



CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent

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Important Safeguarding contacts for: Garforth Academy

	Name, email and telephone number
Designated Safeguarding Lead (DSL)	Amanda Wright wrighta4@garforthacademy.org.uk 01132127125
Deputy Designated Safeguarding staff	Kelly Allen Allenk4@garforthacademy.org.uk
Designated AAB Member	Steve Beer
Local Authority Designated Officer (LADO)	Claire Ford or Carolyn Hargreaves 0113 3789687
Assistant Director, Children/pupils Specialist Services	Steve Walker 0113 37 83628
Safeguarding Advisor (LA)	Raminder Aujla 0113 3789637
Referral and Response / Front Door services/ MASH Team (Emergency Duty Team)	0113 3760336
Out of hours Emergency Team	0113 5350600
CME Team Children missing education	0113 2475276
CSE Team Child sexual exploitation	Duty and Advice 0113 3760336 or the Police
Early Help Team/Hub	0113 2224043
Prevent local contact	020 7340 7264
Local Police – PCSO link	Khi Smith
School Nursing service	0113 8435219
Sexual Health Team	0113 3920333
Drug and alcohol services	Forward Leeds 0113 8872477

DELTA ACADEMIES TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: Amanda Wright In the event of absence, Kelly Allen is available, as are Julian Yauil, Jesse Kreig, Beccy Ewing, Justine Phillips, Joe Cohen and Sharon Elliot.

1. INTRODUCTION

1.1 Garforth Academy fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks to children/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

1.2 There are a number of main elements to our policy:

1.2.1 Prevention through the teaching and pastoral support offered to pupils/students;

1.2.2 Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with pupils/students, Academy staff are well placed to observe the outward signs of abuse;

1.2.3 Support for pupils/students who may have been abused;

1.2.4 Recording incidents, issues and concerns over time.

1.3 Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2. PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

2.1.1 Establish and maintain an ethos where pupils/students feel secure and are encouraged to talk and are listened to;

2.1.2 Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

2.1.3 Include in the curriculum, activities and opportunities for PSHE which equip pupils/students with the skills they need to stay safe from abuse and to know who to turn to for help;

2.1.4 Include, in the curriculum material, which will help pupils/students develop realistic attitudes to the responsibilities of adult life.

3. PROCEDURES

3.1 We will follow the procedures set out in Interagency Procedures produced by the Leeds Safeguarding Children Partnership (LSCP)

'Working Together to Safeguard Children/pupils July 2018'
Working_Together_to_Safeguard_Children-2018.pdf

'Keeping Children Safe in Education September 2018'

[Keeping Children Safe in Education - September 2018.pdf](#)

'What to do if You are Worried a Child is being Abused March 2015' (also available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).

3.2 The Principal/Head of Academy will:

- 3.2.1 ensure it has a DSL who has undertaken the appropriate training, has their DSL role in their job description and is given appropriate time to conduct their duties as required;
- 3.2.2 recognise the role of the DSL and ensure supervision and ongoing training;
- 3.2.3 ensure every member of staff knows:
 - the name of the designated person and deputies and his/her role;
 - that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels;
 - they understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- 3.2.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse;
- 3.2.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;
- 3.2.6 ensure that pupils/students in the Academy know the name of the designated person and his/ her role;
- 3.2.7 provide training for all staff so that they know:
 - their personal responsibility;
 - the relevant parts of the LSCP procedures;
 - the need to be vigilant in identifying cases of abuse;
 - how to support a child who discloses abuse;
- 3.2.8 ensure all staff are given a copy of Part 1 of 'Keeping Children Safe in Education' September 2018 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document.
- 3.2.9 ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;

- 3.2.10 ensure all staff are asked annually to complete the Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course in addition to receiving face to face training in their setting.
- 3.2.11 ensure all staff are given the Child Protection and Safeguarding Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.
- 3.2.12 For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
 - it should have to exclude a student either for a fixed term or permanently;
 - there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days duration from Academy (or one day following a weekend).
- 3.2.13 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences core groups and child protection meetings;
- 3.2.14 keep written records of concerns about pupils/students (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children's Services immediately;
- 3.2.15 ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;
- 3.2.16 adhere to the procedures set out in the LSCP Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- 3.2.17 ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- 3.2.18 designate an Academy Advisory Body member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure (Steve Beer).
- 3.2.19 ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the [LSCP] website and are referred to here for your reference: <https://www.leedsscp.org.uk/Practitioners/Managing-allegations>

Safeguarding advisor : Raminder Aujla 0113 3789637 raminder.aujla@leeds.gov.uk

LADO Contact Details

Claire Ford or Carolyn Hargreaves: Tel 0113 3789687

Where appropriate, a referral should be sent to the LADO using the Lado notification form and emailing it to LADO@leeds.gcsx.gov.uk

