

Our Lady and St Chad Catholic Academy



Child Protection and Safeguarding Policy

An academy within
Pope John XXIII
Multi Academy Company



Signed by:

TE

Principal

Date: 9/16

IM

Chair of Academy Committee

Date: 9/16

Policy to Academy Committee: September 2016

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All Our Lady and St Chad Catholic Academy policies are underpinned by the Mission Statement of:

TRUTH JUSTICE CHARITY FORGIVENESS RESPECT PEACE

We will work and learn through faith, prayer and trust in God.

**We will be guided by the teaching of
his Son Jesus Christ and the Church,
in a school where, as we live in communion,
we are empowered to respect ourselves and one another.**

**We will build a community where
all have the confidence to make the choices which will enable us
to become the best we can be.**

**We will work to treasure creation
with wisdom and wonder.**

Our Lady and St Chad Catholic Academy is an academy within the Pope John XXIII MAC. This Catholic Company, its vision and policies are formed with an implicit understanding of the virtues:



Statement of intent

Our Lady and St Chad Catholic Academy recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 11-19 whose care and education comes within the remit of this Academy.

The staff and Academy Committee of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

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

This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Attendance & Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupil.

To ensure that children who are subject to multi-agency plans are supported by the school as defied in that plan.

To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including Child Sexual Exploitation (CSE), Forced Marriage, Female Genital Mutilation (FGM) and Honour based Violence (HBV).

To include training:

To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have

been taken to offer a balanced presentation of opposing views to pupils

To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

The academy will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the academy's child protection policy available to parents on request and published on the academy's website.

Signed by

TE	Principal	Date: 9/16
IM	Chair of Governors	Date: 9/16

Next review date: 9/17

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the Academy Committee, the Principal and staff members understand their responsibility, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Principal and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The school's Designated Safeguarding Lead (DSL) is: Mrs Rachel Coombs.

In the absence of the DSL, child protection matters will be dealt with by Deputy DSL: Miss Louisa Craig.

It is the role of the Designated Safeguarding Lead to:

Ensure that he/she receives refresher training at least every two years. And an annual update, to keep his or her knowledge and skills up to date.

Ensure that all staff who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at least annually which will enable them to recognise the signs and symptoms of abuse including Child sexual exploitation (CSE), Forced Marriage, Female Genital mutilation (FGM) and Honour based Violence (HBV). Regular updates are critical if any changes arise.

Ensure there are effective induction in safeguarding and child protection for all adults working in the academy, be they staff or volunteers, including supply agency staff which are to be undertaken prior to their contact with pupils and no longer than 10 working days of commencement of their contract.

Make sure that concerns are raised by staff/volunteers when necessary.

Offer support and guidance to all adults working within the academy on matters of safeguarding and child protection.

Ensure that the names and contact details of the DSL and Deputy DSL are on display for all staff, parents, pupils and visitors to the school.

Ensure that (whenever possible) the DSL and Deputy DSL are not out of school (e.g. at training events) at the same time and are always available.

If they are absent arrangements should be in place to ensure their duties are covered during their absence.

Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns).

Ensure that all necessary paperwork and correspondence including referral forms are completed and forwarded to the Early Help team or MASH in regard to safeguarding and child protection referrals.

Ensure that the Academy is represented at child protection conferences, core groups and multi-agency meetings. If the DSL is unavailable, the DSL must be notified. If the DSL cannot be represented at any meeting, apologies must be given and a written report must be submitted prior to the conference.

Ensure there is appropriate representation on Core Groups when a child is on a child protection plan.

Ensure there is appropriately trained staff to lead on and that all staff are aware of the Early Help process.

Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan.

Ensure that welfare records are kept securely and confidentially (locked and with limited access).

Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.

Ensure that records are transferred when a child changes school, via hand delivery or a signed for service and a receipt obtained

Keep the academy's SLT, Local Authority and SSCB informed about safeguarding and child protection issues as requested.

