Safeguarding and Child Protection Policy
August 2020

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Appendices

INTRODUCTION

This policy is available on The JCB Academy's ("academy") website and is available on request from the Admin Office. Parents[1] are informed about this policy when their sons/daughters join the academy.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside the Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance *Keeping Children Safe in Education* (KCSIE), DfE (2019).

This policy will be reviewed in full by the Governing Board on an annual basis. It was last reviewed and agreed by the Governing Board on 17 June 2020 and is due for review in June 2021.

SAFEGUARDING CONTACTS

All staff have a statutory duty to *"safeguard and promote the welfare of children"* and to maintain a professional attitude of *"it could happen here"* where safeguarding is concerned.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Safeguarding Team to build up a picture and access support for the child at the earliest opportunity.

However, if it is believed that the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm, e.g. physical, sexual, emotional abuse or neglect, this must be raised immediately with a member of the safeguarding team (see overleaf).

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[1] Within this document, the term parent refers to those with parental responsibility for a learner

Designated Safeguarding Leads (DSL)

MR J BAILEY
Office: First floor opposite the hydraulics training zone
Email: j.bailey@jcbacademy.com

MR J GARDNER
Office: First floor opposite the restaurant
Email: j.gardner@jcbacademy.com

MRS H HOGG
Office: Third floor opposite the IEZ
Email: h.hogg@jcbacademy.com

Deputy Designated Safeguarding Leads (DDSL)

MISS L BUCHANAN
Office: Third floor opposite the IEZ
Email: l.buchanan@jcbacademy.com

MR J TELLWRIGHT
Office: Third floor opposite the IEZ
Email: j.tellwright@jcbacademy.com

MR T OWENS
Office: Third floor opposite the IEZ
Email: t.owens@jcbacademy.com

The JCB Academy's Safeguarding Team comprises:

- **Principal**. Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

    ➢ *Mrs J McGuirk (j.mcguirk@jcbacademy.com)*

- **Vice Principal**. Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

    ➢ *Mr J Bailey (j.bailey@jcbacademy.com)*

- **DSL**. Responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with local authorities and working with other agencies.

    ➢ *Mr J Bailey (j.bailey@jcbacademy.com)*
    ➢ *Mr J Gardner (j.gardner@jcbacademy.com)*
    ➢ *Mrs H Hogg (h.hogg@jcbacademy.com)*

- **DDSL**. A member of the teaching, support or pastoral staff in a post which requires assessment of children, with sufficient status and authority to effectively deputise for the DSL role above (cannot be an administrative or finance worker).

    ➢ *Miss L Buchanan (l.buchanan@jcbacademy.com)*
    ➢ *Mr T Owens (t.owens@jcbacademy.com)*
    ➢ *Mr J Tellwright (j.tellwright@jcbacademy.com)*

- **Special Educational Needs and Disabilities Co-ordinator and Assistant Co-ordinator**. Staff who provide advice, liaison and support for staff and other agencies working with learners with special educational needs and disabilities and their parents.

    ➢ *Mr J Gardner: SENDCO (j.gardner@jcbacademy.com)*
    ➢ *Miss S Woolley: Assistant SENDCO (s.woolley@jcbacademy.com)*

- **Designated teacher for looked-after and previously looked-after children**. Promotes the educational achievement of 'looked after' children who are on roll, helps staff understand issues that affect how they learn and achieve and ensures appropriate staff have the information they need.

    ➢ *Mr J Gardner (j.gardner@jcbacademy.com)*

- **Online Safety Co-ordinator**. Develops and maintains an online-safety culture.

    ➢ *Mr J Gardner (j.gardner@jcbacademy.com*

- **<u>Safeguarding/Learner Welfare Link Governor</u>.** The governor who ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the Governing Board, remedies deficiencies and weaknesses that are identified.

  ➢ *Mr M Jeffery (chair@jcbacademy.com)*

- **<u>Chair of the Governing Board</u>.** Takes the lead in dealing with allegations of abuse made against the Principal (and other members of staff when the Principal is not available) in liaison with the local authority and on safe recruitment practices with the Principal.

  ➢ *Mr M Jeffery (chair@jcbacademy.com)*

1.   Context

1.1   The academy fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.

1.2   Practitioners who work with learners in the academy will read this policy within the framework of the following guidance:

- KCSIE 2019: statutory guidance
- Working Together to Safeguard Children (2019): statutory guidance
- Staffordshire Safeguarding Children's Board (SSCB): policies and procedures
- Positive environments where children can flourish (2018)

1.3   Through their day-to-day contact with learners and their direct work with families, all staff and volunteers in the academy have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

1.4   This policy sets out how the academy's Governing Board discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are learners at the academy. This policy applies to all staff, paid and unpaid, working in the academy, including governors. It is consistent with SSCB procedures.

2.   Purpose and aims

2.1   The purpose of this policy is to:

- Build resilience by raising awareness of child protection issues, equipping learners with the language and skills needed to keep them safe and establishing a safe environment in which they can learn and develop within an ethos of openness.

- Support vulnerable learners who have been abused, have witnessed violence towards others or may be vulnerable to abuse

- Prevent unsuitable people from working with children by ensuring safe recruitment practices to checking the suitability of staff and volunteers.