4. **SUPPORTING PUPILS/STUDENTS AT RISK**

- 4.1 We recognise that pupils/students who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

- 4.2 The Academy will endeavour to support the pupil/student through:
- 4.2.1 the content of the curriculum to encourage self-esteem and self-motivation;
 - 4.2.2 the Academy ethos, which promotes a positive, supportive and secure environment;
 - 4.2.3 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
 - 4.2.4 liaison with other agencies who support the pupils/students;
 - 4.2.5 keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the pupils/students and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified, a named individual has taken on responsibility for taking appropriate action.
- 4.3 When a new pupil arrives at the Academy, a communication will be sent to their previous school asking if the pupil is subject to a Child Protection Plan. When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available at <https://www.leedsscp.org.uk/practitioners/local-protocols>
- 4.4 **Bullying**
- Our policy on bullying is set out in the Anti-Bullying Policy, which is reviewed on a two yearly cycle by the Academy Advisory Body.
- 4.5 **Physical Intervention**
- We recognise that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- When using reasonable force in response to incidents involving children with SEN or disabilities we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.
- 4.6 Further Guidance on physical intervention forms part of the academy Positive Handling Policy.
- 4.7 **Confidentiality**
- 4.7.1 We recognise that matters related to safeguarding may be of a confidential nature.
 - 4.7.2 All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.
 - 4.7.3 All staff must be aware that they cannot promise a child to keep secrets which might

compromise the child's safety or wellbeing.

- 4.7.4 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with Raminder Aujla on this point.
- 4.7.5 The Principal/Head of Academy or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

4.8 Induction

- 4.8.1 All newly appointed staff receive induction and training in safeguarding and child protection and are also asked to complete the Trust online training course and Prevent Duty online awareness course.
- 4.8.2 All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.
- 4.8.3 The programme of induction must include:
 - 4.8.3.1 a full explanation of their role and responsibilities and the standard of conduct and behaviour expected; the Behaviour Policy;
 - 4.8.3.2 a full explanation of the Trust's HR procedures relating to disciplinary issues;
 - 4.8.3.3 information about the Trust's complaints, conflict resolution and whistle-blowing policies;
 - 4.8.3.4 information about safe practice and the arrangements in place to support staff in their work;
 - 4.8.3.5 an introduction to the Academy's child protection policies and procedures; The Child Protection Policy;
 - 4.8.3.6 an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Board (LSCB);
 - 4.8.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;
 - 4.8.3.8 child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCB);
 - 4.8.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;
 - 4.8.3.10 understanding of the Safeguarding Policy and staff code of conduct;
 - 4.8.3.11 The eSafety Policy;
 - 4.8.3.12 the safeguarding response to children who go missing from education.

Please see Trust Induction Policy, e Safety Policy.

4.9 Supporting Staff

- 4.9.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- 4.9.2 In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.10 **Allegations Against Staff**

- 4.10.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual pupils/students or parents to be conducted in view of other adults, where possible.
- 4.10.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.10.3 We understand that a pupil/student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with pupils/students, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 4.10.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.
- 4.10.5 If the allegation made to a member of staff concerns the Principal/Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Principal/Head of Academy.
- 4.10.6 The Academy will follow the Trust procedures for dealing with allegations against staff.

4.11 **Whistle-blowing**

- 4.11.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.
- 4.11.2 Whistleblowing regarding the Principal/Head of Academy should be made to the Trust. Contact details can be found on all staff and visitor id badges.
- 4.11.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges, and are included below.
- 4.11.4 For the avoidance of doubt the Four R process requires the following:

R – refer to Designated Safeguarding Lead

R – request an update of action from Designated Safeguarding Lead

R - if concerns remain report concerns to the following: email safeguarding@deltatrust.org.uk or telephone a member of the Trust Executive Leadership Team

R – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website).

Please see the Trust whistleblowing policy.

4.12 **Racist Incidents**

Our policy on racist incidents is in line with the Local Children's Safeguarding Board. We record all racist incidents on CPOMS.

4.13 **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

4.14 **Response**

4.14.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal/ Head of Academy and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent, then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.15 **Female Genital Mutilation (FGM)**

4.15.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.15.2 The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

4.15.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

4.15.4 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.