Provide guidance to parents, children and staff about obtaining suitable support

Discuss with new parents the role of the DSL and the role of safeguarding in the academy.

Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.

1. Definition

For the purposes of this policy, Our Lady and St Chad Catholic Academy will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

2. Legal framework

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England)(Amendment) Regulations 2012
- School Staffing (England) Regulations 2009, as amended
- Education (Independent School Standards) (England) Regulations 2014
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2011, as amended
- Protection of Freedoms Act 2012
- DfE (2015) 'Working together to safeguard children 2015'
- DfE (2016) 'Keep Children Safe in Education 2016'
- DfE (2015) 'What to do if you're worried a child is in danger' (2015)
- DfE (2015) 'Information sharing'
- DfE (2015) 'Guidance on the Childcare Act 2006'
- DfE (2015) 'Prevent duty'
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Serious Crime Act 2015
- The Counter Terrorism and Security Act 2015
- Tackling Child Sexual Exploitation 2015
- Child Missing Education 2016

3. Roles and responsibilities

The nominated Academy Committee member for child protection is:
Mrs Bernadette Kent

The Academy Committee has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Ensure that the school's safeguarding procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children' Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the Academy Committee is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Principal or other governor.
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job – there should always be cover for the DSL.
- Consider how children may be taught about safeguarding, including protection for dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child takes into account their own feelings when determining what action to take and what services to provide to protect individual children.

- Ensure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to their legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The Principal (Miss T H L Ellis) has a duty to:

- Safeguard children's well-being in the teaching profession.
- Ensure that the policies and procedures adopted by the Academy Committee, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The Designated Safeguarding Lead (Mrs R Coombs) has a duty to:

- Refer all cases of suspected abuse to children's social care designated officer (LA D.O) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the Principal to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school's Child Protection procedures are updated and reviewed regularly, and work with the Academy Committee regarding this duty.

- Ensure the school's Child Protection Policy is aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is kept at school. Only if necessary keep a copy.

Other staff members should:

- Safeguard children's wellbeing and maintain a safe environment as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate serious harm to a child, make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- Follow Our Lady and St Chad Catholic Academy works in partnership with the LA's Channel Panel to which individual pupils are at risk of being drawn into terrorism.
- Follow the Academy procedure for, and approach to, preventing radicalisation is outlined in the Anti-Terrorism Policy.

4. Female genital mutilation (FGM)

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

Indicators that may show FGM could take place soon

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she ~~is~~ ^{is} ~~about~~ ^{is} to have 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a Mandatory and statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school DSL and involve children's social

5. Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL, filling in WSCB Screening Tool to assess the level of risk. member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the CSE Coordinator.

Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

6. Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviour. Never attempt to intervene directly as a school or through a third party.

Contact:

Forced Marriage Unit:

fmu@fco.gov.uk

Telephone: 020 7008 0151

From overseas: +44 (0)20 7008 0151

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 1500 (ask for the Global Response Centre)

7. Preventing radicalisation

To contact your local coordinator:

e-mail: prevent@west-midlands.pnn.police.uk

Phone: 0121 251 0241

Protecting children from the risk of radicalisation is a key safeguarding duty. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in behaviour that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

Training

The school's designated safeguarding lead will be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or has immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant amount of the child's extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

ICT policy

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

Extremist speakers

The school's Community Lettings policy prevents speakers who may promote extremist views from using school premises.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, along with cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated (02073407264) helpline

8. A child missing from education

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

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

The school will inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for more.

9. Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. As a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on school premises.
- Regularly come into contact with children under 18 years of age.

Pre-employment checks

The Academy Committee will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.
- Verifying the candidate's mental and their working capabilities and responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK, the school will follow the advice set out on the gov.uk website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications as appropriate.

A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a

Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity. The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check. Governors that are volunteers shall be treated on the same basis as other volunteers.

