



**the ST LAWRENCE academy**

## Safeguarding & Promoting Students Welfare Policy

Within the academy we strive to create a learning environment, curriculum, experiences and relationships in which all individuals can find expression, be nourished and developed.

The academy commits itself to creating an environment for everyone that is characterised by our core values of Truth, Justice, Forgiveness, Generosity and Respect. These values have been used to determine this policy.

Our success in achieving our vision, aims and objectives relies on staff performing well. To achieve this our staff need the right knowledge, skills and motivation to work efficiently.

### **“Every Child Matters”**

- When the government published “Every Child Matters” it raised Five Key Issues that were deemed essential to the complete development of each and every child. These issues stated that every child must:
  - ◆ Be and stay safe
  - ◆ Be healthy
  - ◆ Be able to enjoy and achieve
  - ◆ Be able to achieve economic well-being
  - ◆ Make a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, academies and schools must embrace the document both individually and collaboratively.

### **Awareness and Prevention**

The government has published a policy “Keeping Children Safe in Education” (DfE April 2014) and the academy has used this in formulating this safeguarding statement.

The definition of Safeguarding Children that we are expected to work to is:

‘The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’  
(Reference Stay Safe Action Plan DfE 2008)

This definition covers the full spectrum of safeguarding:

- ◆ **Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all children
- ◆ **Targeted safeguarding** – Some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm i.e. children with additional needs or children in need
- ◆ **Responsive safeguarding** – Unfortunately, no matter what we do, there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens – supporting children and dealing with those who harm them i.e. children in need of protection (Reference 'Stay Safe Action Plan' DfE 2008)

### **Principle**

The St Lawrence Academy fully recognises its responsibilities towards child protection and safeguarding children and that we have an active role in protecting our students from harm. We recognise that we may be the only stable, secure and predictable element in the lives of children at risk and so we will endeavour to maintain an environment where students can feel secure, are encouraged to talk and are listened to. We aim to ensure that students can be supported through the academy ethos which promotes a positive, supportive and secure environment and values students' independence, feelings, individuality while respecting the individual's right to privacy.

Within this concern for the person and their privacy, all staff should be confident of their right to intervene on matters that have impact on:

- student health and welfare
- the safety of the individual
- achievement
- the safeguarding of others' academic and domestic welfare
- the maintenance of a smooth running domestic environment,
- morale and the reputation of the academy as a whole.

In many cases staff will need to exercise their own judgment as to how far they can respect confidentiality, but the best interests of the student must be paramount. Staff should be careful not to lead a student to assume that all confidences can be respected. If a staff member feels he or she will have to pass on information received, the student should be warned of this, preferably before he or she has offered details in the mistaken assumption that they will be in confidence. There are Data Protection issues that affect confidentiality of written records. Our Designated Safeguarding representative for the academy is Helen West who is the Senior Middle Leader for Inclusion, and in her absence it would be the Principal. The Trustee responsible for Safeguarding is the Chair, Martin Monks.

### **Purpose**

- To ensure clarity of use of academy systems and procedures to support and monitor students who have been placed on the Child Protection register or identified as causing concern.
- To ensure all staff and volunteers (including temporary and supply) understand their responsibilities in relation to child protection so that we can provide a safe and secure environment for our students.

- To support provision of a broad and balanced curriculum so that children can continue to learn and develop academically, socially, behaviourally and emotionally.
- To ensure that we use the Every Child Matters agenda to improve the educational and non educational outcomes of our students.
- To enable students of all abilities to make the most their intellectual, practical and physical abilities.
- To ensure that students are secure and well cared for.
- To help students to develop self discipline, and to learn to behave towards others with care, respect and good manners.
- To encourage students to participate in the life of the academy, and to celebrate the achievement of themselves and others.
- To help students develop high aspirations, and to enable them to progress towards a rewarding and fulfilling future.
- To establish and maintain a safe environment in which children can learn and develop where children feel secure, are encouraged to talk, and are listened to.
- To provide support for students who may have suffered abuse and neglect.

Effective management of student welfare is achieved by general cooperation between teachers, tutors, associate staff, parents and students. All staff play a vital part in student welfare both via the day to day interaction with students, and as a key source of feedback into the pastoral structure. Close monitoring of academic progress is an indicator of whether all is well with other aspects of a student's life, but also the daily interaction in class and during tutorials offers many opportunities for education in its broadest sense.