2.2   The academy will follow the procedures set out by the SSCB and take account of guidance issued by the DfE to:

- Ensure everyone is aware that safeguarding and promoting the welfare of children is their responsibility. No single professional can have the full picture of a child's needs and circumstance and everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

- Protect learners from maltreatment.

- Prevent impairment of learners' health or development.

- Ensure learners grow up in circumstances consistent with the provisions of safe and effective care.

- Offer a balanced curriculum including PSHE and RSE.

- Offer learners a balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks.

- Ensure the Governing Board has a clear monitoring and reviewing process.

- Ensure the voice of the child is evident in case files and informs academy policy developments.

3.   Ethos

3.1   The academy is child-centred and learner welfare is of paramount importance.

3.2   Staff maintain a professional attitude of *"it could happen here"* where safeguarding is concerned. Where there are concerns about the welfare of a learner, staff will always act in the best interests of the learner. This policy has been developed in-conjunction with the academy's culture of prevention, protection and support.

3.3   The academy will continue to maintain an ethos where learners feel secure, are encouraged to talk, are listened to and feel safe. Learners at the academy are encouraged to talk freely with any staff member if they are worried or concerned about something and the academy follows the DfE guidance *"What to do if you're worried a child is being abused: advice for practitioners"*

3.4   By raising awareness of child protection issues and equipping learners with the language and skills needed to keep them safe, the academy will establish a safe environment in which learners can learn and develop within an ethos of openness.

4.   Safeguarding definitions

4.1   Everyone who comes into contact with learners and their families has a role to play in safeguarding. Academy staff play a particularly important role as they are in a position to identify concerns early and provide help for learners to prevent concerns from escalating. The academy has developed systems as described in *Working Together to Safeguard Children 2019* to form a wider system and prevent concerns from escalating.

4.2   The academy follows the SSCB's policies and procedures.

5. Responsibilities

5.1   The Governing Board/Principal are accountable for ensuring the effectiveness of this policy and academy compliance.

5.2   The Governing Board and Principal have appointed three DSLs, two of whom are members of the Senior Leadership Team. They ensure these staff have the time and resources required to fulfil their duties, taking into account the role of the wider Safeguarding Team.

5.3   The Principal has identified a number of DDSLs who are trained at the same standard as the DSLs. DSLs can delegate activities to DDSLs, yet the ultimate responsibility still remains with the DSLs; the lead responsibility is never delegated.

5.4   The DSL/DDSL job description (Appendix B, KCSIE 2019) has been added to each staff member's job description. The Governing Board has shared the content of KCSIE (2019) with DSLs/DDSLs and is confident the individuals have the knowledge and understanding to carry out their roles appropriately. The DSL training is compliant with SSCB training strategy.

5.5   The Governing Board ensures that the DSLs understand they have the responsibility in leading safeguarding and child protection across the academy and have the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff on child welfare and child protection.

5.6   The Governing Board ensures the academy is compliant with the 175/157 return to the local authority/SSCB and that any areas of concern in safeguarding are identified and an action plan/risk assessment developed annually.

5.7   The Governing Board ensures the academy contributes appropriately to inter-agency working in-line with *Working Together to Safeguarding Children* (2019).

5.8   The Governing Board ensures safer recruitment procedures that include the requirement for appropriate checks in line with national guidance.

5.9   The Governing Board has overview of the training schedule and future training requirements and this is updated every term. All staff, volunteers and governors have received an induction which includes basic safeguarding training compliant with SSCB requirements.

5.10   All staff, volunteers and governors have read and understood the code of conduct annually and KSCIE 2019. The academy has developed a system to ensure that regulated and non-regulated activities and staff supervision are understood across the academy. Volunteers, learners and visitors can be clearly identified.

5.11   The Governing Board/Principal ensure there is a current Whistleblowing Policy and that staff have received a copy and have the opportunity to raise concerns. There is a culture evident in the academy to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures.

5.12   The Governing Board/Principal ensure all staff are aware of the NSPCC whistleblowing helpline which is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (line is available from 08:00 to 20:00 Monday to Friday) or email help@nspcc.org.uk

5.13   The Principal ensures policies and procedures are reviewed regularly by the Governing Board to ensure they are current. The Governing Board and DSLs co-ordinate updates with the training schedule to support the culture of learning for all staff/volunteers. The academy updates parents of new policies/policy updates via the website.

5.14   The Governing Board/Principal ensure all staff are aware of their responsibility in reporting to the Police the disclosure of Female Genital Mutilation (FGM) that appears to have been carried out. All staff are required to update the DSLs of any notifications made to the Police.

6.   Role of the DSL and DDSL

6.1   The DSLs and DDSLs carry out their roles in accordance with KCSIE 2019 and will:

- Continually develop an understanding of the community the academy serves, the risks and resilience. The DSLs will have an understanding of staffing, volunteers and governance arrangements and training needs for safeguarding across the academy updating the Governing Board and Principal every term.

- Refer cases of suspected abuse to local authority children's social care, First Response as required and will represent the academy at child protection conferences and core group meetings.

- Be the experts within the academy to support staff in liaising with other agencies, making assessments and referrals (any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of the learner).

- Support staff who make referrals to local authority children's social care, First Response.

- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
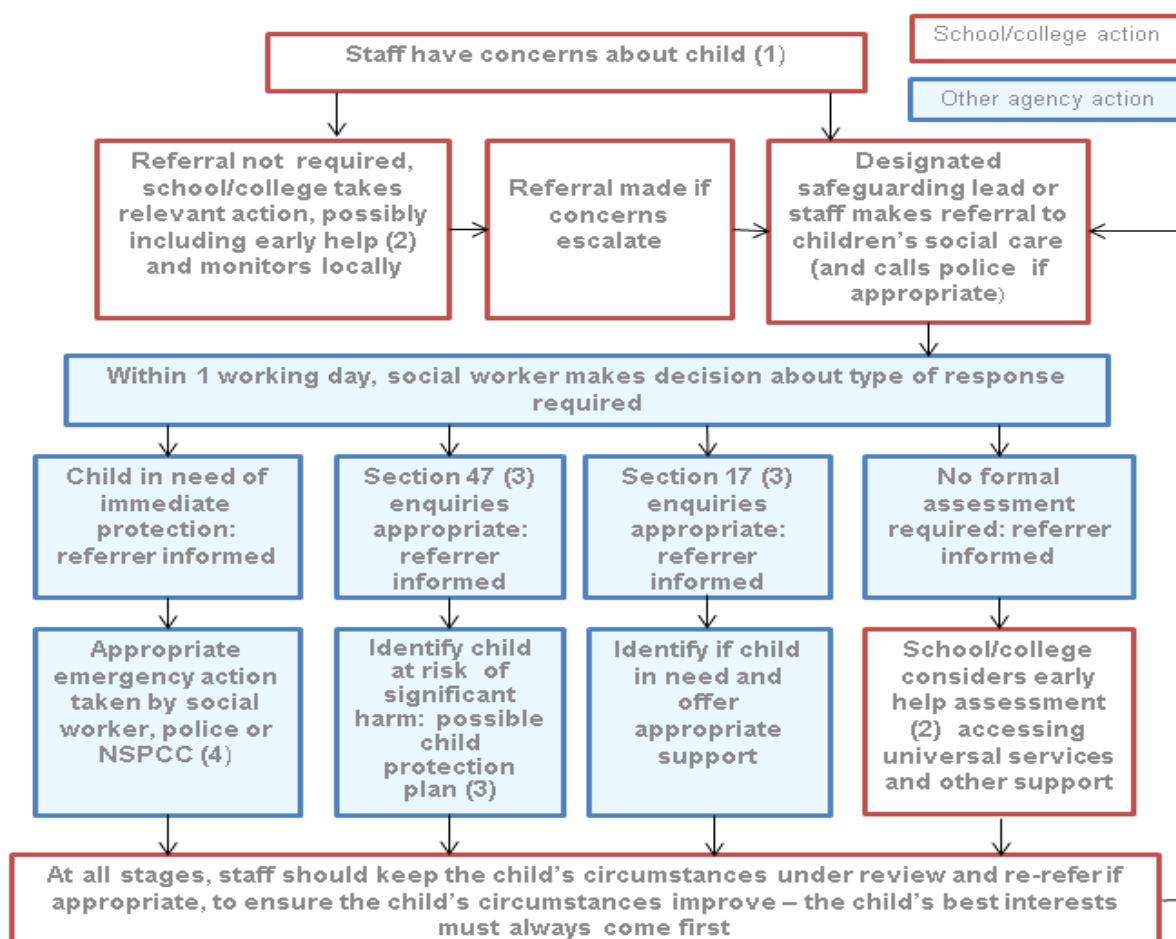
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

- Refer cases where a crime may have been committed to the Police as required.

- Maintain robust systems to monitor and record training of all staff, volunteers, review annually, refresher time scales of training are evident. Training will include bulletins, briefings and INSET day training as well as external events. Regular updates are shared with staff and there is a system to record these communications.

- Ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

- Monitor the paper/electronic case management systems set up to record cause for concerns on learners to ensure the quality of information is accurate, proportionate and timely also assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the Data Protection Act and child protection records (paper based and electronic) are kept separate from academic records; there is a clear recorded process of transfer of records to new settings. Chronologies case management systems at the front of all children/young people's files; this gives clarity on summary/recognition of cumulative low level concerns which need to be monitored.

- Develop systems for case management which are detailed, accurate, secure written/electronic records of concerns and referrals; also a system to monitor the quality through auditing of case files regularly. Systems are compliant with the Data Protection Act.

- Have a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA/CAF) files being removed from academy and returned; for what purpose e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

7. Procedure for managing concerns

Actions where there are concerns about a child

- Staff have concerns about child (1)

- School/college action
- Other agency action

- Referral not required, school/college takes relevant action, possibly including early help (2) and monitors locally
- Referral made if concerns escalate
- Designated safeguarding lead or staff makes referral to children's social care (and calls police if appropriate)

- Within 1 working day, social worker makes decision about type of response required

- Child in need of immediate protection: referrer informed
- Section 47 (3) enquiries appropriate: referrer informed
- Section 17 (3) enquiries appropriate: referrer informed
- No formal assessment required: referrer informed

- Appropriate emergency action taken by social worker, police or NSPCC (4)
- Identify child at risk of significant harm: possible child protection plan (3)
- Identify if child in need and offer appropriate support
- School/college considers early help assessment (2) accessing universal services and other support

- At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

7.1   All staff are encouraged to report any concerns that they have and not perceive these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Safeguarding Team to build up a picture and access support for the child at the earliest opportunity.