The school will ensure that any contractor or employee of the contractor working at the school has been subject to the appropriate level of DBS check. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

The school will ensure that policies and procedures are in place to protect children from harm during work experience placements.

The school will set up and maintain a single central record of whether or not the following checks have been carried out on, or certificates obtained from, members of the Academy Committee, staff members, volunteers and other individuals working with children in the school:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish if a person has the right to work in the UK
- Section 128 check for Trustees and Managers

Copies of DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Protection of Freedoms Act 2012. Data Protection Act 1998.

Information on the single central record has been amended to reflect a section 128 check (as previously described) and checks on people who have lived or worked outside the UK, including recording checks for EEA teacher sanctions and restrictions.

A copy of the other documents used to verify the work and required qualifications will be kept for the personnel file.

10. Peer on peer abuse

If a member of staff thinks for whatever reason that a student may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concern to the DSL as soon as possible (see the School's Anti-Bullying Policy which is accessible on the School's website for further details).

All staff should be aware (a) that safeguarding issues can manifest themselves via peer on peer abuse; and (b) that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another student all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social care. The concern may indicate that one or more of the students concerned may be in need of additional support by local agencies and in those cases the DSL should follow local inter-agency procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

11. Children with Special Educational Needs and/or Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

That children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these challenges.

Signs of abuse or neglect manifested by the parents or other responsible adults can:

Have unrealistic expectations of the child i.e. demand a level of academic or physical performance of which they are not capable;

Offers conflicting or unconvincing explanation of any injuries to the child;

Appears indifferent to or overtly rejects the child;

Deny existence of or blames the child for the child's problems at home or at school;

See and describe the child as entirely worthless, burdensome or in another negative light;
Refuse offers of help for the child's problems; or is isolated physically/emotionally.

12. Training

Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions. The Designated Safeguarding Leads will undergo updated child protection training every two years, and refresh as a minimum annually. The Principal and all staff members will undergo child protection training which is updated regularly, and not more than annually in line with LSCB advice.

13. Reporting

Staff members should raise any concerns that they may have about a child with the school's Designated Safeguarding lead, including situations of abuse which may involve other staff members.

The DSL will decide whether to make giving referral to consideration to the Wolverhampton Thresholds model, but any staff member who believes a child is at risk of imminent danger can refer their concern to care directly. After a telephone discussion with a duty social worker, written Referrals to children's Social Care which is available from the Drive at the safeguarding section.

The referrer shall present consideration if the decision was also taken not to undergo an early help assessment or a single assessment and the child's situation does not improve.

The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

A child will immediately be referred to children's social care if there is serious harm to a child.

Referral to Social Care Services

Urgent and Immediate concerns for the safety and welfare of a child or young person during office hours: [01902 555392](tel:01902555392)

To make Urgent referrals OUT OF OFFICE Hours: 01902 552999

Child Protection Unit Police: 01902 643419

The Wolverhampton Safeguarding Children Board is able to provide advice and consultancy.

Contact Number: 01902 550477

Dealing with a disclosure

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are

concerned about their welfare, give them the time to speak to you.

Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may

be putting them at harm that you will have to talk to someone.

Listen carefully to the child. Do not stop a child who is freely recalling information.

Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me..."

Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"

Never criticise the alleged perpetrator, it may be someone that they will continue to live with.

Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information.

These four factors may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

Make notes as soon as possible afterwards using the words that the child has used.

Do not record your assumptions and interpretations, just what you heard and saw.

Do not destroy original notes even if you later write things up more neatly and fully.

Record the date, time and place of the disclosure.

Sign any written records and identify your position in the school setting.

Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

Immediately inform the DSL Mrs R Coombs or in their absence the Deputy DSL Designated Senior Person for child protection Miss L Craig who will be responsible for following the appropriate procedures.

To consult with your DSL does not mean a referral has been made.

. UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Child Protection

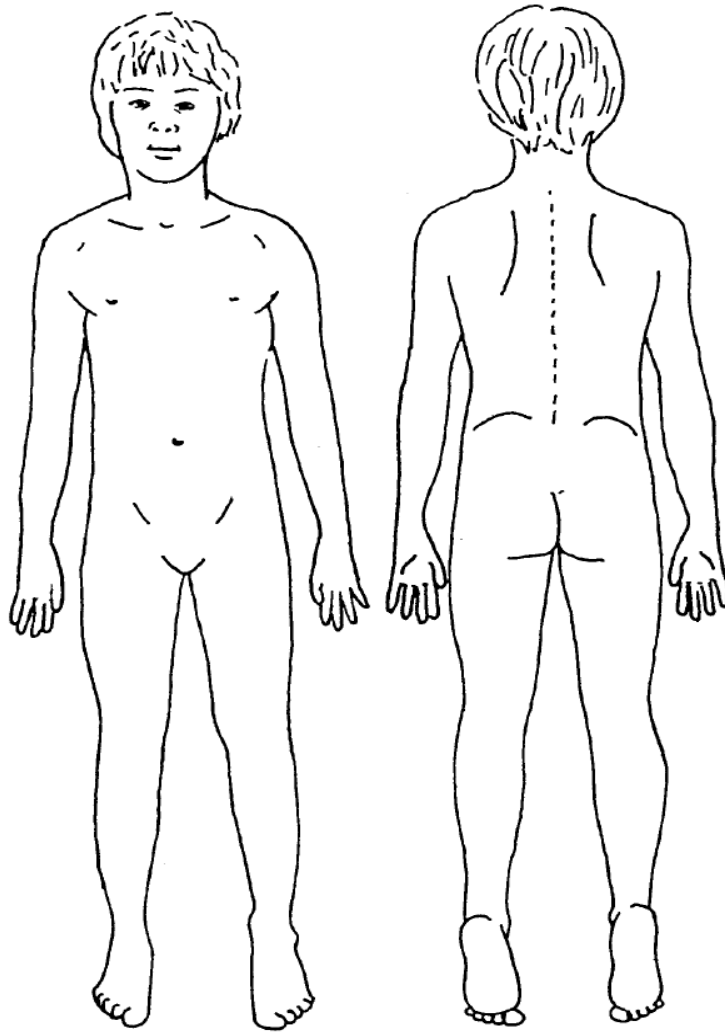
Concern, Incident & Disclosure Report Form

Name of the child		YR	DoB: / /
Please Tick Concern?.... ()	Date: / /	Time:	
Incident?... ()			
Disclosure?.... ()	Where:		
What took place? What was said?			
Details of Injury Body Map attached Please tick ()			
Name of person reporting			
Signature Of the above			

Action Taken

<p>Child seen?</p> <p>Yes ()</p> <p>No ()</p>	<p>By Whom?</p> <p>Details:</p>
<p>Child spoken to?</p> <p>Yes ()</p> <p>No ()</p>	<p>By Whom?</p> <p>Details:</p>
<p>Social Worker Contacted</p> <p>Yes ()</p> <p>No ()</p>	<p>By Whom?</p> <p>Date:/...../.....</p> <p>Time:</p> <p>Name of Social Worker:</p>
<p>Police Informed</p> <p>Yes ()</p> <p>No ()</p>	<p>By Whom?</p> <p>Date:/...../.....</p> <p>Time:</p> <p>Name of Officer/s:</p>
<p>Parents Informed</p> <p>Yes ()</p> <p>No ()</p>	<p>By Whom?</p> <p>Date:/...../.....</p> <p>Time:</p>
<p>Further Details / Actions:</p>	
<p>Permission gained to go home</p> <p>Yes ()</p> <p>No ()</p>	<p>By Whom?</p> <p>Authorised By:</p>

Body Map



Date:

Name of child:

DOB: / /

Name of reporter:

Signature:

Witnesses:

