Sheffield Springs Academy
The best in everyone™
Part of United Learning

Safeguarding Policy

Updated June 2016 for implementation September 2016 onwards

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

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.

(Working Together to Safeguard Children 2015 – Page 5)

Date of last review: 6th June 2016		**Review Period: 1 year**	
Date of next central office review:	20th April 2017	Owner:	Executive Principal / Principal Director with responsibility for Safeguarding
Date of next school level review:	July 2017		
Type of policy:	United Learning Policy localised to Sheffield Springs Academy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

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1. Safeguarding Policy - Introduction

Introduction
Policy Statement
United Church Schools Trust and United Learning Trust, referred to throughout this policy as United Learning, is fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010).

Sheffield Springs Academy ("the Academy") recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play; and
- Everyone working with children maintains an attitude of 'it could happen here' - Keeping Children Safe in Education, (Draft Statutory Guidance -July 2016 for September 2016).

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school including contractors and visitors during any interactions they may have with children, to Trustees, working in or on behalf of the school, and United Learning central office staff.

The Academy Safeguarding Children Policy and Child Protection Procedures documentation (hereafter referred to as 'the Policy') reflects current Department for Education advice and guidance and complies with:

- Keeping Children Safe In Education : Guidance From 5th September 2016

- Working Together to Safeguard Children, March 2015 (Statutory guidance)

- Independent School Standards (England) Regulations 2014

This policy is one of a series in the Academy's integrated safeguarding portfolio. The Academy's safeguarding arrangements are inspected by Ofsted under the judgements for personal development, behaviour and welfare as well as leadership and management.

This policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures (also available on the school website).

Policy Aims
The purpose of the policy is:

- To provide protection for the children and young people who come into contact with the Academy;
- To provide staff with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk, of harm.

2. Review Process

The Policy will be reviewed by United Learning's Lead Safeguarding Officer annually or as events, or legislation requires.

- The acting Designated Safeguarding Lead Executive Principal, (Craig Dillon), Principal (Lee Morritt), Senior Leader: Safeguarding, (Kelly Mills) and the Nominated Safeguarding Governor (John Barber) will also review the Policy annually, or as events, or legislation requires, ensuring that the content specific to the Academy is accurate, prior to ratification by the Local Governing Body.
- These documents will then be approved by the United Learning Group Board.
- Any deficiencies or weaknesses identified will be remedied without delay.

Review Timescales

Commencing June 2016, the Policy will be reviewed annually, as set out below:	
Policy reviewed centrally:	April
Policy personalised by the academy:	May
School level Policy ratified by Local Governing Bodies:	May - June
Individual school level Policy approved by the Group Board	July – December

In Year Policy Review Dates

- Any legislative changes will be made centrally and advice issued to the Academy to update this policy accordingly.
- The Academy will also amend this policy to reflect any changes in requirements of the Local Safeguarding Children Board.
- Any Academy based changes made will also be recorded at the time, (e.g. a change in staff) and the Local Governing Body and Lead Safeguarding Officer for United Learning advised.

We will endeavour to safeguard children and young people by:

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures for staff and by implementing this policy through adherence to the procedures set out therein
- Recruiting staff safely ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff through supervision, support and training In line with United Learning's provision of information policy, this document is available to all interested parties, including parents and prospective parents on the Academy website (www.sheffieldsprings-academy.org) and on request from the Senior Leader for Safeguarding, Kelly Mills, who can be contacted on 0114 2392631 through the main Academy reception office.

The policy can be read in conjunction with the full range of Safeguarding Sheffield Children policies which are available at www.safeguardingsheffieldchildren.org.uk and the United Learning Safeguarding Children Guidelines.

Sheffield Safeguarding Children's Board (SSCB)

Sheffield Safeguarding Children's Board (SSCB) has set out in some detail the procedures to be followed in cases of suspected Child Abuse. The Academy follows these procedures. The Academy is aware of its statutory duties in relation to safeguarding and staff are required to read Part 1 of Keeping Children Safe in Education (KCSIE), a copy of which is made available to staff through having emailed to them and then through including it in the Safeguarding

Induction process which all new staff must go through. All staff sign a copy of the annual 'Staff Student Relationships' guidance letter which also contains a statement confirming that there has been no change to their DBS check status. This is retained on file and updated each September.

It is recognised that teachers and support staff may be aware of physical injuries, or develop relationships such that children have sufficient trust to confide and disclose information regarding abuse. If this should happen there are specific guidelines that staff must follow.

Craig Dillon (Executive Principal) and Kelly Mills (Senior Leader: Safeguarding) fulfils the role of Designated Safeguarding Lead and Lesley Elsdon (Assistant Vice Principal) and Grace Benson (SENCO) undertake the role of Deputy DSLs at the Academy. They are responsible for internal communication and co-ordination, for referral to agencies with statutory powers to investigate and intervene and for subsequent external contact. Their roles are clearly outlined in Sheffield's Child Protection Procedures, which are available for consultation at www.safeguardingsheffieldchildren.org.uk

The Academy also has a team of Child Protection Officers, undertaking supplementary Safeguarding Lead roles, all of whom have advanced training to enable them to support the role of the DSL / Deputy DSL.

Scope

This policy applies to the whole Academy community including the Academy's Senior Leadership Team, Local Governing Body, all staff employed directly or indirectly by the Academy and all volunteers and students. The Academy's senior leadership team and Academy board of governors will ensure that any relevant or new legislation that may impact upon the provision for Safeguarding within Academy will be adopted, wherever appropriate.

Safeguarding Information for Pupils

The Academy believes that it is unacceptable for a child or young person to experience abuse of any kind and recognises its statutory and moral responsibility to safeguard and promote the welfare of children within the Academy.

We recognise that

The welfare of the child is paramount. We endeavour to provide a safe and welcoming environment where children are respected and valued. All members of the Academy community have an equal responsibility to act on a suspicion or disclosure of abuse and will receive appropriate support. We are alert to the signs of abuse and neglect and follow our procedures to ensure protection and justice.

All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse. The Academy is committed to ensuring that the application of this policy is non-discriminatory and in line with the UK Equality Act (2010). Further details are available in the Academy Equality Information statement on the Academy's website (www.sheffieldsprings-academy.org).

Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare. Some children may be especially vulnerable to abuse. Children who are abused or neglected may find it difficult to develop sense of self-worth and to view the world in a positive way.

Whilst at the Academy, students who have experienced abuse may display challenging behaviours. We will always take a considered and sensitive approach in order to support all of our students.

Staff must ensure that they:

- Comply fully with the Academy's policies and procedures
- Attend appropriate training
- Report concerns to the Designated Safeguarding Lead, the Executive Principal / Associate Principal or the Chair of Governors; as appropriate, dependent on the circumstances (see Keeping Children Safe in

Keeping_children_safe_in_education_gu

Education: For Schools and Colleges from September 2016, Pages 7-8, Paragraphs 21-27).

- This includes reporting any concerns related to any children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.
- The mandatory duty to report 'known' cases of FGM in under 18's which they identify in the course of their professional work.
- Ensure that appropriate action is taken if a child is at immediate risk of harm. **This may include contacting social care or the police directly.**

Providing a Safe and Supportive Environment

The United Learning Group Board of Trustees retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding, child protection and safer recruitment are discharged. This responsibility is invested in:

- Dame Sally Coates, Director, Southern Academies, and United Learning's Designated Senior Person.

Responsibility for all safeguarding and child protection matters, other than safer recruitment, is delegated by United Learning's Designated Senior Person to the Executive Principal of the Academy, and the Academy's Designated Safeguarding Lead to act on behalf of the United Learning Group Board and ensure that child protection policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures. Support to United Learning's Designated Senior Person is provided by United Learning's Lead Safeguarding Officer, who will work closely with schools.

Responsibility for safer recruitment is delegated to the Executive Principal of the Academy, supported by the central office HR team and responsibility for ensuring that policies and procedures are complied with is delegated to the Designated Safeguarding Lead at the Academy; who, within his/her duties, will keep the Executive Principal and the Lead Safeguarding Officer for United Learning informed of any issues and ongoing investigations which:

- Lead to any referral to the designated officer(s) from the local authority (which could result in, or has resulted in, a strategic case meeting being called)
- Relate to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for the Academy judges may result in disciplinary action being taken.

(See Part 3, Annex 1: Reporting a Safeguarding Concern to United Learning - Template form for use by schools).

These matters will then be raised with United Learning's Designated Senior Person who will report to the Group Board, as necessary.

3. Safer Recruitment and Selection

- The Academy is committed to doing its utmost to employ 'safe' staff by complying with:

- Keeping Children Safe in Education: For Schools and Colleges from September 2016 **(**Part 3, page 22**)**

- United Learning Safeguarding Children – HR Procedural Guidance

- United Learning Recruitment and Selection Policy

- United Learning Whistleblowing Policy

In line with the above, the academy operates Safer Recruitment and selection Procedures. Safer Recruitment training has been undertaken, with certification held by:

Name	Position	Training	Date completed	Expiry
Craig Dillon	Executive Principal	Safer Recruitment V4	16.09.2014	N/A
Lee Morritt	Principal	Safer Recruitment V4	17/10/2014	N/A
Mark Shipman	Associate Principal	Safer Recruitment V4	10/10/2014	N/A
Shirley Harrison	Vice Principal	Safer Recruitment V4	10/10/2014	N/A
Stacy McKay	HR	Safer Recruitment V4	26/09/2014	N/A
Rebecca Morris	Admin	Safer Recruitment V4	17/10/2014	N/A
Amanda Cook	Admin	Safer Recruitment V4	17/10/2014	N/A
Andrea Garnett	HR	Safer Recruitment	28/11/2014	N/A

Safer recruitment means that all applicants are required to:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked through the disclosure and barring service as appropriate to their role
- Be subject to a Prohibition Order check if applying for a teaching position
- Be subject to Childcare Disqualification Requirements Disclosure, as required for certain roles
- Be subject to a Prohibition from Management check as required for certain roles
- Be interviewed
- Provide evidence for right to work in the United Kingdom
- Assist in the completion of EEA checks, as appropriate
- Assist in the completion of overseas checks, where appropriate
- Provide evidence on medical fitness (mental and physical).

New members of staff:

- Undergo an induction that includes familiarisation with the school's Safeguarding Children Policy and Child Protection Procedures; E-Safety training and the identification of their child protection training needs
- Read Part 1 of Keeping Children Safe in Education, July 2015 (to be replaced by revised guidance in September 2016).

All staff are required to undertake the following safeguarding and child protection processes annually:

- Attend any specific safeguarding and child protection training identified by the Designated Safeguarding Lead

- Confirm receipt of the United Learning Staff Student Relationship Letter (See Annex 2).

United Learning Staff Student Relatic

4. Visitors

All visitors to the Academy must provide photographic identification at reception (Passports and Driving Licenses will be accepted, along with corporate I.D) and are expected to observe the safeguarding and health and safety regulations to ensure that children are kept safe. Failure to provide adequate identification may lead to a visitor being refused entry to the Academy.

All visitors to the Academy must sign in and out at Reception.

Once signed in they will be provided with a visitors pass on a red lanyard which must be worn visibly at all times.

Visitors will be accompanied by a member of staff at all times for the duration of their visit, with the exception of colleagues from United Learning Trust schools that have had the relevant DBS and safeguarding checks.

5. Contractors

All contractors coming on site should be notified that they will be required to show photographic identification upon on arrival, only passports and driving licenses will be accepted. Contractors should sign in and out at Reception and wear their ID pass at all times whilst on site. The site team should be contacted to collect the contractor from Reception.

All contractors should be accompanied by a member of the site team at all times during their visit unless:

- Students are not on site
- They have an Enhanced Disclosure by a trusted body

6. Volunteers

Volunteers, including Governors will undergo checks in line with their work at the Academy and contact with pupils. Supervised volunteers who only work in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the Academy's risk assessment process and statutory guidance. Visiting speakers, whether invited by staff or pupils are pre-vetted and are suitably supervised at all times.

7. Extended school and off-site arrangements

If Academy activities are provided by and managed by the school off-site, our own safeguarding policy and procedures apply.

When our students attend off-site activities, we will check that effective child protection arrangements are in place.

If activities on-site are provided by other organisations, we will check that they have appropriate procedures in place, including safer recruitment procedures.