**Accordingly, the academy will:**

- ensure that a designated senior member of staff and trustee are responsible for child protection and that they receive appropriate training and support for the role.
- ensure that every member of staff, volunteer, and trustee is aware of the name of the trustee and designated teacher for safeguarding.
- ensure that all staff receive requisite training, annually, to support awareness of indicators of different forms of abuse and how to respond appropriately to students who make allegations of abuse.
- implement the North Lincolnshire LSCB procedures for identifying and reporting cases, or suspected cases of abuse.
- refer cases of suspected abuse to social services and/or the police whilst offering support and advice to students and staff.
- keep secure, confidential and accurate records of students on the child protection register and of referrals made.
- recognise and ensure that all matters relating to child protection remain confidential.
- ensure that parents have an understanding of the responsibility placed on the academy for child protection.
- develop effective partnerships with relevant agencies and co-operate as required with all enquiries regarding child protection.
- investigate allegations made against any member of staff or volunteer.
- ensure that staff are able to raise concerns about poor or unsafe practices in relation to child protection and that these are addressed effectively.
- ensure safer recruitment practices are always followed in compliance with the LSCB Standards for Safer Recruitment 2010.
- include in the curriculum opportunities to raise awareness of safeguarding issues and equip students with the skills they need to stay safe and adopt safe practices.

- ensure children know that there are adults in the academy whom they can approach if they are worried.

### **Communications**

The key to student welfare at The St Lawrence Academy is communication. If a member of staff learns something which they feel is important to the student's general welfare or for the welfare of others it is important that they inform the tutor. This may be a minor concern right through to suspicion or knowledge that the student is being bullied, getting into personal difficulties or dangerous areas (for example substance abuse). All staff need to be aware of their legal obligation to pass on any suspicion regarding child abuse to the designated person.

### **Evaluation**

- The designated teacher will work with the designated trustee and Board of Trustees to ensure the academy's child protection policy and procedures are reviewed and updated annually in line with Local Safeguarding Children Guidelines.
- The designated teacher will report annually to the Trustees using the reporting format attached as Appendix 2.
- Trends in child protection referrals and concerns will be reported by the designated teacher to the Principal on a regular basis.
- Outcomes and evaluations from training sessions will inform termly updates of a programme of Continuous Professional Development.

### **Child Protection and Looked After Children information**

A file is kept on every student known to be on the Child Protection and Looked After Child registers. This information does not form part of the child's open file due to the sensitive nature of the information held. All supporting information including a log of communication and contact is kept in the child's file.

### **Location of files**

The files are kept in a locked filing cabinet in the Inclusion office, the current designated teacher for Child Protection and Looked After Children is **Helen West**.

### **Access to the files**

Due to the sensitive nature of the material in the files, members of staff who require access are asked to read the information in Mrs West's office. Members of staff can be given access to files on a 'need to know' basis. These files should not be taken outside the office.

### **Record Keeping**

We recognise the need to monitor the progress of students who may be vulnerable or going through difficult personal circumstances. We will monitor rates of progress across subject areas in relation to prior attainment, teacher assessment and potential in order to target support on a 'needs led' basis. The impact of this support will be monitored, evaluated and adjusted accordingly on an ongoing basis.

### **Transferring information on a student who moves to another school**

All information about a student who is on the Child Protection and Looked After Children register will be forwarded to the relevant school once it has been confirmed that the student is attending there.

### **Child Protection allegations against academy staff**

Allegations against academy staff will be dealt with by the Principal, **Mike Adnitt**. Both Child Protection and academy disciplinary procedures will be followed. Any allegations against the Principal will be made to the Chair of the Trustees, Martin Monks.

### **Working with parents/carers**

We understand the need for working closely and continuously with parents and carers. We will actively seek to work closely with parents and carers to discuss concerns whether they be academic, emotional, social or behavioural in nature in line with our confidentiality guidelines. We will seek to develop an ethos of parental partnership and collaboration through development of our extended academy programme to emphasise family learning and community involvement.

