of each interview panel must be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

1. Principal: Mrs Helen Acton
2. EAB Chair of Governors: Mrs Lesley Bailey
3. Office Manager: Mrs Carole Orridge