The Local Governing Body

Statutory responsibility does not pass to the Local Governing Body or any of its members; however, it performs a vital role in monitoring compliance with the law, and the school's policies and procedures and challenging the school to ensure best practice is followed.

The Local Governing Body and United Learning adhere to their responsibilities as set out in Keeping Children Safe in Education: For Schools and Colleges from September 2016 Keeping_children_safe_in_education_gu - Part 2: The Management of Safeguarding (Pages 14-18); and the Prevent duty, July 2015. prevent-duty-departmental-advice-v6.pd

The Local Governing Body will:

- Require the Designated Safeguarding Lead to report on measures that are being taken to ensure compliance
- Confirm annually in writing to United Learning and the Local Safeguarding Children Board that they have reviewed the school level policy against practice and that this has been discussed at a full Local Governing Body meeting

Ensure that it completes and returns the response for the Academy's annual Section 175 or 157 Safeguarding Audit to United Learning and to the Local Safeguarding Children Board, where this is a local requirement.

8. Safeguarding Information for Pupils

Sheffield Springs Academy promotes its belief that as children, our students have the right to achieve their full potential regardless of their ethnicity, gender, religion or ability.

We strive to ensure our students have the ability to:

- *be as physically and mentally healthy as possible;*
- *gain the maximum benefit possible from good education opportunities;*
- *live in a safe environment and be protected from harm;*
- *experience emotional wellbeing;*
- *feel loved and valued, supported by affectionate relationships;*
- *become competent at looking after themselves;*
- *have a positive self-image, a secure identity including cultural and racial identity;*
- *develop good interpersonal skills and confidence in social situations.*

Any student concerned about their safety can talk to one of the staff below:

9. Safeguarding Team

The Designated Safeguarding Lead

Name: Mr Craig Dillon (Executive Principal)

His office is located on B Floor

The Designated Safeguarding Lead

Name: Ms Kelly Mills (Senior Leader for Safeguarding)

Her office is located in the Bridge

The Deputy Designated Safeguarding Lead

Name: Ms Grace Benson (SENCO)

Her office is located on B floor just inside The Bridge

The Child Protection Officer:

The Deputy Designated Safeguarding Lead

Name: Ms Lesley Elsdon

Her office is located on A floor

Mr Ludlum	**Mrs Taff (LAC/Young Carers Coordinator)**

The Attendance Team:

Mrs Corke	**Mr Chambers**

Mr Ludlum can be found in the Support for Learning Centre A floor. The attendance team can be located in the office next to the student entrance A floor.

Our Safeguarding Team also links with:

John Barber - Safeguarding/Child Protection Governor: who ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Grace Benson – SENCO: who is responsible for liaising with and supporting other professionals involved with children who have a special educational need.

Mike Stephens - Chair of Governors: who takes the lead, along with Janet Woods, Director of Secondary Academies (North)in dealing with allegations of abuse made against the Executive Principal and other members of staff, in liaison with the Local Authority; and on safe recruitment practices with the Executive Principal.

The Principal will ensure that:

- The policies and procedures adopted by the Local Governing Body or Sponsor are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.
- 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 Executive Principal (Craig Dillon) and Senior Leader for Safeguarding (Kelly Mills), who are the acting Designated Safeguarding Lead, with responsibility for Child Protection, will ensure that the Deputy DSLs (Ms Lesley Elsdon / Ms Grace Benson);

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- act as a source of support, advice and expertise within the educational establishment for all stakeholders.
- liaise with the Executive Principal / Principal to inform him/her of any issues and on-going investigations and ensure there is always cover for this role.
- Ensure that appropriate Safeguarding Supervision procedures are in place (see the Academy Safeguarding Supervision Policy).

Key Professionals – Contact Details

Service	Contact Name	Address	Telephone	Email
South Yorkshire Police, CYPO	PC McAlister	East Community Youth Team Unit C7, Alison Business Centre 39/40 Alison Crescent Sheffield S2 1AS	0798371422	moray.mcallister1@southyorks.pnn.police.uk
Local Safeguarding Children Board (LSCB) & Designated Officer(s) from the local authority	Steven Hill (Service Manager/LADO)	Safeguarding Children Service Sheffield City Council	0114 2734850 0114 2053535 (LA Safeguarding Children Advisory Service)	steven.hill@sheffield.gov.uk
Social Care	Mark Storf / Paula Saunby	Children, Young People & Families (CYPF) East Block D - Stadia Technology Park 60 Shirland Lane Sheffield S9 3SP	0114 2037463	Mark.storf@sheffield.gov.uk Paula.saunby@sheffield.gov.uk
Prevention and Intervention : Multi-Agency Support Teams (MAST)	Sue Campbell / Cherry Daniels (Team Manager)	East MAST Children and Families Services, Sheffield City Council, Children, Young People and Families, 1st Floor, Shortbrook Primary Site, Westfield Northway, Sheffield, S20 8FB	0114 2053635	sue.campbell@sheffield.gov.uk Daniels Cherry (CYPF) <Cherry.Daniels@sheffield.gov.uk>

Local Authority Safeguarding Services – full local procedures on what to do if you have a concern are available at https://www.safeguardingsheffieldchildren.org.uk/.

10. Partnership with Parents

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' right to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The Academy shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

Any referral made to Children's & Young People's Services is shared with parents beforehand unless it is inappropriate to do so and The Academy ensures regular contact with parents of all students.

11. Academy Training and Staff Induction

The Academy follows the local authority Safeguarding Children in Education Training Pathway that can be found at:

www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-training/

At the Academy the following members of staff are trained to an advanced level in terms of Child Protection and inter-agency working:

Attendees	Training provided	Dates due for renewal, if applicable
Whole Academy	Statutory Safeguarding training facilitated by an independent training provider accessed via Sheffield SSCB	Sept 2017
Whole Academy	Prevent online Training via http://www.foundationonline.org.uk	Sept 2016
Executive Principal (Craig Dillon)	Advanced Safeguarding Refresher Safer Recruitment Prevent for Leaders and Managers WRAP	Completed 7/12/15 (Renew Dec 2016) Completed 16/9/14 (Renew Sept 2017) Completed 16/12/15 Completed 8/12/15
Senior Leader: Safeguarding (Kelly Mills)	Advanced Safeguarding Refresher	May 2017
Deputy Designated Safeguarding Lead (Lesley Elsdon) Deputy Designated Safeguarding Lead (Grace Benson)	Initial Advanced Safeguarding Advanced Safeguarding Refresher	October 2017 May 2017
Child Protection Officers Robert Ludlum	Advanced Safeguarding Refresher	Jan 2017

Elaine Taff	Initial Advanced Safeguarding	November 2017
Other staff who have advanced safeguarding training Vicki Corke Wallace Chambers Angie Bailey	Advanced Safeguarding	 Nov 2016 June 2017 Jan 2017
School Medical Practitioner Lucy Hills	Fully qualified Paramedic	Ongoing updates to training throughout the year.
First Aiders: Angie Bailey Anna Grant Andrew Saville Janice Pashley Karen Fereday Yolande Covell Sarah Sleaford Robert Ludlum Jon Innes Reuben Reid Ed Joel James Oliver Jayne Newton	Emergency First Aid at Work	 July 2017 Jan 2018 July 2017 Nov 2016 Jun 2017 Sept 2016 April 2019 April 2019 April 2019 April 2019 Jun 2017 Oct 2017 Jan 2018
E Safety Coordinator Claire Cartledge	E Safety Coordinator Training	Sept 17 (original training completed 2012)
John Barber	Governors Safeguarding Training	13th November 2017
Local Governing Body	Basic (online) Safeguarding training completed Spring 2016	Spring 2017

This training is updated on an annual basis.

The whole of the Academy staff, including non-teaching staff, undertake appropriate basic safeguarding training (face to face) delivered by the Sheffield Safeguarding Service (CYPS) or through Barnardo's. This equips staff to carry out their responsibilities for child protection effectively. This is kept up to date by repeating the training:

- at 3 yearly intervals;

- by holding 'refresher' training annually (packs provided and refresher delivered internally and/or through 'online' training provided by Sheffield CYPS); and
- by ensuring that all new staff undergo a Safeguarding induction with the Vice Principal or an appropriate member of the Safeguarding Team.

Ad-hoc training is also provided when it is identified that it is necessary e.g. if a specific issue in the community dictates that staff should be additionally vigilant with regard to it. Governors undertake this training at the same time as staff where possible, and alternative arrangements are made for training where governors are not available. In addition the designated Safeguarding Governor (John Barber) has undertaken Sheffield CYPS Safeguarding Governor training which is repeated on a 3 yearly basis.

All staff that are employed outside of the basic training are provided with a Safeguarding Induction that is delivered by the Pastoral Manager or a member of the Safeguarding Team. This must be done before any new colleague begins any work with children and includes the Academy's Safeguarding policy, reporting and recording arrangements, the staff code of conduct and details for the Designated Safeguarding Lead, Deputy DSL and Child Protection Officers. Staff are also advised about 'do's and don'ts for Social Media use.

Temporary and voluntary staff are advised that they can access the Safeguarding policy on the Academy website or obtain a copy on request from the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead. Posters are displayed in key public areas in order that temporary and voluntary staff (and students) know who the Safeguarding Team are and where they can be located.

12. Related Academy / United Learning Policies

(available on the United Learning Hub, to which all staff have access). These policies can be obtained upon request by parents or other interested parties through Louise Goddard, Personal Assistant to the Executive Principal or through United Learning Central Office.

- Staff Code of Conduct
- Physical intervention and use of reasonable force Policy
- Behaviour Policy
- Complaints procedure Policy
- Whistleblowing Policy
- SEN Policy
- Safer Recruitment Policy
- Grievance and disciplinary Policy
- Safeguarding Supervision Policy

In addition to the above:

- The Academy Educational Visits Policy documents the Academy's procedures for incidents involving illegal items.
- The Attendance Policy details the interventions in place related to poor attendance and when these are treated as safeguarding issues. Our Academy procedures for reporting are in line with DfE Guidance on children who run away or go missing from home or care (June 2013).
- The Trips and Visits policy documents the checks that are carried out when a trip is going ahead; these include all reasonable checks and risk assessments regarding the safety of the site as well as the people students will come into contact with.

- The Internet Safe usage policy is signed by all staff and is renewed each year in order to ensure staff are reminded of the ICT Protocols.
- Internet activity for both staff and students is monitored by Central Office software and any inappropriate activity is dealt with by the most appropriate member of staff or the HR department in line with other ULT policies.
- The E-Safety Policy sets out the key principles expected of all members of the academy community at The Academy with respect to the use of ICT-based technologies. Its aim is to safeguard and protect the children and staff of the Academy.

- The Anti-Bullying Policy strives to support our student's right to go about their daily lives without the fear of being threatened, assaulted or harassed. The Academy takes all allegations of bullying seriously as we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

13. Confidentiality

The Academy recognises its duties under the Data Protection Act 1998. The Academy ensures the confidentiality of its students and their families in all circumstances, except those whereby there is an obligation to reveal particular information relating to the welfare of a young person in order to prevent harm, or to the LA in the normal accountability processes. Information is shared on a need to know basis only.

The Academy ensures:

- That all written information concerning a child of a Child Protection or Safeguarding nature is kept in a secure place (Safeguarding Cabinet – Safeguarding Office).
- That photocopies are not to be made or retained by other staff.
- That apart from the Executive Principal, DSL and the Deputy DSLs, the only other staff who may have access to such information are those who demonstrate 'the need to know'. Their access and the reasons for it must be recorded on a note placed in the file (see page 21 for details of where and how files are kept). This is to ensure privacy for the child and family in dealing with what is a very sensitive issue.
- Any child protection information held electronically is stored on the CPOMS system which can only be accessed by the Executive Principal, designated DSL / Deputy DSLs and Child Protection Officers using an encrypted security key and password system. Access to each file is recorded electronically by the CPOMS system.
- Any confidential information scanned or saved for uploading to CPOMS may be saved within the Operation's area for Safeguarding which is only accessible by advanced trained members of the Safeguarding Team authorised by DSL and DDSL.
- Every effort is made to prevent un-authorised access and sensitive information is not stored on laptop computers, which, by the nature of their portability, could be lost or stolen. All laptops should have encrypted hard drives to prevent access to information should the device be lost or stolen
- If it is necessary to store Child Protection information on portable media, such as a CD or flash drive, these items must be encrypted and kept in locked storage
- Child Protection information is stored separately from the pupil's school file and the school file is 'tagged' to indicate that separate information is held
- Child Protection Records are normally exempt from the disclosure provisions of the Data Protection Act, which means that pupils and parents do not have an automatic right to see them. If a member of staff receives a request from a pupil or parent to see Child Protection Records, request will be referred to the Executive Principal / Associate Principal, and to Alison Hussain at Central Office (Alison.Hussain@unitedlearning.org.uk).