### **Training and Continuous Professional Development**

We will provide regular, high quality training to staff at a targeted and whole group level. This is to ensure that the academy community remains fully aware of all legislation and changes in guidance and policy. We will also provide training on an individual basis. We will seek to empower the student voice using the student council to update students on all changes and developments.

### **Supporting Staff**

We recognise that staff working in the academy who have become involved with a child who has suffered abuse or neglect may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

### **The Health and Safety Policy**

The academy has a health and safety policy, which is monitored regularly by the relevant committee of the trustees.

The Principal, the Director of Finance who has responsibility for Health and Safety, and the Trustees with responsibility for Health and Safety will regularly revisit the relevant policies to ensure they are kept up to date. Any concerns from staff are reported to the caretaking staff, Director of Finance or the Staff Health and Safety Representative.

Each half term there is a fire drill that practices efficient evacuation from the buildings. We conduct an annual Fire Risk Assessment. There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

Risk Assessment is undertaken for all activities, visits and trips.

### **First Aid**

In the academy there are trained members of staff who oversee first aid. There are a number of First Aid Kits situated around the academy. When a child is poorly, or has suffered an accident there is a protocol for staff to follow:

- ◆ A person trained in first aid is consulted

- ◆ The incident is logged in the accident book in Student Services
- ◆ For head injuries parents/carers will always be contacted
- ◆ If there is any doubt at all a parent/carer is contacted

(For guidance around giving students medicine please see separate Medicines Policy.)

For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Principal or Vice Principal. In almost all situations, the parents/carers will be asked to come into the academy immediately so that they are part of the decision making process for such matters. In rare circumstances, the appropriate emergency service will be contacted as a matter of urgency before the parent/carer.

### **Site Security**

The St Lawrence Academy provides a secure site, which is controlled by precise management directives to which everyone on site must adhere. Laxity can cause potential problems to safeguarding. Therefore:

- ◆ Doors should be closed to prevent intrusion but must also facilitate smooth exits
- ◆ Visitors and volunteers must only enter through the main entrance and after signing in, they will be issued with a visitors badge
- ◆ Children will only be allowed home with adults with parental responsibility, or confirmed permission
- ◆ Empty classrooms should have closed windows
- ◆ Children should never be allowed to leave the academy alone during taught hours, they should be collected by an adult and signed out, or permission sought from the parent/carer that they can travel home unaccompanied
- ◆ If students arrive late, they must enter the academy via the main entrance

Should a student leave the premises without permission, then staff must report it immediately to the office. Then parents/carers and possibly the police will be informed of the circumstances.

### **Attendance**

Excellent attendance is expected of all students. When students are unwell parents are expected to confirm absence by telephone immediately. If there is no notification we have on the first day of their absence a policy of phoning home/texting to ascertain each child's whereabouts. Any child currently with a child protection plan who is absent without explanation for two days is referred to the Key Worker (the allocated, qualified social worker) assigned to the child.

We work closely with the Local Authority's Education Inclusion Officer whenever a child's attendance and punctuality causes concern. We contact parents by letter if a student's attendance drops below 90%. Attendance rates are collated daily and reported annually to the government. Positive measures are in place to encourage children to attend regularly and punctually.

**NB Be aware that absence can be an indicator of other issues including those around safeguarding.**

## Children Missing from the Academy

The Education and Inspectors Act 2006 places a duty on Local Authorities to establish the identities of children missing from education in their area. The academy is expected to comply with the LSCB Missing Children procedures. We explore why children are not in the academy and report as per the LSCB procedure to the Education Welfare Service and complete the relevant documentation - CME1. Relevant staff are trained on understanding the additional vulnerabilities that missing children may have.

## Confidentiality

We recognise that all matters relating to child protection are confidential. The Principal or designated coordinator, **Helen West** will disclose any information about a student to other members of staff on a need to know basis only. All staff must be aware that they have a duty to co operate and a professional responsibility to share information with other agencies when it is necessary to safeguard and promote the welfare of a child. All staff must be aware that they must keep the welfare of the child at the centre of all they do, this would include that they cannot promise a child to keep secrets.

## Volunteers/Visitors

### Induction of volunteers

or extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the building the academy initiates an enhanced DBS search. Visitors, who do not yet have clearance, will under no circumstance be left alone with a child or group of children.

### Welcoming visitors

It is our responsibility to ensure that staff, have appropriate and up to date DBS checks in place. Prior to working in the academy an enhanced DBS check will be actioned. The academy may request confirmation of staff identity and DBS clearance at any time should they deem it necessary. All professional personnel visiting us will be expected to have appropriate identity, which they must produce upon visiting us. We will check identity of staff before admittance and all visitors will be expected to sign in. People undertaking work on site who may not have a DBS check as it is not pertinent to their employment will not have unaccompanied access to children.

All other visitors will be accompanied at all times by staff in the academy.

## Safer Recruitment

All staff appointed will be in compliance with "Safeguarding Children and Safer Recruitment in Education"(DCSF 2007) and will operate within the LSCB Standards for Safer Recruitment procedures (2008). People working and volunteering are required by law to have a Disclosure and Barring Service (DBS) check. This will provide any information to the academy on any convictions, cautions or other police information relevant to the work. The academy will consider the relevance of information on the DBS clearance and seek further information from the person if there is cause for concern. Where there is a considered risk to working with children a decision will be taken with the Local Authority in consultation with the Principal and/or Chair of Trustees as to whether to progress the appointment or not. At least one member of the recruitment panel will have completed the accredited safer recruitment training. All new staff in the academy will receive an induction programme including safeguarding children. New staff will undergo Child Protection Awareness training.

Before staff are appointed, checks will be made on identity, validity of qualifications, references, previous employment history, and suitability to work with children. All records obtained during the selection process are in a personnel record with a safeguarding checklist on each file. Employees will not start in post until all checks are shown to be satisfactory. We keep staff files with a safe recruitment checklist in each one.

### **DBS Checks**

Staff employed within the academy, prior to employment will have a DBS check. If their circumstances change whilst working with us it is their responsibility to inform the Principal/Chair of trustees. Trustees will also have a DBS check done prior to joining and if they are re-elected a further one will be done. Any volunteer will be expected to have a DBS check and should they take a break of more than 6 months then they would be required to have another DBS check done before being allowed to volunteer within the academy. No volunteer can walk within the academy unsupervised without a check being done by the academy.

### **Physical Restraint**

We follow DfE guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/herself, or to another. It also asserts that on no occasion should such physical contact be used as a punishment. (We have a Use of Force to Control or Restrain Students Policy)

### **The Design of the Curriculum and the Extra Curricular Agenda -Dan Ellerby**

The curriculum deals with safeguarding in two ways.

Firstly, the curriculum, in Personal, Social and Health Education, where relevant issues are discussed with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and reflect upon these issues.

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

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

The use of SEAL materials helps to develop resilience and reduce vulnerability, the resources help to teach social, emotional and behavioural skills to all students helping to raise self-esteem. Children and young people with good self esteem value and seek to protect themselves and others.

### **Internet Safety**

Children are encouraged to use the internet as much as is possible, but, at all times, in a safe way. Parents/carers are asked if they agree to their child using the internet, an Acceptable Use Policy for students is sent home and a signed agreement form returned. The information is stored on SIMs. Students must never be left unattended whilst online and staff should ensure that this does not happen. If staff know of misuse, either by a teacher or child, the issue should be reported to the Principal without delay.

The Academy internet provision is provided by the local authority. The Academy holds a local content filtering solution. All internet activity (staff and student) is filtered and monitored and logs are kept for a minimum of 6 months

We operate an Acceptable Use Policy.

### **Behaviour Framework - Helen Hockaday**

Good behaviour is essential in any community and at The St Lawrence Academy we have high expectations for this. Our Behaviour for Learning Policy details the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children:

- ◆ Stickers
- ◆ Praise postcards
- ◆ Showing another teacher good work
- ◆ Vouchers
- ◆ Certificates
- ◆ Trips
- ◆ Cups/plaques
- ◆ Credits
- ◆ Celebration evenings

But the sanctions range from:

- ◆ A telling off
- ◆ Being removed from the class
- ◆ Loss of break/lunchtime
- ◆ Reporting to a senior member of staff
- ◆ A letter home
- ◆ Exclusion

Staff are discouraged from handling children, but when they deem it is safest to do so, guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others.

