



Joseph Swan Academy

Safeguarding and Child Protection Policy

2017 - 2018

To be reviewed September 2018

Key Academy Contacts (January 2018)

Designated Safeguarding Lead (formerly the Designated Child Protection Coordinator)

Jonathan Maylin (Deputy Head Teacher)

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Deputy Designated Safeguarding Leads

Heather Scott (Head Teacher)

0191 442 2000 ext 201

Laura Allan (Senior Director of Student Development)

0191 442 2000 ext 264

Nominated Governors for Safeguarding and Child Protection

Mr Mike Jones (Chair of Governors)

Mr Peter De-Vere (Academy Governor)

Local Authority Designated Officer (LADO)

Nicholas Leon 0191 433 3554

Referral to Social Care - Referral & Assessment Team, Civic Centre,

Where schools have immediate concerns for the safety and welfare of a child or young person during office hours, telephone 0191 433 2505

To make urgent referrals out of office hours, telephone the Emergency Duty Team (EDT) on 0191 477 0844

If urgent action is required in any situation contact the Police.

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Introduction

Joseph Swan Academy takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care: "The welfare of the child is paramount" (Children Act 1989). Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the Academy.

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

There are three main elements to our child protection policy:

- a) Prevention through the creation of a positive Academy atmosphere and the teaching, and pastoral support offered to students
- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- c) Support to students who may have been abused.

This policy applies to all students, staff, governors, volunteers and visitors to Joseph Swan Academy

This Academy recognises it is an agent of referral and not of investigation.

Purpose

This safeguarding and child protection policy provides guidance and direction to staff about expected behaviour when dealing with safeguarding and child protection issues. It makes explicit the Academy's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

Recent Developments and Updates

[Working together to safeguard children](#) March 2015 replaces previous statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance is aimed at a number of professional bodies and is directly relevant to anybody working in education/schools. Statutory guidance is issued by law and you must follow it.

www.gov.uk/government/publications/working-together-to-safeguard-children--2

[Keeping children safe in education: for schools and colleges](#) also replaces previous statutory guidance. [Keeping children safe in education: for school and college staff \(part 1\)](#) is literally the first part of this document and is reproduced within this document. These documents dictate Safeguarding and Child Protection practice in schools/academies and apply to every member of staff.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

What Academy staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. "Children" includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child (such action might be taken under section 47 and section 44 of the Children Act 1989). Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk (such action might be taken under section 17 of the Children Act 1989).

The role the Academy

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Academy staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Our staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. We work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Our Academy has a Designated Safeguarding Lead (Mr Jonathan Maylin, Deputy Head Teacher) who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of Academy staff

6. The Teachers' Standards 2012 state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Teachers' Standards apply to trainees working towards QTS; all teachers completing their statutory induction period (NQTs) and any teacher who is subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.
7. The Academy has a responsibility to provide a safe environment in which children can learn.
8. All Academy staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action. All concerns must be reported to the Designated Safeguarding Lead and may involve working with other services as needed.
9. In addition to working with the Designated Safeguarding Lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What Academy staff need to know

10. All staff members should be aware of systems within our Academy which support safeguarding and these are explained to them as part of staff induction.
11. All staff members receive appropriate child protection training which is regularly updated.

What Academy staff should look out for

12. All Academy staff members are aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
13. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
14. There are various expert sources of advice on the signs of abuse and neglect. Gateshead's Local Safeguarding Children Board (LSCB) can offer further advice on useful material, including training options (www.gov.uk/government/collections/childhood-neglect-training-resources) One good source of advice is provided on the NSPCC website (<http://www.nspcc.org.uk>). Types of abuse and neglect, and examples of specific safeguarding issues, are described in this policy.

15. Knowing what to look for is vital to the early identification of abuse and neglect. **If a staff member is unsure they must always speak to the Designated Safeguarding Lead.** In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

What Academy staff should do if they have concerns about a child

16. If staff members have concerns about a child they should raise these with the Academy's Designated Safeguarding Lead. The safeguarding lead will decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there would be an inter-agency assessment. These assessments identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment is undertaken by a lead professional who could be a teacher, a member of the pastoral team, the special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.
17. If, at any point, there is a risk of immediate serious harm to a child a referral must be made to children's social care immediately. Anybody can make a referral, however it is the policy of the Academy for all referrals to go through the Designated Safeguarding Lead or Deputy Designated Lead unless there is a very good reason not to. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.
18. Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM).
19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
20. The Department for Education has produced advice "What to do if you are worried a child is being abused 2015 - Advice for practitioners" (www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

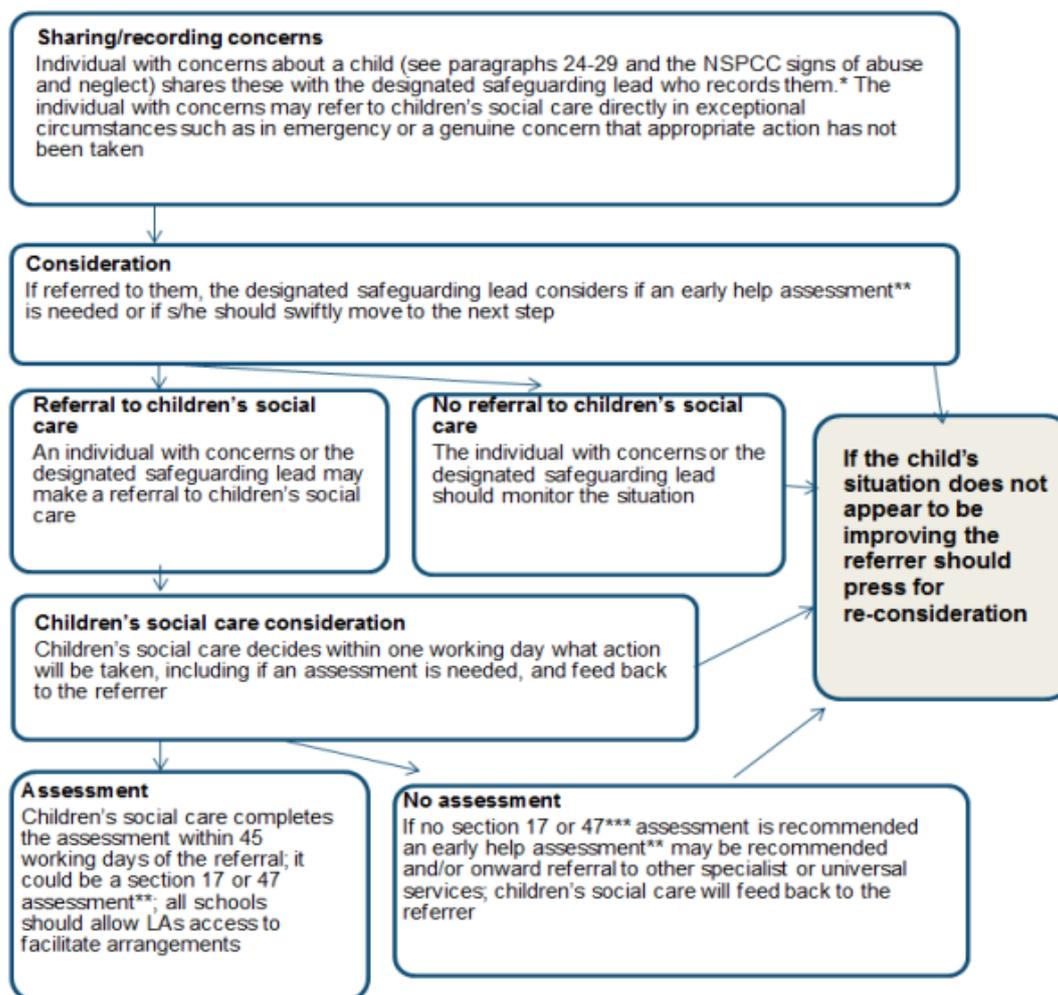
21. If staff members have concerns about another staff member, including the Designated Safeguarding Lead, then this must be referred to the Head Teacher. Where there are concerns about the Head Teacher this should be referred to the chair of governors. In the unlikely event that a member of staff has a concern involving both the Head Teacher and the Chair of Governors this should be referred to the Local Authority Designated Officer (LADO).

What Academy staff should do if they have concerns about safeguarding practices within the school or college

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies are in place for such concerns to be raised with the Academy Leadership Team.
23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them (www.gov.uk/whistleblowing).

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**



*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.

Types of abuse and neglect

24. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
25. Physical abuse: a form of abuse which 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.
26. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
27. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
28. Neglect: 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 of 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.

Specific safeguarding issues

29. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information can be found on the TES website and NSPCC website. You can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- 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
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Staff must follow the Academy procedures on attendance and registration in lessons as this is vital in identifying missing students and/or patterns in their attendance. The Academy has procedures in place for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all 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.

The law requires all schools to have an admission register and an attendance register. All students must be placed on both registers (Regulation 4 of the Education (Student Registration) (England) Regulations 2006). All schools must inform their

local authority (Regulation 12(3) of the Education (Student Registration) (England) Regulations 2006) of any student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded

The local authority must be notified when a school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Academy and the local authority (Regulation 12(1) of the Education (Student Registration) (England) Regulations 2006)

Further information on Child Sexual Exploitation

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

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines (www.gov.uk/government/publications/female-genital-mutilation-guidelines), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should inform the Designated Safeguarding Lead who will access local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'), along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of our safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff must be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. All staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. If you have any concerns that a child may be at risk of radicalisation you must inform the Designated Safeguarding Lead.

Prevent

The Academy is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of our functions, to have "due regard to the need to prevent people from being drawn into terrorism". According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare).

The statutory Prevent guidance summarises the requirements on our Academy in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- The Academy assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- The Prevent duty builds on existing local partnership arrangements. For example, our governing body ensures that the safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Academy is committed to meeting the training needs of staff. The Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The Academy ensures that children are safe from terrorist and extremist material when accessing the internet in schools. Suitable filtering should be in place. The Academy teaches students about online safety. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires

partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. The Academy is required to have regard to Keeping Children Safe in Education and is considered in the CTSA 2015 as partners required to cooperate with local Channel panels. Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.

Child Protection Procedure

It is essential that all staff familiarise themselves with the agreed procedure. Often the first sign that a child is being abused is when they make a disclosure to a member of staff. In addition staff may see signs, which cause them concern. In both cases staff should seek information from the child with tact and sympathy. It is essential that staff deal with any disclosures by a child in the following way. If you are teaching ask for cover so that you don't have to put the child off until later.

- Listen – do not comment upon what has been said, do not suggest alternative explanations for the child's worries
- The child should feel that she/he is believed
- Do not pass judgement
- Do not promise any particular course of action
- If the child asks for secrecy they should be told sensitively that the teacher has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake
- Do not rush the child. The chances are it has taken a great deal of thought and courage to make the disclosure
- Inform the student that you have a legal responsibility to inform the Designated Safeguarding Lead who has experience of dealing with similar incidents

What to do next

- Make an immediate, careful record of what has been said using the child's words wherever possible
- Inform one of the Designated Safeguarding Leads. They will make the decision based on the evidence (plus possible future discussion with the child where appropriate) and decide whether Social Services should be informed
- Record in writing the fact you have made a referral to the Designated Child Protection Co-ordinator

Remain caring and supportive of the child

If you have immediate concern for the safety of a child, you must take all necessary steps to ensure their safety. This may mean, in exceptional circumstances making a referral to the Police or Social Care. As soon as this is done, the Academy's policy on Child Protection must be followed. Unless there are exceptional circumstances staff should not take it upon themselves to decide what course of action should be

taken. Staff should not contact agencies directly unless directed by the Designated Safeguarding Lead

NB: Staff should be aware that Academy has no brief to investigate allegations of Abuse, but we do have a duty to be aware of signs and pass on any concerns we may have to appropriate agencies.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within Academies and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the first page of this document.

It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the Academy, and to make appropriate, timely referrals to Gateshead Social Care Services in accordance with Academy procedures. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed, including temporary staff and volunteers, within the Academy are aware of the Academy's internal procedures, to advise staff and to offer support to those requiring this

The Governing Body and Academy Leadership Team are responsible for ensuring that the Academy follows safe recruitment processes. As part of the Academy's recruitment and vetting process, the Disclosure and Barring Service (DBS), DfES List 99 and other statutory lists and local intelligence checks will be sought for all staff who have substantial and/or unsupervised access to children. The role of the nominated Governor for Child Protection is to ensure that the Academy has an effective policy and that the LSCB Guidelines are complied with <http://www.gateshead.gov.uk/lscb/home.aspx> and to support the Academy in this aspect.

Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached. The Designated Safeguarding Lead and the Head Teacher provide an annual report for the governing body detailing any changes to the policy and procedures and training undertaken by all staff and governors and other relevant issues.

All staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. They will be made aware of the Academy's policy on child protection and the identity of the Academy's Designated Safeguarding Lead. In the absence of the above, the matter should be brought to the attention of the most senior member of staff. The Designated Safeguarding Lead will immediately refer cases of suspected abuse or allegations to Gateshead Social Care by telephone and in accordance with the LSCB procedures. The telephone referral to Gateshead Referral and Assessment Team will be confirmed in writing within 48 hours. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure

plus any advice given. This written confirmation must be signed and dated by the referrer.

Where possible the Inter-agency Referral Form Confirmation of Referral Form should be used. The Academy will always undertake to share our intention to refer a child to Social Care with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Gateshead Social Care or Gateshead Police. Parents can obtain a copy of the Academy child protection policy on request.

Training and Support

The Head Teacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out "Working Together to Safeguard Children in Education". The Academy will ensure that the Designated Safeguarding Lead also undertakes training in inter-agency working that is provided by the LSCB and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the Academy will be made aware of the Academy's arrangements for child protection and their responsibilities. Support will be available for staff from the Head Teacher in the first instance, and from members of the Academy's Leadership Team where there are concerns about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Records and Monitoring

Well-kept records are essential to good child protection practice. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. These file notes are kept in a confidential file, which is separate to other files, and stored in the office of the

Designated Safeguarding Lead. In the same way notes must be kept of any student who is being monitored for child protection reasons. If a student transfers from the Academy, these files will be copied for the new establishment and forwarded to the student's new establishment marked confidential and for the attention of the receiving school's Designated Safeguarding Lead.

Attendance at Child Protection Conferences and Core Groups

It is the responsibility of the Designated Safeguarding Lead to ensure that the Academy is represented or a report is submitted to any child protection conference called for children on their Academy roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the Academy has and be prepared to make decisions on registration at the end of the conference.

When a child is made subject of a Child Protection Plan it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their Academy attendance, welfare and presentation. If the Academy is part of the Core Group then the Designated Safeguarding Lead should ensure that the Academy is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

Supporting Students at Risk

Our Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This Academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at Academy their behaviour may still be challenging and defiant or they may be withdrawn.

This Academy will endeavour to support students through:

- The curriculum to encourage self-esteem and self-motivation
- The Academy ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued
- The implementation of the Academy's behaviour management policies. A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued
- Regular liaison with other professionals and agencies who support the students and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations

- Recognition that statistics indicate that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection

Safe Academy; Safe Staff

In order to protect students and staff, members of staff should avoid physical contact with students as this could be misconstrued or misinterpreted. It is not illegal to touch a student and there will be occasions when physical contact is correct and proper, for example, shaking hands, comforting a distressed student, demonstrating how to use a musical instrument or first aid. Staff need to exercise good judgement and common sense while respecting a student's feelings and perception of personal space.

Members of Staff should never attempt to restrain or seclude a student unless it is to protect that student or another student or member of staff from imminent harm. If a member of staff does need to restrain a student then they must ensure that they use **reasonable force** as defined in "Use of Reasonable Force July 2013" (reviewed July 2015).

www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. Only authorised agencies may investigate child abuse allegations (Social Care, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not. The procedure to be followed in the event of an allegation being made against a member of staff is set out within Chapter 10 of Gateshead LSCB Interagency Procedures Dealing with Allegations of Abuse Against a Person who Works with Children.

The Head Teacher or another Senior Manager should in the first instance contact the LA Designated Officer. Through discussion and consultation, a decision will be made whether to make a referral to Gateshead Social Care Services. The Nominated Member of the Governing Body must take responsibility for liaising with the LA Designated Officer if an allegation is made against the Head Teacher. If for any reason it is decided that a referral to Gateshead Social Care Services is not appropriate, it will be necessary to address matters in accordance with the Academy's disciplinary procedures in liaison with the Academy's HR Advisor.

Use of the Academy Premises by other organisations

Where services or activities are provided separately by another body, using the Academy premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection.

Policy Review and Monitoring

- The Governing Body is responsible for ensuring the annual review of this policy. Ensuring that the list of key contacts on the cover sheet is kept up to date
- The Governing Body must ensure that there are procedures in place for regular monitoring and evaluation of the implementation of this policy
- The Academy will make the policy available to parents/carers