The Data Protection Act does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child.

14. Sharing Information

The Academy recognises that it is essential to establish positive and effective working relationships with outside agencies.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

We share information:

- To ensure the fullest possible picture of the child's circumstances
- To enable practitioners to assess the needs of the child properly
- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

Examples of when it is necessary to share information:

- Child seems e.g. hungry, inappropriately dressed, has hygiene concerns;
- Child's behaviour is concerning e.g. aggressive, withdrawn, unhappy, overly familiar, and sexually inappropriate;
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns;
- Things said by/about child that are concerning.

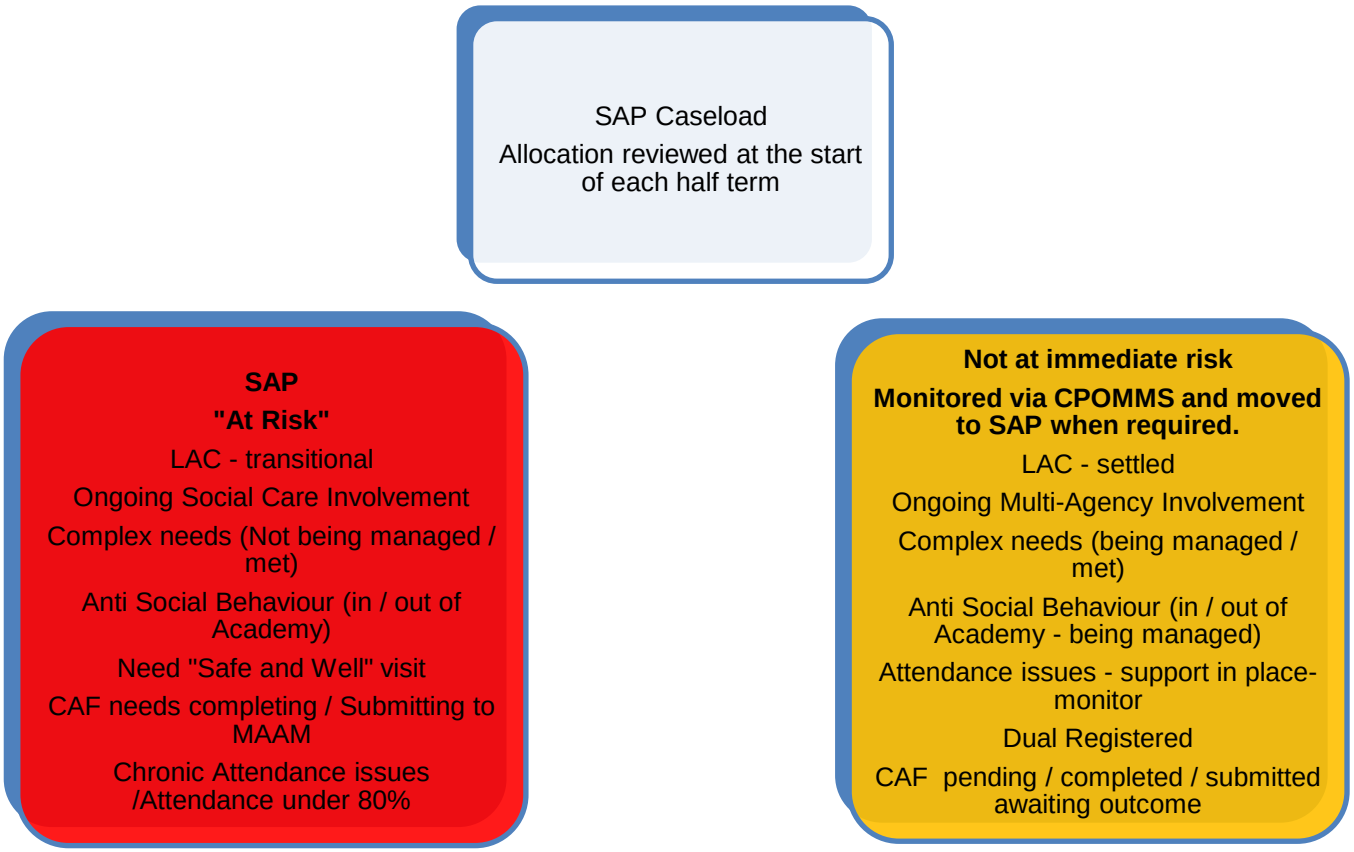
Staff are aware that low level issues should be shared with support and/or senior teaching staff at the Academy, as soon as possible.

Child Protection/Safeguarding concerns about a child or young person should only be reported to the DSL or their Deputy (or one of the named Child Protection Officers in the absence of the DSL / Deputy DSL). This should be done as soon as possible and before the end of the day. The DSL / Deputy DSL will decide who else needs to have this information.

In terms of inter-agency information sharing we:

- Discuss with the child and their family the involvement of other agencies and how and who you will share information with and gain their consent where appropriate;
- Share all appropriate information as early as possible with practitioners and organisations who are currently or about to work with a child;
- Discuss and share any assessments or reports with the child and their family and include their views even if they differ from our own;
- Seek permission before expressing the views of another agency or practitioner to a child, young person, parent or carer;
- Notify Children & Young People's Services if a child subject to a Child Protection Plan has an unexplained absence from school. This is in line with the 'red flag system' as set out within the Academy Attendance Policy;
- Transfer safeguarding files for students who have left the Academy to their new educational establishment immediately.

Safer Academy Partnership (SAP)



15. SAP (Safer Academy Partnership) Cases

Discussed at Safer Academy Partnership Multi Professional Meeting

Attendees:

- Kelly Mills – Senior Leader: Safeguarding
- Grace Benson – DDSL
- Lesley Elsdon - DDSL
- Vicki Corke – Attendance Manager/CP Officer
- Leigh Towers - Behaviour Manager
- Elaine Taff – LAC/YC Coordinator
- Representative from East MAST (as required)
- Community Youth Team Police Officer (as required)
- Other professionals e.g. Child Sexual Exploitation Team, Social Care, CAMHS (as required)

Minutes recorded and saved on the restricted access document in "Operations– Safer Academy Partnership – Tier 1 Working Documents". Access is restricted to the individuals in the Safeguarding Team and participants listed above.

Weekly agenda:

1. Introductions and apologies
2. Update and actions taken for each student currently on caseload – input from relevant professionals and record further actions (to include completion date and expected outcomes)
3. Professionals invited to nominate / give reasons for any student not currently on Safer Academy Partnership lists to be included – inclusion / appropriate Tier discussed / approved by group
4. Any Other Business.

Periodic Reviews

Allocation reviewed at the start of each term.

Where information / data indicates issues with a specific individual, group or micro-population, additional professionals to be invited to a themed Safer Academy Partnership Multi Professional Meeting.

This may include:

- Looked after students
- Travellers
- Roma / Eastern European Students
- Students who are dual registered
- Families or friendship groups where concern exists
- Students identified as being at risk of Child Sexual Exploitation, Female Genital Mutilation or Forced Marriage / Honour Based Violence
- Students identified as being vulnerable to radicalisation
- Students identified as being vulnerable due to substance abuse (either by themselves or by immediate family)

DSL to meet monthly with MAST Managers to discuss upcoming cases/complex cases from Safer Academy Partnership / explore any issues surrounding current cases.

DSL to meet CLA co-ordinator regularly to discuss any issues/gain information from CLA Coordinator / Teacher and use to make informed decisions regarding the needs of CLA children.

16. Pupil Information

The Academy will endeavour to keep up to date and accurate information to keep students safe, including:

- Names and contact details of persons with whom the child normally lives and siblings.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details.
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is subject to a Child Protection, Child In Need or a Care Plan.
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child.

The Academy will collate, store and agree access to this information in files kept in the main office or, in the case of confidential information, in the security of the Safeguarding Office.

17. Definitions of Abuse

The Academy is committed to safeguarding and promoting the welfare of our children.

- Where a child is suffering significant harm, or is likely to do so; or where a child is at risk of radicalisation or being drawn into terrorism/extremism, we will ensure that action is taken to protect that child.
- Action will also be taken to promote the welfare of a child in need of additional support even if they are not suffering harm or are not at immediate risk.
- We will respect all children and will work to promote their physical, material and psychological well-being.
- We recognise that some children may be especially vulnerable to abuse and recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; and know that some of their behaviours may be challenging.
- We recognise that some children who have experienced abuse may harm others.
- We will always take a considered and sensitive approach in order that we can support all our children.
- Any deficiencies or weaknesses in our child protection arrangements will be remedied without delay.

General Definition: Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children.

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

Possible signs and indicators of Physical Abuse can include:

- injuries (bruises, welts, cuts, burns, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area)
- presence of several injuries (3+) that are in various stages of healing
- repeated injuries over a period of time
- injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns)
- facial injuries (e.g. cuts, bruises, sores, etc.)
- injuries not consistent with the child's age and development
- bald patches on child's head where hair may have been torn out
- repeated poisonings and/or accidents

A child's behaviour may also be an indicator of Physical Abuse. Possible signs may include:

- runaway attempts and fear of going home
- stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt
- describes self as bad and deserving to be punished
- cannot recall how injuries occurred, or offers an inconsistent explanation
- wary of adults or reluctant to go home
- often absent from school/child care
- may flinch if touched unexpectedly
- extremely aggressive or withdrawn
- displays indiscriminate affection-seeking behaviour
- abusive behaviour and language in play
- overly compliant and/or eager to please

- poor sleeping patterns, fear of the dark, frequent nightmares
- sad, cries frequently
- drug/alcohol misuse
- depression
- poor memory and concentration
- suicide attempts

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Possible signs and indicators of neglect can include:
    - abandonment
    - lack of shelter
    - unattended medical and dental needs
    - consistent lack of supervision
    - ingestion of cleaning fluids, medicines, etc.
    - consistent hunger
    - nutritional deficiencies
    - inappropriate dress for weather conditions
    - poor hygiene
    - persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders)
    - developmental delays (e.g. language, weight)
    - irregular or nonattendance at school or child care
    - not registered in school
    - not attending school

A child's behaviour may also be an indicator of Physical Abuse. Possible signs may include:

- depression
- poor impulse control
- demands constant attention and affection
- lack of parental participation and interest
- delinquency
- misuse of alcohol/drugs
- regularly displays fatigue or listlessness, falls asleep in class
- steals food, or begs for food from classmate(s)
- reports that no caregiver is at home
- frequently absent or tardy
- self-destructive
- drops out of school (adolescent)
- takes over adult caring role (of parent)
- lacks trust in others, unpredictable
- plans only for the moment

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or

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

Physical indicators that a child is being emotionally abused may include:

- Bed-wetting or bed soiling that has no medical cause
- Frequent psychosomatic complaints (e.g. Headaches, nausea, abdominal pains)
- Prolonged vomiting or diarrhoea
- Has not attained significant developmental milestones
- Dressed differently from other children in the family
- Has deprived physical living conditions compared with other children in the family

There may also be indicators in a child's behaviour that could indicate emotional abuse. Some examples of this are:

- Suffers from severe developmental gaps
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse
- Overly compliant; too well-mannered; too neat and clean
- Displays attention seeking behaviours or displays extreme inhibition in play
- When at play, behaviour may model or copy negative behaviour and language used at home

Alternatively, or additionally, there may be behaviours displayed by adults that could indicate emotional abuse. Some examples of this are:

- Constantly calls the child names, labels the child or publicly humiliates the child
- Continually threatens the child with physical harm or forces the child to witness physical harm inflicted on a loved one
- Has unrealistic expectations of the child
- Involves the child in "adult issues", such as separation or access issues
- Keeps the child at home in a role of subservient or surrogate parent

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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.