### **Anti Bullying Policy - Helen Parker**

The St Lawrence Academy definition of bullying is:

"Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social or verbal by nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification." (Besag, 1989)

We agree with The Anti Bullying Alliance, that bullying falls into 2 categories:

- ◆ **emotionally harmful behaviours** such as taunting, spreading hurtful rumours and excluding people from groups

and:

- ◆ **physically harmful behaviours** such as kicking, hitting, pushing or other forms of physical abuse.

and it is bullying if:

- ◆ It is repetitive, willful or persistent
- ◆ It is intentionally harmful, carried out by an individual or group
- ◆ There is an imbalance of power leaving the person who is bullied feeling defenceless

Our response to this is unequivocal.

ways act swiftly with a process of investigation, communication and action. Bullying will not be tolerated. Adults must be informed immediately and action will take place.

Children are encouraged to 'TELL'. Although bullying is rare we will al

There is a more detailed Anti-bullying Policy that is available on the website.

### **Racial Tolerance**

In line with the Equal Opportunities Policy we assert that students will be prepared for an ethnically diverse society. We work hard to promote racial equality and harmony by preventing and challenging racism.

If anyone ever feels unjustly treated then we welcome and value a response. It is in working together that we will make the academy even better.

Racism is tackled in both the RE and in the PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children.

### **Record Keeping**

We take account of guidance issued by the Department for Education and the outcomes of 'Every Child Matters to:-

- ◆ Keep written records of concerns about children, even where there is no need to refer immediately.
- ◆ Ensure all records are kept securely; separate from the main student file, and in locked locations.
- ◆ Ensure that, when a child on the Child Protection register leaves, their information is transferred to the new organisation immediately and that the child's social worker is informed.

### **Photographing and Videoing**

At The St Lawrence Academy we have taken a sensible, balanced approach to photographs and videoing in the academy and with activities outside.

We seek individual permission from parents/carers to photograph the individual child; this is done upon entry at the beginning of the academic year for all year groups. For group activities permission will be sought from all parents/carers. If an individual parent does not agree to the photographing or videoing of their child in the group activity this may prohibit photographing or videoing the group activity or it will be done sensitively without including the specific child in the photographs or video.

Photographs that are for use outside are anonymous unless specific permission has been received from parents/carers.

### **Whistle-blowing**

Any member of staff or visitor to the academy who has concerns about people working with children and their suitability, whether they work in a paid or unpaid capacity has a responsibility to follow the LSCB Managing Allegations Against People who work with Children Procedures. They should notify the Principal who will contact the senior manager for Learning, Schools and Communities. The Local Authority Designated Officer (LADO), Jodie Turner, may also be contacted on 01724 298293. All concerns reported will be appropriately recorded and information treated according to the school confidentiality policy. For any complaints about the Principal the Chair of Trustees should be contacted directly.

### **CHILD ABUSE**

Achieving good outcomes for children requires all those with responsibility for assessment and the provision of services to work together according to an agreed plan of action. Effective collaborative working requires professionals and agencies to be clear about:

- their roles and responsibilities for safeguarding and promoting the welfare of children;
- the purpose of their activity, what decisions are required at each stage of the process and what are the intended outcomes for the child and their family members;
- the legislative basis for the work;
- the protocols and procedures to be followed, including the way in which information will be shared across professional boundaries and within agencies, and be recorded;
- which agency, team or professional has lead responsibility, and the precise roles of everyone else who is involved, including the way in which the children and other family members will be involved;
- any timescales set down in Regulations or Guidance which govern the completion of assessments, making of plans and timing of reviews.

### **What is a child in need?**

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989). The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child's health or development **without services**, and the likely effect the services will have on the child's standard of health and development.

### **What is significant harm?**

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (s47 of the Children Act 1989). To make enquiries involves assessing what is happening to a child. Where s47 enquiries are being made, the assessment (known as the 'core assessment') should concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment, in order to inform future plans and the nature of services required. Decisions about significant harm are complex

and should be informed by a careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

### **What is abuse and neglect?**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing ill health to a child.

**Emotional abuse** is the persistent emotional ill-treatment 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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts.

They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

**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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

Four key processes underpin work with children in need and their families, each of which needs to be carried out effectively in order to achieve improvements in the lives of children in need. They are assessment, planning, intervention and reviewing (Department of Health, 2002a). At any stage, a referral may be necessary from one agency to another, or received from a member of the public.