7.2 The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. Staff should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information following the guidance *What to do if you're worried a child is being abused*.

7.3 When dealing with a disclosure of abuse:

- Stay calm.

- Do not communicate shock, anger or embarrassment.

- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people (state who tis will be and why) in order to do this.

- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.

- Tell the child that it is not her/his fault.

- Encourage the child to talk but do not ask "leading questions" or press for information.

- Use the acronym **TED**: **T**ell me. **E**xplain. **D**escribe.

- Listen and remember.

- Check that you have understood correctly what the child is trying to tell you.

- Communicate that s/he has a right to be safe and protected.

- It is inappropriate to make any comments about the alleged offender.

- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations (dates, times, names mentioned and to who the information was passed need to be clearly recorded).

- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

7.4 All concerns about a child/young person or family should be reported to the academy's Safeguarding Team using the academy's reporting system.

7.5   Following receipt of any information raising concern, a DSL will consider what action to take and seek further advice from First Response or Education Safeguarding Advice Service (ESAS) as required. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented on the learner's record.

7.6   It is not the responsibility of the academy to investigate welfare concerns or determine the truth of any disclosure or allegation. However, all staff have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

7.7   Staff are encouraged if they have any concerns about a child to have a conversation with the Safeguarding Team to agree a course of action, although any staff member can make a referral to Children's Social Care or the Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the SSCB.

7.8   If anyone other than a DSL makes the referral they should inform a DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are.

7.9   Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures out lined in this policy or SSCB should raise their concerns with Principal or Governing Board. If any member of staff does not feel the situation has been addressed appropriately at this point should contact First Response directly with their concerns using link below.

7.10   SSCB expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached. The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the academy's designated safeguarding lead.

7.11   <u>Making a children in need/children at risk referral</u>

    7.11.1 Where a child is registered at the academy. a written record of concerns should be made using the academy's agreed system.

    7.11.2 The DSL or will then normally make the decision about whether a referral needs to be made.

7.11.3 The agency to whom a referral is made is dependent upon where the child resides:

- Children who live in **Derby City**
  Derby City First Contact Team – 01332 641172

- Children who live in **Derbyshire**:
  Call Derbyshire – 01629 533190

- Children who live in **Staffordshire**:
  First Response - 0800 1313126

- Children who live in **Stoke on Trent**:
  Emergency Duty Team: 01782 234234

Contact with these agencies will normally be made by the DSL or DDSL. However, everybody has a responsibility for safeguarding children and the right to make a referral. Therefore, if the advice of the DSL or the DDSL has been sought, and that advice is that a referral is not necessary, the person with the original concern may, if they deem it necessary, make a referral themselves.

7.11.4 Telephone referrals will need to be followed up with a multi-agency referral form. These forms can be downloaded from the appropriate Safeguarding Children Board website:

Derby City/Derbyshire	www.derbyshirescb.org.uk
Staffordshire	www.staffsscb.org.uk
Stoke on Trent	www.safeguardingchildren.stoke.gov.uk

8. Early Help Assessment (EHA)

8.1 The DSLs will ensure staff are aware of the Staffordshire Early Help strategy/ process and understand their role in it. This includes identifying emerging problems, liaising with the DSLs, sharing information with other professionals to support early identification and assessment and, wherever possible and appropriate, acting as the lead professional in undertaking an EHA.

8.2 Every member of staff, including volunteers. working with learners at the academy are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a learner, staff members should always act in the interests of the learner and have a responsibility to take action as outlined in this policy.

8.3 Early help is a key part of a wider continuum of engagement with families and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early help.

8.4   Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or development progress is being met.

- The support of more than one additional agency is needed to meet the learner or young person's needs.

- Learners do not meet safeguarding of SSCB threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour.

8.5   The academy EHA Lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). The academy will inform the LST Co-ordinator when an EHA has been started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family. This is so that a record of that involvement can be maintained on Capita; it also enables SSCB to monitor the contribution made by academy to the provision of Early Help across the county.

8.6   The Safeguarding Team and EHA Lead meet on a regular termly basis to discuss concerns, additional children accessing further support with the Families First officer that is linked to the academy. This opportunity enables a clear assessment of additional support and services that could be offered.

9.   <u>Types and signs of abuse</u>

9.1   Guidance on dealing with a disclosure of abuse is provided in section 7.3.

9.2   The academy is aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

9.3   Definitions of the different forms of abuse are as follows:

9.3.1 <u>Neglect</u>. The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school.
- The child is left at home alone or with inappropriate carers.

9.3.2 <u>Physical abuse</u>. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

9.3.3 <u>Sexual abuse</u>. This 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for PE or swimming.
- Bruises or scratches in the genital area.

9.3.4 <u>Exploitation</u>. Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Childrens Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the internet and mobile technology.
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines).

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

N.B. Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

9.3.6   Responses from parents. Research and experience indicates that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.

- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home.
- Violence between adults in the household.
- Evidence of coercion and control.

9.3.7 Disabled children. When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Inappropriate invasive procedures.

9.4 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. Examples can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

9.5 Extremism and Radicalisation. Protecting children from the risk of radicalisation is seen as part of academy and staff responsibilities under safeguarding. This is in line with the *Counter-Terrorism and Security Act 2015* which states *"to have due regard to the need to prevent people from being drawn into terrorism"* (due regard means that an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all other factors relevant to how they carry out their usual functions).