Physical indicators that a child is being sexually abused may include:

- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments
- difficulty in walking or sitting
- unusual or excessive itching in the genital or anal area due to infection(s)
- torn, stained or bloody underwear
- sexually transmitted disease(s)
- pregnancy
- injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)

There may also be indicators in a child's behaviour that could indicate sexual abuse. Some examples of this are:

In a younger child:	**In an older child:**
sad, cries often, unduly anxious short attention span inserts objects into the vagina or rectum change or loss of appetite sleep disturbances, nightmares excessively dependent fear of home or a specific place, excessive fear of men or women, lacks trust in others age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts) age-inappropriate, sexually explicit drawings and/or descriptions bizarre, sophisticated or unusual sexual knowledge reverts to bedwetting/soiling dramatic behavioural changes, sudden non-participation in activities poor peer relationships, self-image overall poor self-care	sudden lack of interest in friends or activities fearful or startled response to touching overwhelming interest in sexual activities hostility toward authority figures fire setting need for constant companionship regressive communication patterns (e.g. speaking childishly) academic difficulties or performance suddenly deteriorates truancy and/or running away from home wears provocative clothing or wears layers of clothing to hide bruises (e.g. keeps jacket on in class) recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea) lacks trust in others unable to "have fun" with others suicide attempts drug/alcohol misuse poor personal hygiene promiscuity sexual acting out in a variety of ways

Child Sexual Exploitation (CSE):

Child sexual exploitation is when children and young people receive something (such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of the internet or on mobile phones. In all cases, those exploiting the child or young person have power over them because of their age, gender, intellect, physical strength and/or resources. For victims, the pain of their ordeal and fear that they will not be believed means they are too often scared to come forward.

Signs of grooming or child sexual exploitation may manifest as personal or behavioural indicators:

- Physical symptoms e.g.: Bruising suggestive of either physical or sexual assault; sexually transmitted infections
- Possession of large amounts of money, acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- Low self-image, low self-esteem, self-harming behaviour, cutting, overdosing, eating disorder
- Accounts of social activities with no plausible explanation of the source of necessary funding

There may also be situational indicators present, including:

- Reports the child/young person has been seen in places known to be used for sexual exploitation
- Phone calls or letters from adults outside the usual range of social contacts
- Adults loitering outside the child's usual place of residence
- Persistently missing, staying out overnight or returning late with no plausible explanation.
- Returning after having been missing, looking well cared for in spite of having no known home base
- Missing for long periods, with no known home base
- Going missing and being found in areas where the child or young person has no known links
- Entering or leaving vehicles driven by unknown adults

Although vigilance should be shown regarding all children / groups of children, some individuals / groups are particularly vulnerable. These may include:

- Children who go 'missing' regularly/frequently
- Children who have suffered family breakdown
- Those who are not in full time education
- Those who are associating with older people
- Children who have suffered or witnessed domestic abuse within the family
- Those who have other family members involved in sexual exploitation
- Children with parents with high level of vulnerabilities including drug/alcohol, mental health issues
- Children with substance misuse or mental health issues
- Those with experience of physical abuse and emotional deprivation or experience of child sexual abuse
- Children who have been bullied in school
- Children who are looked after children in residential care or who are involved in the criminal justice system

Forced Marriage / Honour Based Violence (FM / HBV):

The CPS, ACPO and support groups have a common definition of HBV:

"'Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 which came into force on 16 June 2014.

Indications that a child may be at risk of being forced into marriage may encompass some of the following:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality

- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Prevented from going on to higher education
- Sudden announcement of engagement to a stranger
- Removal from a special school of a child with physical or learning disability.

Female Genital Mutilation (FGM):

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. FGM is recognized internationally as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors and is a violation of the rights of children. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among migrants from these areas.

Signs and indicators of FGM being planned may include:

- the family belonging to a community in which FGM is practiced and that they are making preparations for the child to take a holiday, arranging vaccinations or planning absence from school
- The child may also talk about a special procedure/ceremony that is going to take place. FGM does not exclusively take place abroad.

Indicators that FGM may already have occurred include:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems.
- The child finding it difficult to sit still and looking uncomfortable, or complaining about pain between their legs, or talking of something somebody did to them that they are not allowed to talk about.

FGM is practiced in more than 27 countries in the African subcontinent, and in communities in Malaysia and Indonesia in Asia. In the Middle East and North Africa, FGM is practiced in countries such as Egypt, Yemen, and Iraqi Kurdistan. FGM is also believed to be practiced to a lesser extent among communities in Oman, Jordan, and the Occupied Palestinian Territories and was practiced by Falasha Jews in Ethiopia. Recent studies also reveal that FGM is practiced in Kurdish communities in Iran.

Actions If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. 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) will place a statutory duty upon **teachers, 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 pupils, 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.

As of 31st October 2015 there is a mandatory reporting duty, this means teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason

not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Prevent & Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools' wider 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. 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 should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". 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). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. 13 to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies.

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

• Schools are expected to assess 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. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

• The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their 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. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that 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.
• Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

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. 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. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Signs and indicators of a child who is in the process of being radicalised may include:

- Self-identification e.g**.** Naming New Ideological Leaders/Role Models, Lingering Concern with Questions of Meaning and Identity, Concentrated Self-image, Very Strong Devotion to a Particular Change, Newfound Patriotism
- An 'Us vs. Them' Societal View e.g. Seeing Society as the Enemy, Verbal Expression against the Government, Expressed Feelings of Disconnection, Change in Personal Narrative
- Social Interaction e.g. Disconnecting with Former Community, Initiating Personal Violence, Forcing Customs on Others, Untouchable Demeanour, Dependence on Communication Technology
- Persona e**.**g. Change in Personality, Particular Emotional Expressions
- Association e**.**g. Associating with Extremist Groups, Word Choice, Change in Physical Appearance and/or Attire, Internet Identity, Training Travel

The most frequently identified observable indicators identified by the 'Safire Project' in a survey of Europe wide front-line workers were:

1. Change in Physical Appearance and/or Attire
2. Word Choice
3. Associating with Extremist Groups
4. Disconnecting from Former Community
5. Expressed Feelings of Disconnection
6. Verbal Expression against the Government

18. Procedures for Reporting Child Protection/Safeguarding Concerns

In line with Keeping Children Safe in Education: For Schools and Colleges from September 2016 and the Prevent duty, July 2015:

Any member of Academy staff that suspects that a child is experiencing or at risk of harm must verbally report this immediately to the DSL or Deputy DSL and in their absence a CP officer.

You will be asked to make a record of your concerns and involvement.

This must include:

- Detailed, factual records of what you were told, including dates and times.
- Actions taken by you.
- Details of any involvement of others.
- Date, time and signature.

The DSL / Deputy DSL will discuss with you how to proceed, and your involvement in the next stages.

Basic principles in the case of disclosure by a child/young person:

Listen - be positive and reassuring; do not betray any personal emotions; do not ask leading questions or jump to conclusions; say as little as possible and do not make any promises of confidentiality.

Record - As soon as possible after the disclosure make a factual account of what you were told; avoid personal opinions; describe all actions taken by you; date and sign the record and pass immediately to a DSL.

Share - Only with a DSL initially; do not broadcast any information; do not contact anyone with parental responsibility unless specifically asked.

Basic Principles:

- Do not interrogate the child, but check out in a non-leading way that you are clear about what the child or young person is saying.
- Do not discuss your concerns with the parents/carers until you have talked to the Child Protection Liaison Teacher/Officer (DSL) or the Deputy DSL.
- If possible, ensure that a familiar, trusted adult remains with the child.
- Do not promise the child that you will not tell anyone or to keep 'secrets' about what they may say to you – it is vital that the child receives appropriate support and protection from other agencies.
- Allow the child space and time to talk to you.
- Do not keep information to yourself (you need to share it immediately with the DSL or Deputy DSL).
- Do not discuss it with others unless the DSL or Deputy DSL agrees to this.

Remember the child's welfare and protection is paramount.

19. Behaviour Guidelines for Staff & Volunteers

DO NOT:

- use your position to gain access to information for your own advantage or another's detriment
- intimidate, threaten, coerce or undermine anyone
- engage in any sexual activity (even consensual) with a student under 18 years who is attending your educational establishment
- play games or have physical contact that is inappropriate
- jump to conclusions about people's behaviour without checking facts
- investigate any allegations yourself
- make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter
- create a personal relationship with a student where one does not already exist
- give **any** personal details about yourself or others to a student unless you have agreed this with a senior member of staff
- allow any student to access any of your personal accounts on social networking sites
- rely on your good name to protect you - it may not be enough
- believe that an allegation could not be made against you, it could!

DO:

- report all health & safety issues without delay
- keep students safe and protect them from physical and emotional harm
- look after yourself
- treat **everyone** with respect
- provide a positive example you wish others to follow
- work with another appropriate adult in all planned activities whenever possible
- risk assess all situations when you are working alone with a student and make sure you are seen and/or heard by others
- respect peoples' right to personal privacy
- create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- report and challenge all inappropriate and/or abusive activities, such as ridicule or bullying
- familiarise yourself with your school code of behaviour
- report any gifts you receive & ensure they are not of significant value or intention
- give gifts to students **only** as part of an agreed reward system
- follow procedures for reporting all allegations against staff, carers and volunteers.

Take allegations seriously, establish the facts, contact the LADO for support and guidance, eradicate delay, consider who needs to be informed and when, make every effort to maintain confidentiality and guard against unwanted publicity.

20. Action by the DSL/ Deputy DSL (or CP officer in their absence)

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Following any information raising concern, the DSL or Deputy DSL will consider:

- Any urgent medical needs of the child.
- Making an enquiry to find out if the child is subject to a Child Protection Plan.
- Discuss the matter with other agencies involved with the family.
- Consulting with appropriate outside agencies.
- Obtain the child's wishes.
- If it is appropriate to talk to parents, unless doing so may place a child at risk of further harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm.
- If further monitoring is necessary and if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

21. Action Following a Child Protection Referral

The DSL or Deputy DSL will:

- Make regular contact with the Social worker involved.
- Wherever possible, contribute to the Strategy Discussion.
- Provide a report for, attend and contribute to any Child Protection Conference and attend subsequent core group meetings.
- Where possible, share all reports with parents prior to meetings.
- Where in disagreement with a decision made (e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference), concerns will be raised with Sheffield Safeguarding Children Service and or relevant CYPS Managers.

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file.

