



Serlby Park Academy

Safeguarding Children and Promoting Student Welfare Policy

Setting standards for success

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Associate Assistant Principal**. A detailed breakdown of individual roles and responsibilities is provided in section 7 below.

2.0 Suggested Audience

All teaching and support staff. As part of their Academy induction or professional development, all teaching and support staff will apply the knowledge, principles and procedures contained within this policy.

3.0 Related policies

This policy complies with the Equality Act 2010 and is part of a suite of Academy policies which should also be referred to:

- Whole School Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- Health and Safety Policy
- E-Safety Policy
- Anti-bullying Policy

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

5.1 The Academy is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance to the Academy and we will welcome, value and support every child to the best of our abilities and resources. We recognise that some children may be especially vulnerable to abuse. We recognise too that children who are abused or neglected may find it difficult to develop a sense of self worth, unable to view the world in a positive way. Within the Academy, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach to provide the best possible care for all our children. The Academy is part of Delta Academies Trust and we will work within all guidelines produced by Delta and with all Delta Academies to ensure pupils' health, safety, welfare and well-being are fully safeguarded.

5.2 This policy provides a generic statement on what parents, the community, young people and staff can expect from us, as minimum standards, in the area of child protection. The policy and procedures will be transparent and open to inspection by anyone, detailing how concerns about the wellbeing of young people will be responded to. It provides a reference point for all, in the

quest for making young people's lives as safe as possible. We are aware that we cannot do this alone and will expect staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of the Academy.

- 5.3 This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. This policy is mandatory for all staff working for or on behalf of the Academy. The policy and procedures will be reviewed whenever there is a significant change in Child Safeguarding and Protection legislation or following a major investigation.
- 5.4 Everyone working in, or on the behalf of the Academy shares a strong commitment to help keep our pupils and young people safe through:
- Providing a safe environment for our pupils to learn and develop with our Academy setting and,
 - Identifying pupils who are suffering or who are likely to suffer significant harm, and who will take prompt and appropriate action with the aim of making sure they are safe at home and within the Academy

6.0 Policy Statement and Principles

6.1 Introduction

- 6.1.1 It is the policy of the Academy that all young people have a right to protection and for their welfare to be paramount. The following Safeguarding Children procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and promoting their welfare, as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.
- 6.1.2 We expect agencies and organisations and other stakeholders, with a remit for working with young people, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.
- 6.1.3 This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender, ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults.
- 6.1.4 This document should be read in conjunction with the DfE guidance Keeping Children Safe in Education (September 2016) and HM **Working Together to Safeguard Children** (March 2015)
- 6.1.5 The Academy will ensure that staff deal promptly and efficiently with all concerns connected with safeguarding. This will involve prompt and secure transfer of information when pupils move from the Academy and equally, an expectation and pro-active request for information when pupils move to us, to ensure at all times that pupils' health, welfare and education are protected.

6.2 Principles

The guidance given in the procedures is based on the following principles:

- The welfare of our children and young people is our primary concern
- All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse
- It is everyone's responsibility to report concerns, but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately
- Confidentiality will be upheld at all times and in line with the Data Protection Act
- There is a consistent understanding of the acceptable behaviour of our children towards other young people and staff within any organised activity, service or programme.
- Discrimination, prejudice and oppressive behaviour or language are unacceptable within all activities, programmes or services.

7.0 Detailed Roles and Responsibilities

7.1 The Education Advisory Board will:

- Ensure that the Academy has a Whole School Child Protection Policy and has procedures in place that are in accordance with national and statutory guidelines, the Local Authority's guidance and other local multi-agency procedures.
- Ensure that this policy is available to parents and carers either on the Academy's website, or on request.
- Recruit staff using Safer Recruitment procedures, making sure that all appropriate checks are carried out on our staff and volunteers who work with our children and young people and that all interview or recruitment panels have at least one person who has successfully completed safer recruitment training.
- Ensure that the Academy has procedures for dealing with allegations of abuse against staff or volunteers that comply with national, statutory and local guidance from Local Authority and other local multi-agencies.
- Ensure that a member of the Academy's senior leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the Delta Core Team, Children's Services and other local agencies.
- Ensure that Academy staff, including the Principal, successfully completes appropriate child protection training, which is updated every three years.
- Ensure that any deficiencies brought to light as a result of changes in legislation or experience is addressed without delay around child protection procedures or policies.
- Nominate an EAB Member who has specific responsibility to ensure that all Safeguarding, Child Protection and Independent Safeguarding Authority issues within the Academy are fully addressed.
- Ensure that where services or activities are provided within the Academy, by another organisation not connected to the Academy or Delta Academies Trust, this organisation has appropriate policies and

procedures in place which are entirely consistent with the Academy's own policies.