It is essential that staff are able to identify children who may be vulnerable to radicalisation, whether these come from within their family or are the product of outside influences. In addition, the academy will build resilience to radicalisation by promoting British values and enabling young people to challenge extremists.

Vulnerability to radicalisation include:

- Identity crisis. The learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis. The learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances. Migration, local community tensions and events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy.
- Unmet aspirations. The learner may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of criminality. This may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need. Learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Radicalisation is about group bonding, peer pressure and indoctrination to encourage the view that violence is a legitimate response to perceived injustice. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is usually a process not an event driven by an ideology. During that process it is possible to intervene to prevent vulnerable young people being drawn into terrorist-related activity. There is no single way of identifying any individual who is likely to be susceptible to a terrorist ideology.

Any staff member who has a concern that a child may be at risk should follow the academy's safeguarding procedures. This does not allow staff to carry out unnecessary intrusion into family life, but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Additional contact information for extremism and radicalisation:

- Department for Education dedicated telephone number: 020 7340 7264

- Department for Education dedicated e-mail: counter.extremism@education.gsi.gov.uk

These helplines are not for emergency situations, in those cases the normal academy safeguarding procedures should be followed.

10. *Keeping Children Safe in Education (2019):* specific safeguarding issues

10.1   All staff have an awareness of safeguarding issues, some of which are listed below. The academy enables staff to be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put learners in danger. All staff are aware of the expertise of the DSLs and DDSLs and that they have a role to support staff, volunteers and the Governing Board.

10.2   All academy staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Further guidance on peer on peer abuse can be found in the Behaviour Management Policy.

10.3   Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for academies and colleges can be found on the TES, MindEd and the NSPCC websites. Academy staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- County Lines
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Missing children and adults strategy
- Peer on peer abuse
- Private fostering
- Preventing radicalisation

- Relationship abuse
- Sexting
- Upskirting
- Trafficking

11.   Child Protection Conferences

11.1   Types of conference:

- Section 17. A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

- Section 47. If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Detailed information on statutory assessments can be found in chapter 1 of *Working Together to Safeguard Children*

11.2   Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

11.3   DSL/DDSL/members of staff may be asked to attend a Child Protection Conference or core group meetings on behalf of the academy in respect of individual children. In any event, the person attending will need to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

11.4   All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Service. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at academy. In order to complete such reports, all relevant information will be sought from staff working with the child in academy through the DSL.

11.5   Clearly child protection conferences can be upsetting for parents. The academy recognises that it is likely to have more contact with parents than other professionals involved. The academy will work in an open and honest way with any parent whose child has been referred to Families First Services or whose child is subject to a child protection plan. The academy's responsibility is to promote the protection and welfare of all children and its aim is to achieve this in partnership with parents.

11.6   Child in Need (section 17). A Child in Need referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

11.7   Section 17 of the Children Act says that an assessment for services should be undertaken by the local authority in the following circumstances:

- Child/ren is/are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.

- Their health or development is likely to be impaired, or further impaired without the provision of such services.

- They are disabled.

- Where prevention strategies have been designed and monitored without desired outcomes being met.

11.8   If a member of the Safeguarding Team considers that the welfare concerns indicate that a Child in Need referral is appropriate, he/she will speak with parents/young person and obtain their consent for referral to the First Response Team (FRT) (see *Staffordshire Thresholds for Intervention* guidance) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, a DSL will discuss the issues with FRT.

11.9   Appropriate academy staff should be invited to participate in Child in Need meetings convened by Children's Social Care when children are deemed to require section 17 services.

12. Curriculum

12.1   The academy will provide activities and opportunities within the curriculum for learners to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage learners to develop essential life skills. The PSHE programme includes lessons, workshops and presentations by external agencies to educate and equip learners with the skills they need to live their lives safely, assess and manage risk and ask for help when they need it, including:

- Anti-bullying and asking for help.
- Personal safety in the community.
- Drugs and alcohol awareness.
- Online safety.
- Emotional health, mental wellbeing and managing stress.
- Sex and relationships education.

12.2   It is the responsibility of every member of staff, volunteer, governor and regular visitor to the academy to carry out the requirements of this policy so that the academy can provide a safe environment in which learners can learn.

12.3   The academy is passionate in the ways it encourage learners to learn and share their views. Learners are encouraged to voice their concerns and suggestions for improvement via the Academy Council. Every learner is allocated a mentor with whom they meeting regularly and discussions include their emotional wellbeing and how they feel they are coping. At these meetings learners can share any concerns that they have regarding any aspects of their lives.

12.4   The academy has a zero-tolerance approach to bullying and foster an environment where learners feel that they can report concerns and those problems will be addressed in a way that they feel comfortable with and which brings about a desired outcome. Learner Support services are promoted directly to parents who are asked to actively encourage their sons/daughters to access support when they need it.

13.   Educational visits

13.1   Refer to the academy's Off-site and Residential Activities Policy.

14.   Children with medical needs

14.1   Refer to the academy's Medical Treatment of Learners Policy.

15.   Safer recruitment

15.1   The Principal, HR Manager and at least one member of the Governing Board will complete appropriate safer recruitment training. At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of KCSIE.

15.2   The Governing Board will ensure that the academy's staff recruitment and selection policy and procedures enable the academy to recruit and select the most suitable people to work with learners.

15.3   The HR Manager will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements and this will be checked by the Governing Board on a termly basis.

15.4   Visitors will be checked in line with statutory requirements and risk assessed robustly.

16.   Safer working practice

16.1   All adults who come into contact with academy learners have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the academy to ensure that all adults who work with or on behalf of its learners are competent, confident and safe to do so.

16.2   All staff, including supply/volunteers, will be provided with a copy of the staff Code of Conduct at induction.

16.3   There will be occasion when some form of physical contact is inevitable, for example if a learners has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the academy's Physical Restraint Policy must be adhered to. A list of staff that have accessed Staffordshire physical intervention training will be kept by the Principal/DSLs and updated in line with Staffordshire policy. All incidents will be recorded in line with guidance.

16.4   If staff, visitors, volunteers or parent helpers are working with learners alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

16.5   Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with learners. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

17. Educational visitors to the academy

17.1 The academy will undertake risk assessment and use professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. Guidance is followed in relation to non-regulated activities and in doing so the academy will consider:

- What is known about the individual/company, including formal and informal information offered by staff, parents other establishments or volunteers.

- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised and suitability recorded.

- Whether the role is eligible for an enhanced DBS check.

- The level of supervision required through risk assessment – the supervision will be *"reasonable in all the circumstances to ensure the protection of children"* as stated in KCSIE 2019

17.2 The academy's Visitors to The JCB Academy Policy ensures that it is clear whether visitors are to be supervised or unsupervised within the academy.

18. Managing allegations against staff, peer on peer and volunteers

18.1 The Governing Board ensures there are procedures in place to manage and investigate allegations of abuse.

18.2 The academy's aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for learners. However, it is recognised that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations might include:

- Physical. For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

- Emotional. For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- Sexual. For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.

- Neglect. For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

- Spiritual abuse. For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

18.3 Peer-on-peer abuse is captured in four key definitions (Firmin 2013a):

(i) The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships.

(ii) The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person.

(iii) The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014).

(iv) Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009).

18.4 The term peer-on-peer abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

18.5 The academy's response to peer on peer abuse needs to have a holistic assessment of both/all of the young people's needs. An assessment of the 'perpetrator' of the abuse will also be required if they are under the age of 18.

18.6 The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

18.7 The academy is clear in its understanding of consent:

The Sexual Offences Act 2003 states consent is *'if she or he agrees by choice, and has the freedom and capacity to make that choice'*. There are three important parts to this:

- *choice* – a deliberate decision;
- *capacity* to consent, e.g. is the person old enough, are they intoxicated by alcohol or affected by drugs;
- whether a person makes their choice *freely*, without manipulation, exploitation or duress.

In all cases, the law is clear that it is the responsibility of the person *seeking* consent who has the responsibility to ensure that the other person agrees by choice and has the freedom and capacity to make that choice.

18.8   Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. The academy recognises that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

18.9   The academy will take all possible steps to safeguard it learners and to ensure that the adults in the academy are safe to work with children. The academy will always ensure that the procedures outlined in SSCB's Protocol: *Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2019) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).

18.10   If an allegation is made, or information is received about an adult who works in the academy, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. If it about the Principal this needs to be raised with the DSL and reported to the Chair of the Governing Board. In the event that the Governing Board is not contactable on that day, the information must be passed to and dealt with by the Vice Chair of the Governing Board.

18.11   The Principal or Chair of the Governing Board will seek advice from the LADO within one working day. No member of staff or the Governing Board will undertake further investigations before receiving advice from the LADO.

18.12   Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of the Governing Board should contact the LADO directly.

18.13   The academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO. The Principal is responsible for informing the DBS.

18.14   Further information regarding he role of the LADO can be found at Appendix 1.

19.   Vulnerable children, including looked after children

19.1   The academy recognises that its safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for learners who are absent from academy or who go missing from education.

19.2   The academy will inform the local authority of any learners who fails to attend the academy regularly, or who has been absent without academy permission for a continuous period of 10 academy days or more.

19.3 The academy recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

19.4 Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

19.5 The academy is aware of the potential for learners with SEND to have additional barriers when it comes to safeguarding and that this group can be more vulnerable to abuse and neglect due to:

- Communication skills
- Maturity (lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

19.6 Parental behaviours may also indicate child abuse or neglect, so staff will be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, staff can respond to problems as early as possible and provide the right support and services for the learner and their family. It is important to recognise that a warning sign doesn't automatically mean a learner is being abused.

19.7 All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in *Working Together to Safeguard Children* 2019. Children have said that they need:

- Vigilance: to have adults notice when things are troubling them.

- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon.

- Stability: to be able to develop an on-going stable relationship of trust with those helping them.

- Respect: to be treated with the expectation that they are competent rather than not.

- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

- Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative.

- Support: to be provided with support in their own right as well as a member of their family.
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

19.8   Staffordshire's Virtual Academy for Looked After Children provides a support and challenge role for academies and local authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments.

19.9   Initiated by *Care Matters, Time for Change* (2007), all local authorities are advised to support the raising of the educational attainment and achievement of their Looked-After Children through the overarching support of a virtual academy. The responsibility for each learner's education, target setting, learning and teaching remains with the academy where they are enrolled.

19.10   The Governing Board will ensure that the LAC designated teacher (Mr J Gardner) receives appropriate training.

19.11   The designated teacher plays a crucial role leading the responsibility for helping academy staff understand the things which affect how looked after children learn and achieve and will:

- Promote a culture of high expectations and aspirations for how looked after children learn.
- Ensure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of assessment for learning.
- Ensure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Have the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the academy.

20.   <u>Workforce and development</u>

20.1   The academy has a clear framework of supporting and training its staff.

20.2   On an annual basis all staff receive an appraisal which includes identification of training needs across safeguarding agenda highlighted in KCSIE.

20.3   Teaching standards define the role and responsibility of teaching staff to continually develop their knowledge and understanding. On an annual basis a training schedule is developed to meet the needs of the staffing group knowledge and understanding to enable a robust culture in safeguarding and agendas consistently across the academy.

20.4   There is a clear induction process for staff, volunteers and governors which includes safeguarding roles, responsibilities and processes.

20.5   All staff, volunteers and governors receive a copy of KCSIE 2019 and attend briefing sessions on implementation.

20.6   Systems have been developed to ensure that staff training and quality assurance systems around safeguarding are robust and monitored by the Governing Board.

21.   DSL/DDSL training

21.1   DSLs and DDSLs must undertake training to provide them with the knowledge and skills required to carry out their roles. This training must updated regularly in line with SSCB requirements.

21.2   DSLs and DDSLs must undertake Prevent awareness training.

21.3   In addition to the formal training set out above, DSLs and DDSLs must ensure their knowledge and skills are refreshed (e.g. via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. This will ensure they:

• Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

• Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

• Have an understanding of the lesson learnt from serious case reviews and how best to implement the learning

22.   Raising awareness

22.1   The DSLs will ensure the academy's safeguarding policies are known, understood and used appropriately.

22.2   The DSLs and Governing Board will ensure the academy's safeguarding policies and procedures are reviewed annually

22.3   The DSLs will ensure the academy's safeguarding polices and procedures are available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.

23.   Availability of DSLs and DDSLs

23.1   During term time, the DSLs (or DDSLs) are available during academy hours for staff to discuss any safeguarding concerns.

23.2   Cover arrangements are in place for any out of hours/out of term activities.

24.   Communication - confidentiality/information sharing

24.1   At all times, the academy will work in partnership and endeavour to establish effective working relationships with parents and colleagues from other agencies in line with *Working Together to Safeguard Children* (2015). The academy works closely with social care from the host authority and, where appropriate from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

24.2   The academy recognises the importance of information sharing between professionals and local agencies and follows *Information Sharing Advice for Safeguarding Practitioners*.

24.3   The Data Protection Act places a duty on organisations and individuals with regard to processing personal information fairly and lawfully. The academy adheres to data protection regulations, but does not allow this to stand in its way in the need to promote the welfare and protect the safety of its learners.

25.   Managing complaints

25.1   The academy has a complaints procedure and a robust internal investigation process.

25.2   The complaints procedure clearly stages the stages of complaints and where to escalate concerns following completion of the process.

25.3   Safeguarding concerns should be raised with the academy immediately. If a concern is raised that a learner is at immediate risk, then the individual needs to contact MASH.

25.4   All visitors are given a leaflet which outlines how to share concerns.

26. Site security

26.1   The academy 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. Health and Safety Act 1989 and 2004. Therefore:

- Gates are kept closed during the academy day and visitors gain access through the main reception.

- Visitors must only enter through the main reception and after signing in are issued with an visitor lanyard. The academy has a clear system of ensuring visitors are accompanied/supervised by a member of staff. Any visitor on site who is not identifiable by a visitor lanyard will be challenged by any staff member and this will be reported to a senior manager.

- Learners are only allowed to lave the academy with adults who have with parental responsibility or with confirmed permission from an adult with parental responsibility and are required to sign out at Learner Reception.

- Empty classrooms should have closed windows and doors.

- At least two members of staff are always on duty at break times.

- A health and safety audit and risk assessment is completed annually and reported to the Governing Board.

- Risk management of site security is managed by senior leadership/Governance; academy has a clear system of risk assessments and review timescales of these.

27. Adult Safeguarding Board and deprivation of liberty safeguards

27.1   The Deprivation of Liberty Safeguards (DoLS) is the name for the process by which someone who does not have the mental capacity to agree to arrangements for their accommodation, treatment and care can be deprived of their liberty for their own health and safety, in their best interest and where it is the least restrictive alternative.

27.2   The Adult Protection procedures describe the response to the abuse of vulnerable adults in Staffordshire and Stoke-on-Trent. As an agreed inter-agency procedure full compliance is required from all staff in all agencies including social care, criminal justice, health or housing, or other staff/volunteers who are in contact with vulnerable adults. These procedures relate to issues of abuse and exploitation and are not invoked simply as a response to a perception of vulnerability.

28.   Key legislation and documentation

28.1   This policy has been devised in accordance with the legislation and guidance listed at Appendix 1.

Related academy policies/procedures:
Anti-Bullying Policy, Behaviour Management Policy, British Values/PSHE/SMSC Policy, Children Missing Education Policy, Code of Conduct for Staff, Complaints Procedure, Curriculum Policy, Data Protection Policy, DBS Disclosures Policy, Drugs Education Policy, Investigating Allegations against Members of Staff Policy, Looked After Children and Young People Policy, Medical Treatment of Learners Policy, Off-site and Residential Activities Policy, Online Safety Policy, Physical Restraint Policy, Recruitment of Ex-Offenders Policy, Safeguarding - Agency Staff, Governors, Members and Volunteers Policy, Safeguarding - Contractors Policy, Safeguarding Training Policy, Self-Harm Policy, Sex and Relationships Policy, Staff Induction Policy, Staff Recruitment and Selection Policy, Whistleblowing Policy

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ROLE OF THE STAFFORDSHIRE LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases. Staffordshire LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation, and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together.

Staffordshire LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. |

The SSCB inter-agency procedure for managing *Allegations of Abuse Against a Person who works with Children & the Role of the LADO* is based on the framework for dealing with allegations made against an adult who works with children, detailed in *Working Together 2018* and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. *Guidance for Safer Working Practice for Adults who work with Children* is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:
All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:
- Has or may have harmed a child
- May have committed a criminal offence related to a child and / or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Step 1
If your workplace has a Designated Senior Manager who deals with allegations contact them. They must contact the First Response Team within 24 hours of any situation arising at **0800 1313 126**

If your workplace does not have a Designated Senior Manager or if the concern is in relation to them please contact the First Response Team directly within 24 hours of any situation arising at **0800 1313 126**

Step 2
The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

SOURCES OF FURTHER ADVICE ON SAFEGUARDING MATTERS

Local

- Staffordshire County Council's Education Safeguarding Advice Service
  01785 895836 e-mail : esas@staffordshire.gov.uk

- LADO Staffordshire 0800 13 13 126

- Staffordshire Children's Social Care Services: First Response Service in Multi Agency
  Safeguarding Hub (M.A.S.H.) 0800 1313 126.
  Email www.staffordshire.gov.uk/reportconcern

- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or
  email eds.team.manager@staffordshire.gov.uk

- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency
  please dial 999

- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
  Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays)
  Minicom: 01782 236037

- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team)
  Tel: 01785 854906

- Staffordshire Police Force coordinator : Mark Hardern
  Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk

- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email
  prevent@staffordshire.pnn.police.uk

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants
  0300 111 8030

- Families First Local Support team (Staffordshire) email
  families.first@staffordshire.gov.uk

- Fostering Service (Staffordshire) 0800 169 2061 email
  fostering&adoptionbus@staffordshire.gov.uk
  Out of Hours: Emergency Duty Service 01785 354030

- Staffordshire Safeguarding Children Board 01785 277151
  sscb.admin@staffordshire.gov.uk

- Entrust HR Services (subscription basis) 01785 278961

- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk

- Stoke-on-Trent Family Information Service Hub (F.I.S.H)
  01782 232200, email fish@stoke.gov.uk

SPOC Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Kerry Wright	KerryWright@cannockchasedc.gov.uk
	Karla Vowles	KarlaVowles@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
	Sal Khan	sal.khan@eaststaffsbc.gov.uk
Lichfield	Susan Bamford	Susan.Bamford@lichfielddc.gov.uk
Newcastle	Sarah Moore	Sarah.moore@newcastle-staffs.gov.uk
South Staffs	Helen Marshall	H.Marshall@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Becky Murphy	Becky.murphy@staffordshire.gov.uk
Staffordshire Police Prevent Team	Sgt. Calum Forsyth	prevent@staffordshire.pnn.police.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) http://ceop.police.uk/
- Professionals Online Safety Helpline – 0844 381 4772 www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – http://www.iwf.org.uk
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries : 0300 123 1231, About Schools: 0300 123 4234, Concerns : 0300 123 4666, email: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

<u>Useful websites</u>

- Staffordshire Safeguarding Children Board http://www.staffsscb.org.uk

- Stoke-on-Trent Safeguarding Children Board http://www.safeguardingchildren.stoke-on-trent.gov.uk

- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk & www.knowaboutcse.co.uk

- NSPCC – 24 hour Child Protection Helpline 0808 800 5000 https://www.nspcc.org.uk/

- WOMENS AID - 24 Hour Helpline: **0870 2700 123** http://www.staffordshirewomensaid.org/contact_us/

- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. www.unicef.org.uk

LEGISLATION AND GUIDANCE

Working Together to Safeguard Children 2019 (DfE)
https://www.gov.uk/government/publications/working-together-to-safeguard-children

Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures//

Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/

Keeping Children Safe in Education April 2019 (DFE)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Disqualification under the Child Care Act 2006
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

Information Sharing Advice for practitioners providing safeguarding services HM Gov. 2015
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Restrictive Physical Interventions (including restraint) in mainstream academies

The Children Act 1989 and 2004

Education Act 2002

What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov.) https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused

Online-safety Tool Kit

Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policypdf.pdf

Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf

NSPCC/TES safeguarding in education tool
https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f

https://www.gov.uk/browse/visas-immigration/asylum

https://www.gateshead.gov.uk/Education%20and%20Learning/Academys/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx

http://www.childrenscommissioner.gov.uk/publications

http://www.childrenscommissioner.gov.uk/search/node

Children Act 1989 and 2004
Convention on the Rights of the Child, UNICEF 1989
Data Protection Act 1998
Every Child Matters – Change for Children 2004
Freedom of Information Act 2000
Race Relations Act 1976
Race Relations Amendment Act 2000
Sex Discriminations Acts 1975 and 1986
Sex Discrimination (Gender Reassignment) Regulations 1999
The Human Rights Act 2000