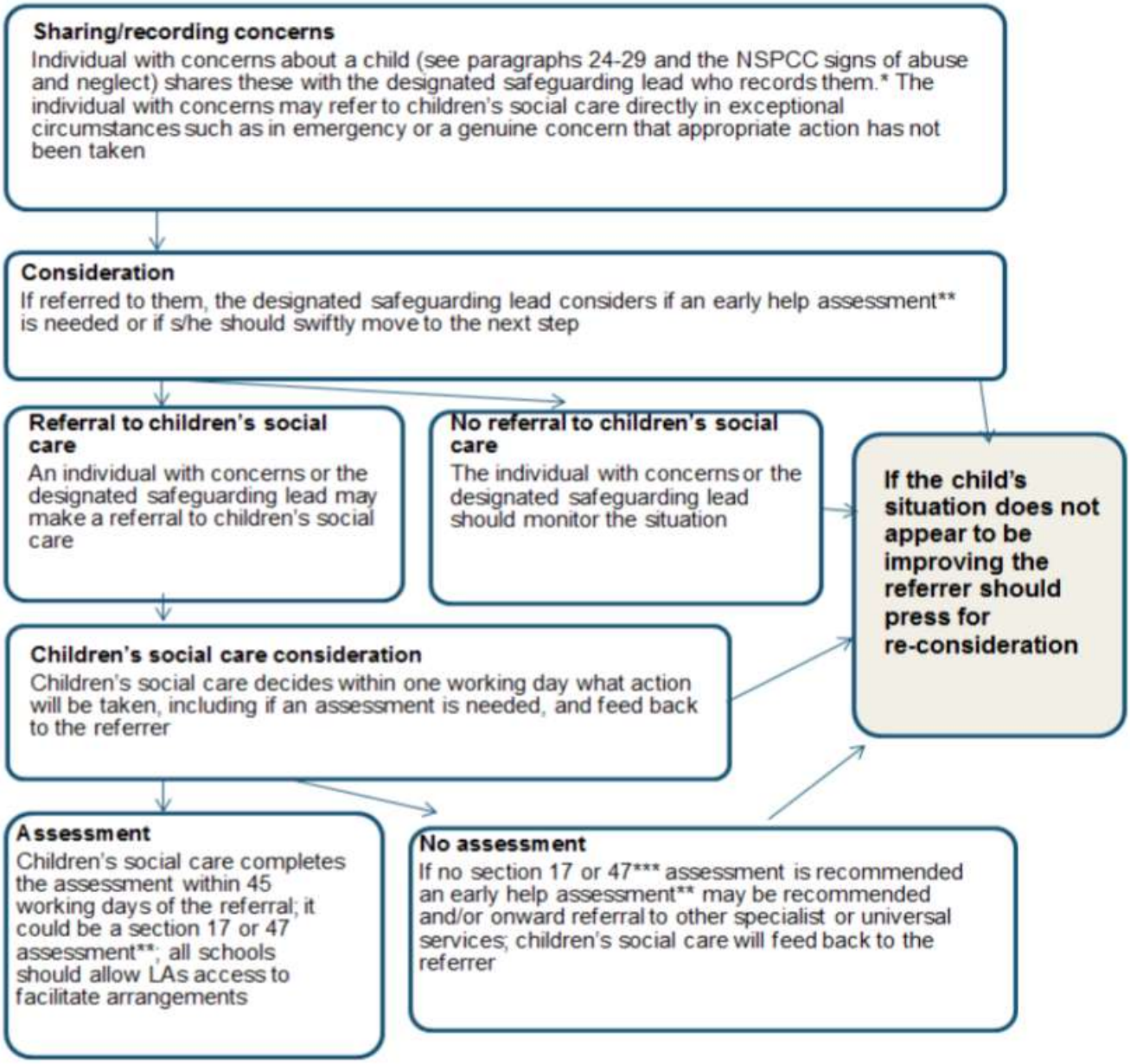
Whilst we may, on occasion (for example with cases involving Forced Marriage issues), need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective environment for the child. Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents.

The DSL or Deputy DSL will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

When reporting directly to Child Protection Agencies; confirming what the Designated Safeguarding Lead will do.



Working_Together_to_Safeguard_Childı

In line with Working Together to Safeguard Children, March 2015 (Pages 16-17 & Page 71) we follow inter-agency information sharing protocols. We:

- Discuss with the child and their family the involvement of other agencies and how and who you will share information with and gain their consent where appropriate. The only time we would not share information with the family would be if it could potentially put the child at further risk of harm to do so
- Share all appropriate information as early as possible with practitioners and organisations who are currently working with, or due to work with a child
- Discuss and share any assessments or reports with the child and their family and include their views even if they differ from our own
- Seek permission before expressing the views of another agency or practitioner to a child, parent/carer/guardian
- Notify Children's Services if a child subject to a Child Protection Plan has an unexplained absence from school

- Having confirmed that a child is changing school, the Designated Safeguarding Lead will confirm their safe arrival; and will transfer their child protection file as soon as possible, separately from the main pupil file and via secure transit, and confirm safe receipt thereof.
- Staff may need to seek support themselves if they are distressed, and know that they can speak with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in confidence. (School may wish to add details of the Supervision provided to members of the Safeguarding Team).
- If staff seek support from external agencies they must adhere to the requirements of strict confidentiality at all times.

22. Allegations Regarding Person(s) Working In or On Behalf of Academy (including Volunteers)

Where an allegation is made against any person working in or on behalf of the Academy that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children, we will apply the same principles as in the rest of this document.

Allegations against staff, volunteers or a designated person with responsibility for safeguarding must be reported to the Executive Principal (Mr Craig Dillon), or in his absence, the chair of the LGB (Mr Mike Stephens) and the Director of Secondary Academies (North) (Mrs Janet Woods).

The person receiving the allegation is responsible for contacting the LADO (Local Authority Designated Officer) as soon as is practicable in order to determine if it is appropriate for the allegation to be dealt with by the Academy or if there needs to be a referral to social care and/or the police for investigation. No action / further investigation should take place until / unless sanctioned by the LADO.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and be kept informed of progress. Alternatives to suspension should be considered, such as whether non-contact duties can be assigned or whether the member of staff can be supervised when in contact with children whilst the investigation is carried out. In some cases, staff may be suspended if this is the best way to ensure that children are protected.

Allegations against the Executive Principal or Principal must be reported directly to the Chair of the LGB (Mr M Stephens) and the Director of Secondary Academies (North) (Mrs Janet Woods), who will be responsible for communicating with the LADO in line with the Sheffield Safeguarding Children Board (SSCB) policies and procedures.

Staff may also report their concerns directly to the police, children's social care or the LADO.

Full procedures for dealing with allegations against staff and the allegations management process can be found in the statutory guidance 'Keeping Children Safe in Education' (Part 4).

Useful contacts:
The LADO is Mr Steven Hill, who can be contacted on 0114 2734850.
SSCB details can be found via: https://www.safeguardingsheffieldchildren.org.uk/

The Principal will inform the Chair of Governors of any allegation and subsequent actions.

23. Concerns about a colleague

The United Learning whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place when there are concerns about a colleague.

All concerns of poor practice or possible child abuse should be reported, as described above.

Our complaints procedure will be invoked where a concern has been raised about a pupil that does not reach the threshold for child protection action. Please refer to the Complaints policy (information about how to make a formal complaint is on the Academy website) for further details.

If a concern is raised regarding the abuse of a child who is not a pupil at the Academy, we would immediately refer this information to the Local Safeguarding Children's Board (LSCB) to handle. The member of staff will be interviewed and advised that the matter may be handled as if the child were a student at the school and that they may face suspension or non-contact duties while the external investigation is on-going.

24. Resolution of Practitioner Disagreements

When working in the arena of safeguarding and child protection, it is inevitable that from time to time, there will be practitioner disagreement. Whilst this is acceptable on occasion, it is vital that such differences do not affect the outcomes for children and young people. Practitioner disagreement is only dysfunctional if not resolved in a constructive and timely fashion. This procedure, therefore, provides a process for resolving such practitioner disagreements.

Disagreements can arise in a number of areas of multi-agency working but are most likely to arise in relation to:

- Thresholds into services;
- Outcomes of assessments;
- Decision making;
- Roles and responsibilities of workers;
- Service provision;
- Information sharing and communication.

The safety and wellbeing of individual children and young people is the paramount consideration in any practitioner disagreement.

Practitioner disagreement is not always negative if it improves the outcomes for children and young people in a timely and sensitive manner;

Practitioners should take responsibility for their own cases and actions;

Disagreement between agencies should be resolved as simply and quickly as possible;

Practitioners should respect the views of others, whatever their level of experience, the role they fulfil or agency they represent. They should be mindful of the difficulties that challenging more senior or experienced practitioners may present to others;

Practitioners and managers should always be prepared to review decisions and plans with an open mind;

Working together effectively depends on an open approach, reflective practice and honest relationships between agencies;

Working together effectively depends on resolving disagreements to the satisfaction of workers and agencies, with a genuine commitment to partnership;

Practitioner disagreements are reduced by clarity about roles and responsibilities, and airing and sharing problems in networking forums;

Attempts at problem resolution may leave a worker / agency believing that the child / young person remains likely to suffer significant harm. This person / agency have responsibility for communicating such concerns through line management and ultimately where resolution has failed to the Chair of Sheffield Safeguarding Children Board.

Process of Resolving Practitioner Differences

The following stages are likely to be involved:

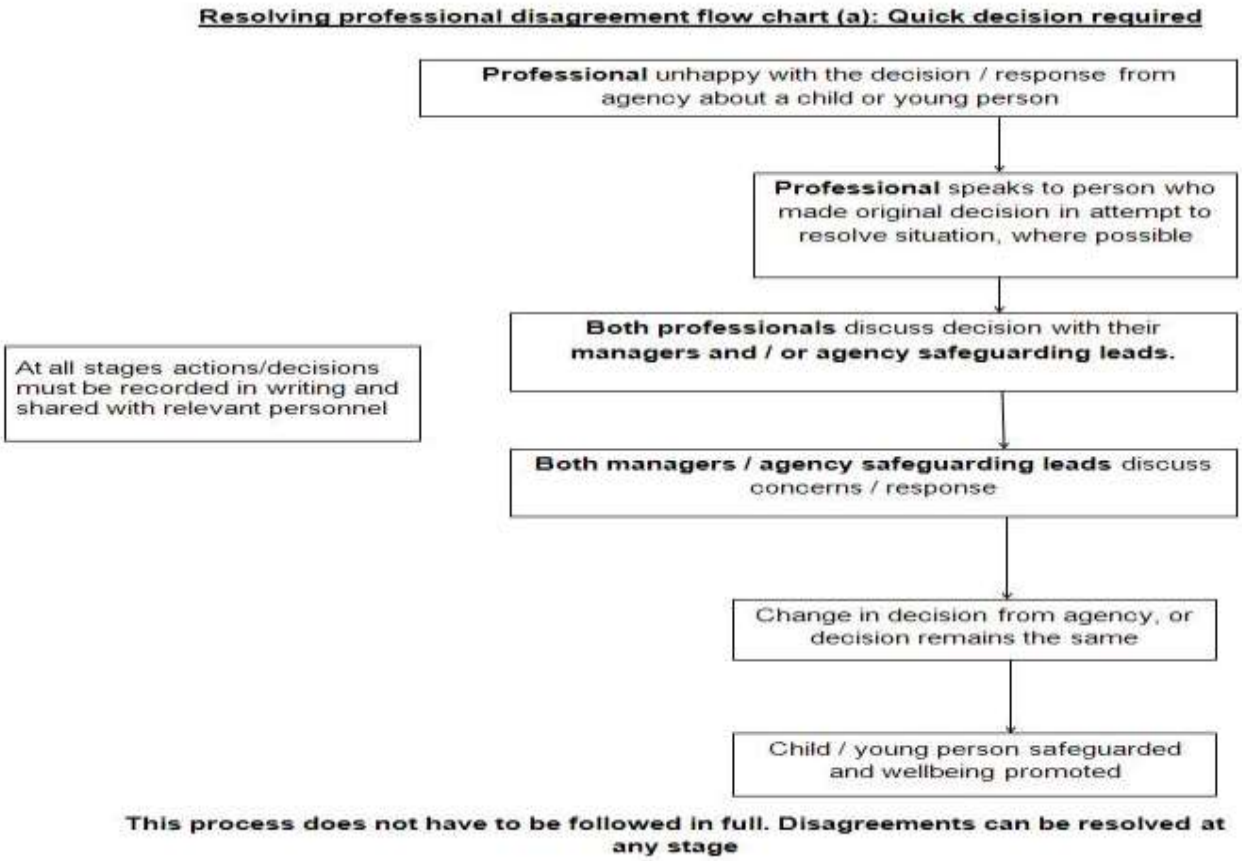
Identification of areas of agreement and disagreement