- Ensure that all Child Protection policies and procedures are reviewed annually, providing information to the sponsor and where appropriate the Local Authority, clearly demonstrating how the Academy's duties have been discharged in this important area.
- Make people feel confident in reporting any issues on Child Protection
- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required.

7.2 The Principal will:

- Ensure that the policies and procedures approved by the Education Advisory Board and the sponsor are understood and fully implemented by all staff
- Ensure that sufficient resources and time are allocated to enable the designated person and other nominated staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of our pupils
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils and that these concerns are promptly addressed, sensitively and effectively, in a timely manner, in accordance with the Academy's whistle-blowing policy.

7.3 The senior leader with responsibility for Child Protection will:

- Refer cases of suspected abuse or allegations of abuse to the relevant investigating agencies and liaise with other agencies as necessary
- Act as a source of support, advice and expertise within the Academy
- Liaise with the Principal to inform him/her of any issues and on-going investigations and ensure that there is always cover for this role.
- Recognise how to identify signs of abuse and when it is appropriate to make referrals
- Have a working knowledge of how the Local Authority's Safeguarding Children's Board operates, the conduct of a child protection case conference, be able to attend and participate effectively in these and develop on-going child protection plans.
- Ensure that all staff have access to, and understand the Academy's Child Protection policy and procedures
- Ensure that all staff receive safeguarding training as part of their induction
- Keep detailed, accurate and secure written records of referrals, discussions with other agencies and/ or concerns
- Obtain access to resources and attend all relevant refresher training courses at least every two years
- Ensure that the child protection policy is updated and reviewed annually, or more frequently if there are major changes in legislation, and work with the Education Advisory Board on this
- Ensure that parents / carers are made aware of the child protection policy, which alerts them to the fact that referrals have to be made, and the role of the Academy in this, to remove potential conflict at a later stage
- Where a pupil leaves the Academy, ensure that the child protection file is copied and promptly sent to the pupil's new school separately from the pupil's main academic records. If a pupil goes missing, or the pupil begins to be educated at home, then the Child Protection file should be copied and sent to the Education Welfare Service

- Where parents / carers state their intention to educate their child at home, the Education Welfare Service is contacted to ensure that the appropriate arrangements are in place.

7.4 All staff and volunteers will:

- Fully comply with the Academy's code of behaviour for staff, as detailed in this policy
- Fully comply with the Academy's policy, guidance and procedures regarding child protection
- Attend and participate in appropriate training
- Inform the Designated Person or their deputy of any concerns

8.0 Safer Recruitment and Selection

8.1 The Academy pays full regard to all statutory guidance issue by the DfE and earlier central government education departments, for example, the DCSF's 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. The Academy will ensure that all appropriate measures are applied in relation to everyone who works in the Academy, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

8.2 Safer recruitment practice includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, checking the Children's List and Disclosure and Barring Service (DBS) checks and 'right to work in England' checks.

8.3 In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to the Academy through Delta's staffing personnel and payroll team (as of September 2010 pre ISA decision).
- The Academy is committed to keep an up to date Single Central Record detailing a range of checks carried out on our staff, which will be securely stored, readily accessible by the Principal and nominated staff, regularly reviewed as staff leave or join.
- All new appointments to the Academy who have lived outside the UK will be subject to additional checks as appropriate.
- The Academy will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to the Academy before an appointment is made, using Delta's personnel and payroll team.

8.4 Academy staff who have successfully completed the Children's Workforce Development Council's Safer Recruitment in Education Training (www.cwdcouncil.org.uk) will be named below. One of these will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Role	Name	Date attended training	Date training required
Principal	Mrs R Thompson	9 th July 2013	July 2018
Primary teacher	Mrs E Leese	26 th February 2013	February 2018
EAB Member	Mrs J Earle	18 th April 2012	April 2017
Clerk to Governors	Mrs B Shaw	26 th February 2013	February 2018
Exams Officer	Mrs L Smith	26 th February 2013	February 2018

9.0 Safe Practice

9.1 Safe working practice will help to ensure that all children and young people are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- must work in an open and transparent way
- must not work alone in situations with (individual) pupils that may be potentially putting them at risk of any future allegations
- must discuss and/or take advice from school management over any incident which may give rise to concern
- must record any incidents or decisions made
- must apply the same professional standards regardless of gender or sexuality
- must be aware of the principles and statements in the Academy's confidentiality policy
- understand that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
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10.0 Safeguarding Information for Learners

10.1 All learners in the Academy know and are confident that they can talk confidentially to members of staff. The Academy is committed to ensuring that our children and young people are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All learners know that the Academy has appointed a senior leader, the Designated Safeguarding Lead (DSL) with responsibility for child protection and know who this is. We inform learners of who they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

10.2 The arrangements for consulting with and listening to learners will be discussed and developed through talks with the school council, peer support schemes and learner surveys.

11.0 Partnerships with Parents and Carers

11.1 The Academy shares a purpose with parents and carers to educate and keep children safe from harm and to have their welfare promoted. This is done principally by the publication of this policy to all parents and carers in full on the Academy's website.

- 11.2 The Academy is committed to working with parents and carers positively, openly and honestly. The Academy will ensure that all parents and carers are treated with respect, dignity and courtesy. The Academy respects parents' and carers' rights 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.
- 11.3 The Academy will share with parents and carers any concerns they may have about their child unless to do so may place a child at risk of harm.
- 11.4 We encourage parents/carers to discuss any concerns they may have with the school's Designated Safeguarding Lead (DSL) or Designated Safeguarding Officers.
- 11.5 Parents can access the academy complaints procedure on the academy website.
- 11.6 The Academy will make parents and carers aware of our policy in the Academy prospectus and by publishing the policy in full on the Academy website. Parents and carers are made aware that they can have a paper copy of this policy on request.**

12.0 Other Partnerships

- 12.1 While the Academy appreciates that it is part of an independent Trust, the Academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board. (For example, Children's Services, Barnardo's, the Police, Health, Children and Adolescent Mental Health Service (CAMHS), 'SAFE@LAST' (A charity to support children in danger of running away) and the Education Welfare Service) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

13.0 Training and Staff Induction

- 13.1 The Academy's Designated Safeguarding Lead (DSL) and Designated Safeguarding Officers for child protection undertake basic Child Protection training and training in inter-agency working, (that is provided by the Local Authority's Safeguarding Children Board) and refresher training at 2 yearly intervals. The Principal and all other Academy staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. All staff also receive yearly safeguarding updates.
- 13.2 The Academy will, where appropriate, make use of Nottinghamshire County Council's Safeguarding Training, which has received critical acclaim by impartial bodies, such as Ofsted and by participants. In the first instance, the Academy will seek to make use of Delta's training and professional development service.

14.0 Support, Advice and Guidance for Staff

- 14.1 Staff will be supported by the sponsor, Delta Academies Trust, Academy personnel, the Local Authority's Safeguarding Children's Board and professional associations.
- 14.2 The Designated Safeguarding Lead (DSL) will be supported by Deputy Safeguarding Officers, a designated Governor and other appropriately trained colleagues within the Academy.

15.0 Children Missing from Education

- 15.1 The Academy will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education' and the DfE guidance on Children Missing in Education (September 2016). When children on roll at this Academy do not turn up, the Academy will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and Education Welfare officers. Such procedures may include the use of automatic texts, which informs parents and carers of a child's absence. Academy staff will also phone parents and carers promptly to ensure that children are safe.

16.0 Confidentiality

- 16.1 The Academy will implement the advice contained in "Information Sharing: Practitioner's guide" HM Government, 2015:

"Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns."