Child welfare concerns may arise in many different contexts, including where a child or family is already known to social services.

There may be a number of explanations for the perceived impairment to a child's health or development and each requires careful consideration and review.

**Female Genital Mutilation (FGM)** is sometimes referred to as female circumcision it refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

At The St Lawrence Academy we believe that all our students should be kept safe from harm. FGM affects girls particularly from North African countries, including Egypt, Sudan, Somalia, and Sierra Leone. It is illegal in the United Kingdom to allow girls to undergo FGM either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison. We have a duty to report concerns we have about girls at risk of FGM to the police and social services. Although our academy has few

children from these backgrounds and consider our girls safe from FGM, we will continue to review our policy annually.

Risk factors include:

Mother/sister who has undergone FGM

Girls who are withdrawn from PSHCE

A visiting female elder from the country of origin

A long holiday to the family's country of origin

Talk about a "special event" or procedure to "become a woman"

Post-FGM symptoms include:

Difficulty walking, sitting or standing

Spend longer than normal in the toilet

Unusual behaviour after a lengthy absence

Reluctance to undergo normal medical examinations

Asking for help, but may not be explicit about the problem due to fear or embarrassment

### **Support for students who may have suffered abuse and neglect**

We are aware that children who are significantly harmed or at risk of significant harm or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk. When at the academy their behaviour may be challenging and defiant or they may be withdrawn. The academy will endeavour to support children through: -

- ◆ The content of our curriculum
- ◆ Supporting the appropriate assessment of their needs
- ◆ Our ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued
- ◆ Our behaviour framework, which is aimed at supporting vulnerable children in the academy. The academy will ensure that the child knows that some behaviour is unacceptable but they are valued and not blamed for any harm which has occurred
- ◆ Our Anti- Bullying Policy is also aimed at protecting vulnerable students who may have been victims of abuse
- ◆ Liaison with other agencies that support the child such as Children and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service

### **In general**

All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. You are likely to be involved in three main ways:

- you may have concerns about a child, and refer those concerns to social services or the police (via your designated teacher in the case of staff in schools);
- you may be approached by social services and asked to provide information about a child or family or to be involved in an assessment. This may happen regardless of who made the referral to social services;

- you may be asked to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to the reviewing of the child's progress.

**All practitioners working with children and families should....**

- Be familiar with and follow your organisation's procedures and protocols for promoting and safeguarding the welfare of children in your area, and know who to contact in your organisation to express concerns about a child's welfare.
- Remember that an allegation of child abuse or neglect may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
- If you are responsible for making referrals, know who to contact in police, health, education and social services to express concerns about a child's welfare.
- Refer any concerns about child abuse or neglect to social services or the police.
- When referring a child to social services you should consider and include any information you have on the child's developmental needs and their parents'/carers' ability to respond to these needs within the context of their wider family and environment. Similarly, when contributing to an assessment or providing services you should consider what contribution you are able to make in respect of each of these three domains. Specialist assessments, in particular, are likely to provide information in a specific dimension, such as health, education or family functioning.
- See the child as part of considering what action to take in relation to concerns about the child's welfare.
- Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for disabled children and for children whose preferred language is not English. The nature of this communication will also depend on the substance and seriousness of the concerns and you may require advice from social services or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised. Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.
- Record full information about the child at first point of contact, including name(s), address(es), gender, date of birth, name(s) of person(s) with parental responsibility (for consent purposes) and primary carer(s), if different, and keep this information up to date. In the academy, this information will be part of the student's record.
- Record all concerns, discussions about the child, decisions made, and the reasons for those decisions. The child's records should include an up-to-date chronology, and details of the lead worker in the relevant agency – for example, a social worker, GP, health visitor or teacher.
- Talk to your manager and other professionals: always share your concerns, and discuss any differences of opinion. Follow up your concerns. Always follow up oral communications to other professionals in writing and ensure your message is clear.

**All practitioners should.....**

- Discuss your concerns with your designated teacher. If you still have concerns, you or designated teacher could also, without necessarily identifying the child in question, discuss your concerns with the Principal or senior colleagues in other agencies – this may be an important way of you developing an understanding of the reasons for your concerns about the child's welfare.
- If, after this discussion, you still have concerns, and consider the child and their parents would benefit from further services, consider which agency, including another part of your own, you should make a referral to. If you consider the child is or may be a child in need, you should refer the child and family to social services. This may include a child whom you believe is, or may be at

risk of suffering significant harm. Concerns about significant harm may also arise with children who are already known to social services. Information about these children should be given to the allocated social worker within social services. In addition to social services, the police and the NSPCC have powers to intervene in these circumstances.

- In general, seek to discuss your concerns with the child, as appropriate to their age and understanding, and with their parents and seek their agreement to making a referral to social services unless you consider such a discussion would place the child at risk of significant harm.
- When you make your referral, agree with the recipient of the referral what the child and parents will be told, by whom and when.
- If you make your referral by telephone, confirm it in writing within 48 hours. Social services should acknowledge your written referral within one working day of receiving it, so if you have not heard back within 3 working days, contact social services again.

(The contact details for referrals to Children and Families Duty Suite is 01724 296500 (office hours), 01724 296555 (out of hours)).

# Safeguarding Trustee's Checklist

- The Trustee checklist is not exhaustive, but serves as an example of how trustees can challenge and monitor procedures and gather evidence of the academy's effectiveness in safeguarding.
- The **Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.
- In the case of any serious incident the academy will always make reference to formal LSCB guidance. Procedures can be accessed through the North Lincolnshire Council under LSCB, Safeguarding Procedures and Guidelines [www.northlincs.gov.uk/LSCB](http://www.northlincs.gov.uk/LSCB)

## **The Principal is responsible for:**

- Implementing the policies and procedures adopted by the trustees and ensuring they are followed by all staff.
- Ensuring that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions, case conferences, core group meetings, and in contributing to the assessment of the child's needs.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- **The designated Trustee** responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations being made against the Principal is the Chair of Trustees. It is the Trustee's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain trustees and all staff must have had appropriate Child Protection Training, which is updated every year.

## **The Trustees are collectively responsible for:**

- ◆ Ensuring the academy has a Child Protection Policy and procedures in place that are in accordance with LSCB guidance and agreed inter-agency procedures, and the policy is made available to parents/carers on the website.
- ◆ Ensuring the academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Disclosure and Barring Service (DBS) and List 99 checks. All records obtained during the selection process are kept and added to the SCR. The academy maintain personnel records with a safeguarding checklist on each file. Safe recruitment practice means scrutinising applicants, verifying identity and any academic or vocational qualifications, obtaining professional and character references, checking previous employment history and that a candidate has the health and physical capacity for the job, at a face to face interview. Prior to appointment a check of List 99 and Disclosure and Barring Service (DBS) and medical will have been actioned.

- ◆ Ensuring the academy has procedures for dealing with allegations of abuse and neglect against members of staff and volunteers that comply with guidance from the LSCB and agreed inter-agency procedures.
- ◆ Ensuring the academy has a senior member of the school's leadership team who is designated 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 designated person need not be a teacher but must have the status and authority within the academy management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. In the absence of the lead member of staff, responsibility will then be picked up by the Principal/or Vice Principal. In addition to basic child protection awareness training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date.
- ◆ Ensuring the Principal, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals and regular updates in the interim period. Temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities.
- ◆ Ensuring the trustees remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.
- ◆ Ensuring a member of the Trustees (currently the chair) is nominated to be responsible for liaising with the Designated Senior Officer and /or the Local Authority Designated Officer (LADO) and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Principal. Child protection is a collective responsibility for the trustees. The key role of a nominated Trustee is limited to acting for the academy if an allegation is made against the Principal. Currently that person should be the chair of trustees.

## Trustees Compliance Checklist

		Evidence of compliance	Date	Action req. Y/N
1	The academy have in place Safeguarding and Child Protection Policies that have been agreed by the trustees and are known to all staff.			
2	The academy has in place Child Protection procedures that are in accordance with the Local Safeguarding Children Board (LSCB)			
3	The academy operates Safe Recruitment Procedures and makes sure that all appropriate checks are carried out on new staff and volunteers, who will work with children, including Criminal Record Bureau and List 99 checks			
4	Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with LSCB guidance and locally agreed inter agency procedures			
5	A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, provide advice and support to their staff, liase with the LA and work with other agencies. There is a second named person who is the Principal.			
6	The designated person has undertaken basic awareness, further job specific training and training in inter-agency working. Refresher training should be undertaken at two yearly intervals			
7	All other staff have undertaken appropriate training about their role and responsibility and refresher training at yearly intervals.			
8	Temporary staff and volunteers who work with children are made aware of the arrangements for child protection, and of their responsibilities			
9	The academy keeps up to date records of all staff who have undertaken safeguarding training including levels of training and dates. This should include temporary staff and volunteers. This should be shared with trustees.			
10	A member of the trustees (usually the chair) has been nominated to be responsible for liasing with the LA and partner agencies in the event of an allegation of abuse being made against the Principal.			
11	The policies and procedures are reviewed annually to ensure they remain LSCB compliant. Reviews are minuted at a full Trustees meeting. Policies are dated.			
12	Children have an identified 'trusted adult' in the academy with whom they feel they can share worries and the academy gives opportunities for children to express their concerns. They feel safe in the academy.			
13	Staff know the content of the Child Protection and safeguarding polices, know signs of neglect and abuse and know who to tell.			
14	Safer Recruitment training is up to date for trustees who are involved in the appointment of staff.			

## **Appendix 1: The role of the designated teacher for Child Protection and Looked After Children**

1. To be fully conversant with all local and national policies, guidelines and procedures.
2. To be available to all staff in the academy for consultation on issues relating to vulnerability and child protection concerns.
3. To ensure that appropriate action is taken in the academy and procedures are followed in all cases of actual or suspected child abuse or following a disclosure or allegation made by a student or adult.
4. To compile a Child Protection Register (CPR) and Looked After Children register (LACR) and keep this updated on a continuous basis.
5. To monitor a student's progress after a student has been recently de-registered or is no longer on the Child Protection Register of Looked After Children Register.
6. To ensure that an indication of 'further record keeping' is marked on students main files.
7. To take part in all Child Protection conferences or Personal Education Plan reviews or at least ensure that another key member of staff attends. Where this is not possible, to provide a report to the conference from the academy.
8. To inform the relevant Social Services Department of irregular or unexplained student absence.
9. To inform a new school of the child's Child Protection or Looked After status following transition or transfer to another school.
10. To monitor staff development and training needs and to organise training as appropriate. To ensure that staff receives training to which will allow them to remain updated on developments.
11. To ensure that the curriculum offers opportunities for raising students awareness and developing strategies for ensuring their own protection.
12. To work closely with parents and carers to ensure that the most effective form of support is in place and to ensure that concerns are acted on immediately.

**APPENDIX 2: Annual Report to the Board of Trustees on Child protection**

This report is for the period:

Name of designated Trustee: Martin Monks  
 Name of Designated Senior Person: Helen West

**Summary of Safeguarding Training:**

- Designated teachers must undertake training consistent with Local Safeguarding Children Guidelines. Training must be updated every two years.
- Teaching and other staff should have training updated every 3 years.

<b>Staff</b>	<b>Date of last training</b>	<b>Date of next training</b>
<b>Designated teacher(s)</b>	September 16	September 19
<b>Principal</b>	September 16	September 19
<b>Vice Principal and Directors</b>	September 16	September 19
<b>ATLs/Subject Leaders/SMLs</b>	September 16	September 19
<b>Nominated Trustee</b>		
<b>Board of Trustees</b>		
<b>Teaching staff</b>	September 16	September 19
<b>Associate Staff working directly with students</b>	September 16	September 19
<b>Supply Staff</b>		
<b>Administrative staff</b>	February 17	February 20
<b>Care taking and cleaning</b>	February 17	February 20
<b>Technicians</b>	February 17	February 20
<b>Volunteers</b>		

Names of those who have undertaken training in safe recruitment and date of training:

Staff	Date of last training
Joan Barnes	March 15
Mike Adnitt	September 15
Phill Dalowsky	April 15
Gill Hunt	Feb 15
Tony Wood	March 15
Sally Simpson	September 15

Additional training undertaken by Designated Senior Person (e.g. LA courses):

Induction of new staff in safeguarding policy and procedures:

All new staff receive safeguarding training within the first 3 months of their employment.