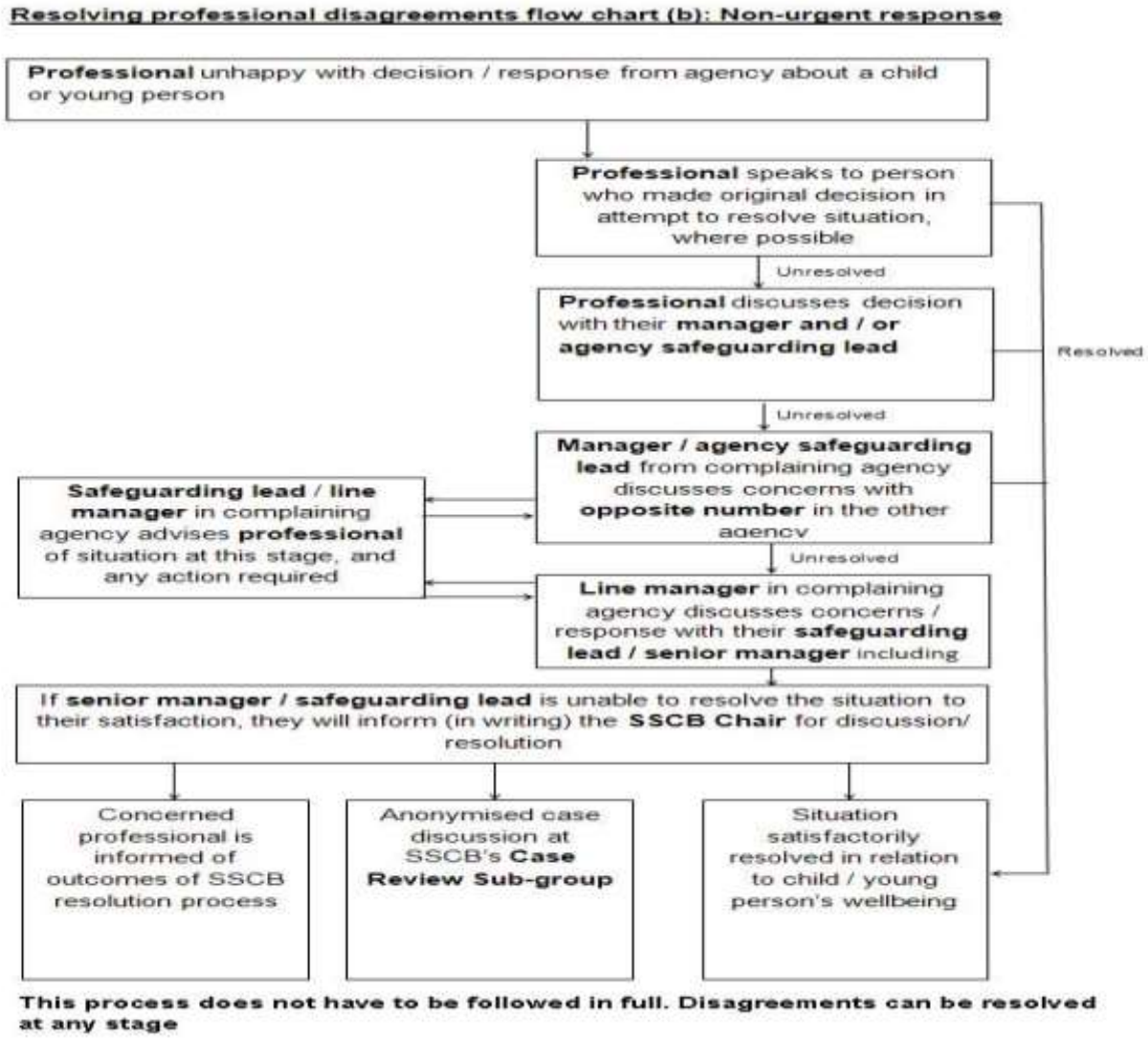
Recognition that there is a disagreement over a significant issue in relation to the safety and wellbeing of a child / young person

Identification of the problem

Possible cause of the problem

What needs to be achieved in order for it to be resolved.





25. Support for those involved in a child protection issue

Consideration will be given throughout to the support and information needs of pupils, parents and staff.

We will support pupils, their families and staff by:

- Taking suspicions and disclosures seriously;
- Adopting an inter-agency working approach and co-operating with the relevant authorities;
- Ensuring that a nominated contact is provided to keep all parties informed of progress;
- Separate points of contact will be provided if an allegation is made against a member of staff in order to avoid any conflict of interest;
- Offering details of helplines, counseling or signposting to other external support;
- Following the procedures in our whistleblowing, complaints and disciplinary policies.

26. Compromise Agreements

It is our policy at the Academy to adopt the approach as set out in the statutory guidance 'Keeping Children Safe in Education' when it comes to Compromise Agreements. Such agreements will not be used in cases of refusal to co-operate or resignation of a member of an employee before the person's notice period expires. If a safeguarding investigation has been commenced, it will be seen through to its conclusion. If a Compromise Agreement is used, such an agreement will not prevent a thorough police investigation where that is appropriate.

27. Referral to the DBS

We have a statutory legal duty to refer an individual, whether employed, contracted, a volunteer or student, where there is a risk that he or she may harm, or has caused harm to children, to the DBS within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children.

Reports to the DBS will usually be made by Executive Principal. If the Executive Principal is involved, the report will be made by the Chair of the LGB in conjunction with the Director of Secondary Academies (North).

We have a duty to respond to requests for information from the DBS but will otherwise have no involvement in the decision to bar individuals from working with children.

Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral, where a prohibition order may be appropriate. This may be for the following reasons: conduct that may bring the profession into disrepute; unacceptable professional conduct; a conviction at any time for a 'relevant offence'. Further detail is available on the NCTL website.

Where a referral has been made to the DBS, it is not necessary to also make a referral to the NCTL.

28. Helping children to keep themselves safe

At the Academy, children are taught to understand and manage risk through our personal, social, health and economic (PSHE) lessons and through other aspects of school life such as assemblies. Safeguarding awareness is raised in a variety of contexts, such as drama and students are often reminded regularly about e-safety and anti-bullying procedures. The Academy promotes an ethos of respect and students are encouraged to speak to a member of staff about any worries they may have.

29. E-safety, photography and images

The Academy understands that the vast majority of people who take or view photographs or film of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we:

- Seek their consent for photographs to be taken and published **Image consent forms are circulated in the Parents' Information Booklet (schools to insert relevant details)**
- Seek parental consent
- Use only the child's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that have been taken of them
- Photographs should not be taken on staff personal mobile devices.

Our students use mobile phones, tablets and computers on a daily basis and the Academy's e-safety policy details how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Students are not permitted to access chatrooms and social media networking sites in school.

Staff are also provided with advice regarding the use of technology and communication with pupils in the form of the Internet Safe Usage policy.

In relation to photography and images, the majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. However, to protect students, we have some safeguards in place, including: seeking consent for photographs to be taken and published; seeking parental consent; using only the student's first name with an image; ensuring that students are appropriately dressed and encouraging them to tell us if they are worried about any images that have been taken of them.

The Academy takes E-Safety very seriously and the following policies and procedures detail how we try to keep pupils safe in school:

- E-Safety Policy
- Acceptable Usage of Technology Policy
- Behaviour Policy
- Anti-Bullying Policy

These policies are available on the school website.

- We know that most of our pupils will use mobile devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings; or exposing them to harmful terrorist or extremist material.
- Cyberbullying by pupils, via texts, emails, mobile communication or social networking is treated as seriously as any other type of bullying and is managed through our anti-bullying procedures.
- Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites on school owned devices.
- Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home. Schools to refer to any factsheets or resources that they have produced or circulated to help parents and pupils understand the possible risks.
- Schools to refer to any links on their websites e.g. useful websites, Click The Child Exploitation and Online Protection Centre (CEOP) etc.

30. Restraint

Reasonable Force

Whilst The Academy does not use restraint as a part of its strategy to support students with challenging behavior, the Academy does recognise that on rare occasions, it may be necessary for a member of staff to apply reasonable force in a situation where a student is, or is likely to:

- Commit an offence;
- Cause personal injury to any person, including himself or herself;
- Cause damage to property;
- Prejudice the maintenance of good order either during a lesson or otherwise

Reasonable force can be applied by a member of staff on the premises or off the premises if a student or students are under control of that member of staff.

The Academy records all instances of restraint using the CPOMS system.

Powers to Search and Confiscation of Prohibited Items

Academy staff can search a student for any item if the student agrees to this.

The Principal and staff authorised by him have a statutory power to search students or their possessions, without their consent, where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Prohibited items (the possession of which will be subject to sanctions outlined in the table on page 6) are:

- Knives or other weapons
- Alcohol
- Illegal drugs
- Prescription drugs which have not been issued to that student and which they should not be in possession of
- Over the counter medicines which, on balance of probability, it is inappropriate for the student to be in possession of
- 'Legal' highs such as those containing methoxetamine, synthetic cannabinoids and 5 and 6 APB (but not exclusively restricted to these)

- Stolen items
- Tobacco, smoking paraphernalia and E-Cigarettes
- 'Energy Drinks' such as those containing caffeine, taurine or other, similar ingredients.
- Fireworks
- Pornographic materials, whether printed or stored electronically
- Any other article which a member of staff reasonably suspects has been, or is likely to be used to:
- Commit an offence;
- Cause personal injury to any person, including himself or herself;
- Cause damage to property;
- Prejudice the maintenance of good order either during a lesson or otherwise
- Mobile phones, Mp3 Players and other consumer electronic devices are considered to be 'prohibited' within the Main Academy building. The use of such devices by students is only permitted within the Main Atrium area and external playground areas.
- The search may be carried out on the school premises or where the member of staff has lawful control of the pupil. The search may only be carried out by the Executive Principal or Principal (the Associate Principal in their absence) or by a member of staff who has been authorised by the Executive Principal / Principal (or the Associate Principal in their absence) to carry out the search.

The person carrying out the search

- May not require the pupil to remove clothing other than outer clothing;
- Must be of the same sex as the pupil;
- Must be carried out in the presence of another member of staff also of the same sex as the pupil.
- The pupil's possessions may only be searched in the presence of the pupil himself/herself and another member of staff.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The Academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. If the member of staff has any reason to suspect that the data / contents of the device are illegal or that viewing them would constitute an offence, they must not do so and should refer the matter immediately to South Yorkshire Police and Sheffield CYPS Safeguarding Advice Line.

The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the school rules.

It is a condition of having a locker in the Academy that the student gives their consent to it being searched.

Any formal complaints about searched should be made in accordance with the Academy's complaints policy.

Confiscation of Items

Confiscation is lawful as a disciplinary penalty. The Academy reserves the right to confiscate any item of students' property which has been, or it is suspected might be used to:

- Commit an offence;
- Cause personal injury to any person, including himself or herself;
- Cause damage to property;
- Prejudice the maintenance of good order either during a lesson or otherwise

Confiscation may be for any period or the property may be disposed of.

If the confiscation falls within this behaviour policy and is reasonable, the person confiscating is not liable in respect of the confiscation, the disposal or any damage or loss arising. The Academy will follow statutory guidance issued by the Department for Education when deciding what to do with a seized prohibited item.

31. Documents for Reference

The following guidance and policy documentation from Sheffield Safeguarding Children are provided by way of further information.
https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html

Policies & Procedures, 2015-16: (To be updated in line with SSCB Policies as and when released for 2016-17)

Safeguarding Policies and Procedures 2015-16:

The policies and procedures below include up to date local and national legislation and guidance:

- A Safeguarding Policy Frontsheet, Sept 15 (DOCX, 1428 KB)
- A Good Practice Guide to Safeguarding in Education, Sept 15 (DOC, 1062 KB)
- Abuse & Neglect, Sept 15 (DOC, 690 KB)
- Abuse of Trust, Sept 15 (DOC, 701 KB)
- Allegations of Abuse against Staff in Education Settings, Sept 15 (DOC, 858 KB)
- Alternative Provision Programme, Sept 15 (DOC, 854 KB)
- Behaviour Guidelines, Sept 15 (DOC, 908 KB)
- Bullying & Abuse by Children & Young People, Sept 15 (DOC, 860 KB)
- Child Sexual Exploitation, Sept 15 (DOCX, 1211 KB)
- Children Missing From Education, Sept 15 (DOC, 927 KB)
- Conferences, Plans and Core Groups, Sept 15 (DOC, 838 KB)
- Designated Safeguarding Lead & Deputy Role, Sept 15 (DOC, 701 KB)
- Educational Visits, Sept 15 (DOC, 706 KB)
- E-Safeguarding, Sept 15 (DOC, 995 KB)
- Female Gential Mutilation, Sept 15 (DOC, 704 KB)
- First Aid in schools & colleges, Sept 15 (DOCX, 622 KB)
- Governing Body Safeguarding Role, Sept 15 (DOC, 1003 KB)
- How education settings safeguard children, Sept 15 (DOC, 719 KB)
- Information Sharing & Confidentiality, Sept 15 (DOC, 982 KB)

- Medical conditions & support, Sept 15 (DOC, 691 KB)
- Mobile Devices, Sept 15 (DOC, 702 KB)
- New Staff, Governors & Volunteers, Sept 15 (DOC, 699 KB)
- One to One Working, Sept 15 (DOC, 700 KB)
- Parental Responsibility, Sept 15 (DOC, 852 KB)
- Personal Care, Sept 15 (DOC, 696 KB)
- Photographs, Videos & Other Images, Sept 15 (DOCX, 498 KB)
- Preventing Extremism Radicalisation, Dec 15 (DOC, 716 KB)
- Private Fostering, Sept 15 (DOC, 696 KB)
- Reasonable Force, Sept 15 (DOC, 704 KB)
- Recording & File Transfer, Sept 15 (DOC, 694 KB)
- Referring to Children's Social Care, Sept 15 (DOC, 694 KB)
- Safeguarding Supervision for Staff, Sept 15 (DOC, 647 KB)
- Schoolpoint 365, Updating Safeguarding ChildrenTeams, Feb 16 (DOC, 744 KB)
- Showers and Changing Rooms, Sept 15 (DOC, 693 KB)
- Training Pathway - Safeguarding in Education Settings, Sept 15 (DOC, 408 KB)
- Transitions, Jan 16 (DOC, 724 KB)
- Transporting Pupils, Sept 15 (DOC, 848 KB)
- Uncollected Children, Sept 15 (DOC, 698 KB)
- Under 5's in Schools, Sept 15 (DOC, 1330 KB)
- Vetting, Barring and Recruitment, Sept 15 (DOC, 860 KB)
- Visiting Professionals, Sept 15 (DOC, 698 KB)
- Vulnerable Adults, Sept 15 (DOC, 708 KB)
- Whistleblowing, May 16 (DOCX, 715 KB)
- Work & Study Placements, Sept 15 (DOC, 696 KB)
- xxx Full Set Policies & Procedures, Feb 16 (PDF, 1490 KB)

The Academy will be vigilant in respect of types of abuse and neglect; and the specific safeguarding issues highlighted in Keeping children safe in education: for schools and colleges - guidance from 5 September 2016

Keeping_children_safe_in_education_gu(Pages 10-13) and the Designated Safeguarding Lead will ensure that staff and governors have appropriate training and access to up to date relevant information in relation to the following:

- Child Sexual Exploitation (CSE)
- Bullying, including Cyber-bullying
- Domestic Violence (DV)
- Drugs and substance misuse
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage (FM)
- Gang0s and Youth Violence
- Gender Based Violence/Violence against Women and Girls
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Teenage Relationship Abuse
- Trafficking

Policy Review

At the Academy, we monitor and evaluate our Safeguarding Children Policy and Child Protection Procedures and related policies via the following processes:

- Local Governing Body visits to the school
- Senior Leadership Team 'drop ins' and discussions with staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of Local Governing Body minutes
- Logs of Bullying, Racist, and Behavioural Incidents
- Review of parental concerns and parent questionnaires
- Review of specific resources for all vulnerable groups (Emotional Wellbeing Drop In, Lunch Club, LRC, LGBT Support)

The Policy will be reviewed by central office (Lead Safeguarding Officer) annually or as events, or legislation requires.

The Principal, Lee Morritt, Designated Safeguarding Lead Craig Dillon, Executive Principal and Kelly Mills, Senior Leader for Safeguarding will also review the Policy annually, working collaboratively with Safeguarding Governor, John Barber. Reviews will also take place as events, or legislation requires, ensuring that the content specific to their school is accurate. These documents will be ratified by the Local Governing Body prior to being approved by the United Learning Group Board. Any deficiencies or weaknesses identified will be remedied without delay.

The Academy has adopted the United Learning Group Safeguarding Policy and Child Protection Procedures, including details of the local arrangements, to ensure that this document meets the standards required.

Review Timescales

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally:	April
Policy personalised by schools:	May
School level Policy ratified by Local Governing Bodies:	May - June
Individual school level Policy approved by the Group Board	July – December
Implementation of Group Policy	September 2015

In Year Reviews (necessitated by legislation or policy changes)

Review Date	Changes Made	By Whom

Roles and Responsibilities of Trustees

The United Learning Group Board of Trustees retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding, child protection and safer recruitment are discharged. This responsibility is invested in:

- Dame Sally Coates, Director, Southern Academies, and United Learning's Designated Senior Person.

Responsibility for all safeguarding and child protection matters, other than safer recruitment, is delegated by United Learning's Designated Senior Person to Craig Dillon of the Academy, and the school's Designated Safeguarding Lead to act on behalf of the United Learning Group Board and ensure that child protection policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures. Support to United Learning's Designated Senior Person is provided by United Learning's Lead Safeguarding Officer, who will work closely with schools.

Responsibility for safer recruitment is delegated to The Executive Principal of the Academy, supported by the central office HR team. Responsibility for ensuring that policies and procedures are complied with is delegated to the Designated Safeguarding Lead at the Academy who, within her duties will keep the Executive Principal and the Lead Safeguarding Officer for United Learning informed of any issues and on-going investigations which:

- Lead to any referral to the designated officer(s) from the local authority (which could result in, or has resulted in, a strategic case meeting being called)

- Relate to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for the Academy judges may result in disciplinary action being taken.

These matters will then be raised with United Learning's Designated Senior Person who will report to the Group Board, as necessary.

UNITED LEARNING SAFEGUARDING CHILDREN POLICY AND CHILD PROTECTION PROCEDURES (TEMPLATE)

SECTION 3: ANNEXES

ANNEX 1: Reporting a Safeguarding Concern to United Learning (Template form for use by schools)

Note to schools:

- ***Please refer to United Learning Safeguarding Children Policy and Child Protection Procedures, Part 1, Section 3. Roles and Responsibilities of Trustees.***
- ***The School's Designated Safeguarding Lead will complete the following form and submit it to the Principal / Head Teacher and to the Lead Safeguarding Officer for United Learning.***

Reporting a Safeguarding Concern to United Learning
Date:
Name of School:
Name of Designated Safeguarding Lead completing form:
Nature of Concern: *Delete/amend as applicable:* I am informing you that there has been an incident which: • Could result in, or has resulted in, a strategic case meeting being called by a Designated Officer(s) from the Local Authority. • Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for the School judges may result in disciplinary action being taken. *Add any other essential information here: i.e. type of case (e.g. Child Sexual Exploitation) but do not include names of staff or children).*

This form must be emailed to your **Principal /Head Teacher**, and to Fiona Lyon, Lead Safeguarding Officer, United Learning at fiona.lyon@unitedlearning.org.uk

Please call Fiona Lyon on 07889 645086 if you would like to discuss this case in confidence. Alternatively, she will contact you, on receipt of this form.

ANNEX 5: Useful Agencies

- Non-Emergency Police: 111
- www.samaritans.org - The Samaritans: 0845 790 9090
- www.childline.org.uk - Childline (This is the free helpline for children and young people in the UK. Children and young people can call 0800 1111 to talk about any problem)
- www.nspcc.org.uk - The NSPCC (National Society for the Prevention of Cruelty to Children is the UK's leading charity specialising in child protection and the prevention of cruelty to children)
- www.barnardos.org.uk – (Barnardos helps the most vulnerable children and young people transform their lives and fulfil their potential)
- www.ceop.police.uk - The Child Exploitation and Online Protection Centre
- www.thinkuknow.co.uk – CEOP's Thinkuknow (Information and age appropriate resources about protecting children from on line child exploitation and abuse)
- www.anti-bullyingalliance.org.uk - Anti-Bullying Alliance
- www.beatbullying.org - Beat Bullying
- www.safechild.org
- www.missingpeople.org.uk – 24 hr helpline for those who are thinking of running away

Any member of staff, pupil, parent or carer may report concerns or allegations about abuse at the school directly to Ofsted using the whistle-blower hotline on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm) or via whistleblowing@ofsted.gov.uk or by writing to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

Sheffield Springs Academy Policy on Self Harm

This is a whole school policy, providing information and guidelines for staff to enable them to manage self-harm in a safe, consistent and effective way.

The document covers:

1. **Definitions & prevalence of self-harm**
2. **Forms of self-harm**
3. **Reasons behind self-harm**
4. **Who might self-harm?**
5. **Signs to look out for**
6. **A note about cultural & social media influences**
7. **How to (and how *not* to) respond to a disclosure of self-harm**
8. **How to risk assess self-harm (if appropriate within your role)**
9. **Developing a self-harm management plan within school**
10. **Looking after yourself**
11. **Useful resources**
12. **Flow chart of whole school approach: Responding to self-harm at Sheffield Springs**

1. Definitions & prevalence of self-harm

Self-harm (also known as self-injury or self-mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and/or self-neglect

"Intentional self-poisoning or injury, irrespective of the apparent purpose of the act" NICE 2004

Prevalence estimates of current, chronic self-harm range from 6% (Moran et al 2012) to 20% (Whitlock 2012), with an estimated 50% having 'tried it' (Madge et al 2009)

2. Forms of self-harm

- Cutting, burning, biting
- Overdosing, self-poisoning
- Head banging, hitting
- Picking, scratching
- Hair pulling

Other behaviours that are of concern are treated differently, e.g. *substance abuse, taking personal risks, self-neglect or eating disorders.* These should be discussed with your Designated Safeguarding Lead Craig Dillon / Kelly Mills or Deputy Designated Safeguarding Lead Grace Benson / Lesley Elsdon.

3. Reasons behind self-harm

Self-harm is primarily seen as a COPING MECHANISM – a way of releasing tensions and managing strong emotions. YP often describe an 'urge' to self-harm after a build-up of difficult feelings – these may result from difficult circumstances or from problems in relationships.

It is important to know that intent to die is uncommon and self-harm rarely leads to suicide

When researchers have asked people why they self-harm, a range of other functions have been described:

- An attempt to communicate – when it is difficult to find the words, YP may resort to showing their distress through harming themselves
- An attempt to seek care/help/understanding. This is more likely to be the case where the YP shows their injuries.
- A way of finding a release from strong emotions that have built up – a way to self-regulate
- A way of feeling something/feeling alive when feeling numb/empty
- Suicide prevention - to preserve life by preventing more drastic attempts
- A way of taking control over something when life feels out of control
- Self-punishment – a way of expressing anger towards self
- Sensation seeking

4. Who might self-harm?

- Self-harm peaks in mid-adolescence (15 years) due to increased teenage impulsivity and risk taking
- Self-harm is more common in females than males

- Marginalised groups are more at risk of self-harm
    - In custody
    - LAC or care leavers
    - Victims of abuse
    - LGBT

Any young person may resort to using self-harm as a way of coping with difficult feelings. There are many reasons why a YP may struggle to cope more than their peers. Risk factors include:

- Depression – YP may be vulnerable to developing depression for a number of reasons; family problems, bullying, difficulties making and keeping friendships, major unwanted changes, conflict with family, peers or romantic partners, family history of mental health problems, a difficult family history, feeling there is no one they are close to/able to rely on, complex bereavements

- Family problems – especially where there are poor attachments to caregivers or chaotic home environments (parental physical/mental health problems, parental substance use).

- History of abuse or trauma (frightening experiences) such as sexual exploitation

- Attention Deficit Hyperactivity Disorder – because of the impulsivity and difficulty managing strong emotions

- Autism spectrum disorder – YP with ASD struggle to regulate strong emotions and may become very upset or angry as a result of a particular trigger. In addition, YP with ASD may have a tendency towards sensation seeking through self-harm and their pain tolerance may be higher.

5. Signs to look out for

- Unexplained marks on wrists/hands/arms/legs
- Changes in behaviour/attitude within school
- YP becoming more withdrawn
- Changes in friendship group, increased bullying/shunning
- YP wearing long sleeves to cover up or avoiding PE/swimming
- A noticeable change in attainment / concentration / tiredness

6. A note about cultural & social media influences

Trends can be observed in self harm. It is becoming more prevalent and can go through surges in schools/communities. This may be because self-harm becomes an observed way of gaining access to care or services. E.g. One girl in a friendship group is having a difficult time at home, so she cuts and gets to see the school counsellor for one hour a week instead of doing PE. Two weeks later, another girl from the friendship group presents at the school nurse's office with a cut on her arm.

> *Caution: There is a need to assess each individual case separately, however be aware of these contagion effects and other motivating factors for presenting with self-harm*

Self-harm has become associated with certain subgroup memberships, e.g. in "emo" culture which is associated with listening to emotive music and wearing certain clothes/piercings/hair styles.

> *Caution: It's important not to make judgements or be dismissive. Not all 'emos' self-harm and it is important to find out the story behind each individual's motivation for harming and how this ties in to their cultural identity and preferences*

Social media can be a minefield when it comes to self-harm. Cyberbullying or online fallouts overnight/over the weekend are often factors in self harm. YP are also more vulnerable to grooming and exploitation through internet use and this is becoming harder for parents/schools to police.