4.15.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

4.15.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

4.16 **Child Sexual Exploitation (CSE)**

4.16.1 CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A

significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

- 4.16.2 Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - Children who suffer from changes in emotional well-being;
 - Children who misuse drugs and alcohol;
 - Children who go missing for periods of time or regularly come home late; and
 - Children who regularly miss school or education or do not take part in education.
- 4.16.3 Like all forms of child sex abuse, child sexual exploitation:
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
 - can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 - can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 - may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
 - can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- 4.16.4 The Academy will endeavour to support the pupil/student through:
- The content of the curriculum which promotes respect for others and the values and principles of the school;
 - Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
 - The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
 - Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.17 **Peer on Peer Bullying and Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and that all children are capable of abusing their peers. This is most likely to include, but may not be limited to:

4.17.1 bullying (including cyber bullying);

4.17.2 Physical abuse such as hitting ,kicking, shaking, biting, hair pulling or otherwise causing physical harm;

4.17.3 sexual violence and sexual harassment;

- 4.17.4 sexting (also known as youth produced sexual imagery);
- 4.17.5 initiation/hazing type violence and rituals; and
- 4.17.6 gender based violence/sexual assaults and sexting.

The academy recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. This behaviour will not be tolerated or passed off as ‘banter’, ‘just having a laugh or ‘part of growing up.

The Academy will endeavour to support the pupil/student through:

- 4.17.7 the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- 4.17.8 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.17.9 The pastoral team will support individual students, listen to and investigate their concerns and refer concerns to the designated safeguarding lead;
- 4.17.10 Perpetrators, victims and children affected by this abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff;
- 4.17.11 Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- 4.17.12 Garforth Academy will follow statutory guidance as per [Keeping Children Safe in Education - September 2018.pdf](#)

4.18 **Prevention**

- 4.18.1 We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.
- 4.18.2 The Academy will therefore:
 - 4.18.2.1 work to establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;
 - 4.18.2.2 include regular consultation with children/pupils e.g. regular activities that reflect pupil voice;
 - 4.18.2.3 ensure that all children/pupils know who the designated safeguarding officer is;
 - 4.18.2.4 include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm;
 - 4.18.2.5 ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
 - 4.18.2.6 provide on- going training to staff to ensure they have the skills to recognize and support children. (Keeping Children Safe in Education Part 1 contains

further information about specific forms of abuse and safeguarding issues)
[Keeping children safe in education part 1 Sept 2018.pdf](#)

4.19 Children Missing from Education (CME)

- 4.19.1 Garforth Academy monitors the attendance of children through their registers.
- 4.19.2 When a child is absent from school the academy will make contact with the parent, relatives and neighbours using known contact details.
- 4.19.3 We will hold where possible, more than one emergency contact number for pupils.
- 4.19.4 Early intervention may be required to identify reasons for absence and to identify any safeguarding risks.
- 4.19.5 When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support
[Children Missing Education - statutory guidance.pdf](#)

5. **ALTERNATIVE PROVISION**

5.1 Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Garforth Academy will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

5.2 **Monitoring and Evaluation**

Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- AAB
- Logs of incidents (CPOMS)
- Parent voice

6. **THE ROLE OF THE AAB**

6.1 The AAB understands that their role is not to deal with individual cases.

6.2 The AAB will ensure that:

- 6.2.1 the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;
- 6.2.2 the Academy reviews policies and procedures on an annual basis.

6.3 The Principal/ Head of Academy will ensure that:

- 6.3.1 the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;
- 6.3.2 the Academy has procedures for dealing with allegations of abuse against members of

staff and volunteers that comply with guidance from the LA;

- 6.3.3 a senior member of the Academy Leadership Team is appropriately trained in the role of designated safeguarding lead;
- 6.3.4 the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and has appropriate refresher training to keep knowledge and skills up to date;
- 6.3.5 all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

7. **RECRUITMENT**

- 7.1 The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- 7.2 The DSL's who are involved in recruitment and at least one member of the AAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

8. **VISITORS TO THE ACADEMY**

- 8.1 Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard. There are posters displayed around the Academy and in Reception explaining the difference between Lanyards.

9. **REVIEW**

- 9.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

APPENDIX 1 - LINKS TO OTHER POLICIES

This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/complaints
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling Policy
- E-Safety
- Safer Recruitment

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- **Sexual violence and harassment between children in schools and colleges**
Sexual violence and sexual harassment between children in schools and colleges.pdf
- **UKCCIS sexting**

DFE Working together to safeguard Children [Working Together to Safeguard Children-2018.pdf](#)

DFE – Keeping Children/pupils Safe in Education
[Keeping Children Safe in Education - September 2018.pdf](#)

DFE – Prevent Duty June 2015
[prevent-duty-departmental-advice-v6.pdf](#)

DFE – What to Do if You're worried a Child is being abused March 2015
[What to do if you re worried a child is being abused.pdf](#)

APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

PHYSICAL ABUSE

Physical abuse could include any form of physical harm to a child.

EMOTIONAL ABUSE

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children/pupils
- making children/pupils feel frightened or in danger

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

NEGLECT

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation.

Further important additional information about specific forms of abuse and safeguarding issues is contained in Annex A : Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this annex:

[Keeping Children Safe in Education - September 2018.pdf](#)