> *Caution: there are also positive influences online, including forums and resources which discourage self-harm and provide support, as well as ideas like "the butterfly project" which encourage YP to draw a butterfly on the site where they would normally self-harm to increase forethought and thereby discourage this act. Access to phones for listening to music or keeping in contact with helpful friends can be hard to facilitate if parents have removed the YP's phone for safeguarding reasons.*

Online/peer group crazes, such as '99 scratches' and 'cut for Bieber' can cause harm but are usually not associated with the distress discussed above. These may need to be managed differently by school as a behavioural act rather than an emotional act.

7. How to (and how *not* to) respond to a disclosure of self-harm

What to say straight away – if it's NOT your remit to risk assess

- ✓ *I've noticed/it's come to my attention that you've harmed yourself*
- ✓ *I'm really sorry to hear that you've been feeling this bad.*
- ✓ *I understand that cutting is a way to cope with difficult feelings or situations.*
- ✓ *I'm going to take you to see the school nurse who will be able to help you.*

What not to say…

× *Why have you harmed yourself?*	*(Why questions are often hard to answer)*
× *This is really bad*	*(This isn't very containing!)*
× *What would your parents think?*	*(This would induce shame)*
× *Don't do it again*	*(If it was that easy…!)*
× *I need to tell Social Services*	*(You don't)*
× *You need to be in a psychiatric hospital*	*(Not true)*
× *This is attention seeking*	*(YOUNG PERSON report this is the worst response)*
× *I don't have time for this/this isn't my job*	*(You must follow the risk protocol)*

8. How to risk assess self-harm (if appropriate within your role)

a) What to say if it IS your remit to risk assess

- ✓ *Our job is to keep you safe so we'd rather that you didn't harm yourself – it would be good if we could get to the bottom of why you are cutting and try to solve that problem. We can also think about safer ways of coping with strong emotions or difficult situations.*

b) What to say if you need to break confidentiality

- ✓ *In order to keep you safe both at school and outside of school, we will need to let your parent/s know so that they can understand how you are feeling and give you the support that you need.*

c) How to assess risk

- ✓ *Is this the first time you have cut? How long have you been cutting for? How often do you cut?*
- ✓ *Who knows that you cut? Have you accessed any help or support?*
- ✓ *Does anything trigger it? What usually happens to set it off?*
- ✓ *What sorts of emotions build up for you before you cut? How are you usually feeling at the time? What thoughts are going through your head?*
- ✓ *Some YOUNG PERSON use cutting as a way to cope, what does cutting help you cope with? Does cutting do anything helpful for you?*
- ✓ *When you cut, are you intending to end your life?*
- ✓ *Have you ever attempted to end your life? What happened?*
- ✓ *Do you ever have thoughts of wanting to end your life? How often?*

- ✓ *Have you made any plans to end your life, or are they just thoughts? What have you planned?*
- ✓ *Have you found anything that helps you to feel better/not cut?*
- ✓ *Where do you get your information about cutting from?*

9. Developing a self-harm management plan within school

After self-harm has been identified and assessed for the YOUNG PERSON, it's time to develop a management plan. This should be done with the help of the YOUNG PERSON, family, the school safeguarding team, EWB team and relevant health professionals (CAMHS, school psychologist, school nurse). It is important to involve the network around the child so that everyone is on the same page.

Your key objectives within a management plan are to:

- Improve communication and emotional expression
- Improve emotional regulation

Consider using strategies such as these at home and at school to help the YP recognise the signs that things are becoming risky and to seek help appropriately at these times.

- ✓ Always reward appropriate help seeking & emotional expression.

Below are some alternatives to self-harm that YP may find helpful in managing urges to self-harm in a safer way

Traffic light system

Bad day
At risk of harming

Feeling wobbly
check in with me

Doing okay!
Positive praise

Diaries & sketch books

- Release of emotions
- Distraction technique
- Aids regulation
- Allows problem solving
- Useful material for counsellor/CAMHS to look at

nshn

Alternatives to DSH

PHYSICAL

1. Exercise - Sit ups etc.
2. Going to the gym
3. Punching a punch bag
4. Having a pillow fight with the wall
5. Shouting and screaming
6. Ripping up paper into small pieces
7. Popping bubble wrap
8. Popping balloons
9. Playing with a stress ball
10. Plucking your eyebrows
11. Taking your anger out on a soft toy
12. Throwing socks against the wall
13. Dancing
14. Stamping your feet (with boots on)
15. Playing catch with a ball
16. Swimming
17. Going for a drive/bike ride/bus ride/walk/run

CONSTRUCTIVE

1. Doing school work, homework, paperwork
2. Writing a to do list
3. Untangling necklaces, string, wool
4. Organising your room, clothes photographs
5. Cleaning
6. Organising CD's, DVD's and books in genres, alphabetical and/or chronological order
7. Reading a book
8. Cooking, bake a cake or make cookies, meal
9. Calling a helpline, Samaritans, child line etc
10. Polishing furniture, jewellery
11. Posting on web forums/reply to posts
12. Writing a list of positive things in your life
13. Shredding
14. Dying hair
15. Painting your nails
16. Putting on false nails
17. Putting on fake tan
18. Stamping on cans for recycling (with sturdy shoes on)
19. Gardening

COMFORTING

1. Cuddling a soft toy/pillow
2. Allowing yourself to cry
3. Sleeping
4. Taking a shower or bath
5. Playing with a pet
6. Drinking hot chocolate
7. Wearing your pyjamas and watching daytime TV
8. Having a massage or massaging your own hands and feet

DISTRACTIONS WITH OTHERS

1. Generally being with other people
2. Phoning a friend
3. Helping someone else
4. Going to a public place
5. Visiting a friends
6. Hugs
7. Talking about your problems with someone close to you that knows what you are going through

CREATIVE

1. Writing poetry, journals, letters, stories etc.
2. Doodling or scribbling on paper
3. Playing a musical instrument
4. Singing
5. Knitting
6. Sewing
7. Crocheting
8. Drawing or painting
9. Origami
10. Memorising poetry or song lyrics
11. Making a mix tape, compilation of your favourite music

INSPIRING

1. Looking up into the sky, cloud watching or star gazing
2. Watching a candle burning
3. Meditating
4. Picking an object a shell or rock for example and focusing on it very closely
5. Look at works of art
6. Watch fish, birds or butterflies
7. Yoga/Tai chi

FUN

1. Watching your favourite TV show
2. Going to see a film, watching a DVD
3. Surf the internet
4. Listen to music, download new music
5. Dressing up, glamorous or silly
6. Using make up or face paints
7. Finger painting
8. Colouring in
9. Playing with play dough or modelling clay
10. Pop balloons
11. Jumping in puddles
12. Hunting for things on EBay
13. Planning an imaginary party
14. Looking for your perfect house in the paper
15. Write down your full name then make as many words out of it as possible
16. Counting anything, patterns on wallpaper, bricks on a wall, ceiling tiles
17. Playing computer games
18. Colouring or scribble over pretty women in magazines or cutting up magazines
19. Building things from Lego then destroy them and rebuild
20. Going to the zoo and renaming all the animals
21. Playing with a distraction toy such as a bedlam cube, geomag, or a tangle
22. Doing crosswords, word searches, sudoku etc.
23. Naming all your soft toys
24. Play with a slinky
25. Going shopping to treat yourself

10. Looking after yourself

Self-harm both reflects and creates distress. It is distressing for the YP and for whoever witnesses this – be it peer group, teachers or family.

Those who witness self-harm can often be left with a mixture of difficult feelings; sadness, powerlessness, disgust, confusion, anger. Witnessing self-harm may also bring up difficult personal memories.

Hopefully, having a policy to follow will feel containing for staff and improve confidence in dealing with self-harm. It is important to share the responsibility of working with self-harm with the safeguarding & pastoral team and not to go beyond the limits of your responsibility. You can approach the clinical psychologist in school for consultation and advice.

Self-care is important to counteract the stresses of working in a school. This includes maintaining a 'work/life balance' and regulating sleep, diet, exercise, social and family life as best as you can. If you have been impacted significantly and require longer term support, visit your GP or Workplace Wellbeing.

11. Useful resources

National self-harm network website
http://www.nshn.co.uk/downloads.html

Self-Harm UK website
https://www.selfharm.co.uk/

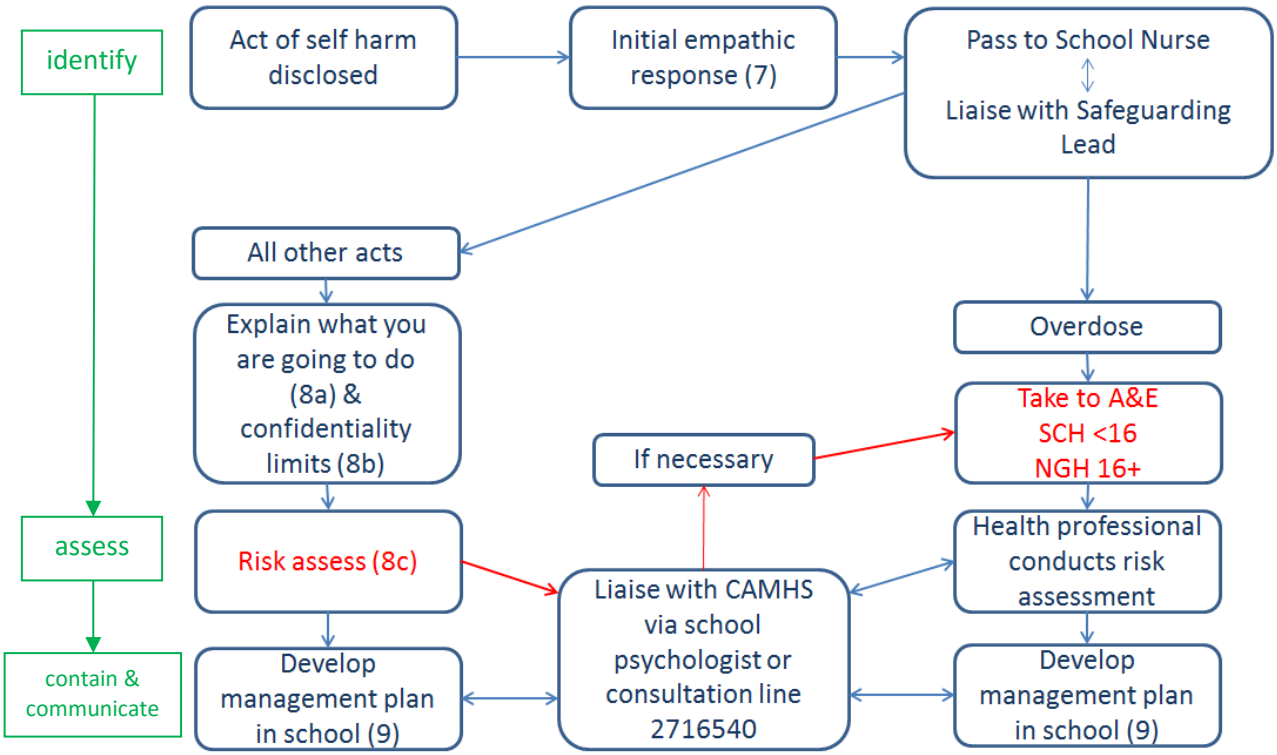
Epic Friends website
http://epicfriends.co.uk/

Youth mental Health Hub @ NHS choices website
http://www.nhs.uk/livewell/youth-mental-health/pages/Youth-mental-health-help.aspx

Adolescent Self Harm: Association for young people's health & ChiMat
http://www.ayph.org.uk/publications/316_RU13%20Self-harm%20summary.pdf

Talking self-harm: Young Minds & Cello http://www.cellogroup.com/pdfs/talking_self_harm.pdf

Resilience & Results in Schools: Children & Young People's Health Coalition
http://www.cypmhc.org.uk/media/common/uploads/Final_pdf.pdf

Social & emotional wellbeing in secondary education: NICE
http://www.nice.org.uk/guidance/ph20/resources/social-and-emotional-wellbeing-in-secondary-education-1996230289093

12. Flow chart of whole school approach: Responding to self-harm at Sheffield Springs Academy