17.0 Learner Information

- 17.1 The Academy will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The Academy will require parents and carers to provide accurate and up to date information regarding:
- names and contact details of persons with whom the child normally lives
 - names and contact details of all persons with parental responsibility (if different from above)
 - emergency contact details (if different from above)
 - details of any persons authorised to collect the child from school (if different from above)
 - 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 or has been on the Child Protection Plan or subject to a care plan
- the name and contact details of the child's or family's G.P.
- any other factors which may impact on the safety and welfare of the child

17.2 The Academy will collate, store and agree access to this information through its Management Information System.

18.0 Recognition of poor practice, abuse and bullying

18.1 Introduction

It is not always easy to recognise a situation where abuse may occur or has already taken place. Academy staff have a responsibility and are well-placed to observe and to act if they have any concerns in relation to the physical state, emotional state or behaviour of a young person. The Academy encourages and expects staff to discuss any concern they may have about the welfare of a child or young person immediately with the Academy Designated Safeguarding Lead or Deputy Safeguarding Officers.

18.2 Abuse

18.2.1 There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically. We recognise that perpetrators of abuse can be:

- Both male and female (These include, but are not limited to; parents/carers, other family members and known adults and other young people)
- Well-known and trusted by the child or young person (This includes professionals who work with children and volunteers)

18.2.2 The abuse can happen anywhere (home, Academy trips, or activities).

18.3 Physical Abuse

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

18.4 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

18.5 Emotional Abuse

18.5.1 Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on young people. These may include interactions that are beyond child's developmental capability, as well as over protection & limitation of exploring or learning or preventing the child participating in social norms. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill-treatment of a young person, though it may occur alone.

18.5.2 Emotional abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms, social networking sites
- Mobile phone - threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

18.5.3 Forced marriages represent another form of emotional abuse, where pupils, most often, girls in their mid-teens are forced by their families to marry partners they would not choose themselves, or indeed have even met before the marriage. Sometimes, the marriage ceremony may take place in the families' cultural home country, with the new spouse remaining there afterwards. Depending on the age of the child, their education may also be detrimentally affected by this.

18.6 Sexual Abuse

18.6.1 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It will also include sexually aggressive behaviour, which may be verbal, physical or involve images. Homophobic bullying is a pernicious activity which pupils will be sensitively educated about and will be quickly and effectively addressed by the Academy whenever a case is suspected.

18.6.2 Sexual abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms and social networking sites
- Mobile phone – sexualised text message and images

- Other technology - mobile phone cameras, cameras and videos

18.7 People with a disability or Special Educational Needs

Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns, which the Academy will be aware of, and seek to address in the event of any concern.

18.8 Race and Racism

Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse. The Academy recognises and celebrates the cultural heritage of its pupils, staff and communities and will respond promptly and efficiently to address any instance of discrimination or harassment in this area.

18.9 Identifying Signs of Possible Abuse

18.9.1 There are certain signs of abuse, both in a child's or young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a child or young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The child describes what appears to be an abusive act involving him/her
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- Inappropriate sexual awareness or engaging in sexually explicit behaviour
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- A young person has difficulty in making friends
- Changes in appearance such as weight loss

18.9.2 Remember that at all times the welfare of the child is paramount. If a young person's behaviour or observations give rise to concern, then staff should talk to them sensitively to find out if there is anything wrong or discuss concerns with the Designated Safeguard Lead or Deputy Safeguarding Officers. It may be appropriate for staff to raise initial concerns with parents, but do so only after discussion with the Designated Safeguard Lead or Deputy Safeguarding Officers.

18.10 Bullying

18.10.1 In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

18.10.2 The Academy's anti-bullying policy covers more detailed information about the Academy approach to bullying and should be referred to if bullying is suspected

18.10.3 Bullying behaviour can take a variety of forms including:

- Emotional - Being unfriendly, excluding and tormenting
- Physical - Pushing, punching, kicking and any other violence
- Racist - Taunts, graffiti and gestures
- Sexual - Unsolicited contact, sexually abusive comments
- Disability - Picking on people because of their physical or mental disabilities or those pupils with Special Educational Needs
- Homophobic - Putting individuals down because of their sexuality
- Verbal - Teasing, name calling, spreading rumours
- Cyber - E-mail, internet chat rooms, social networking sites
- Mobile phone - Threats by text message and calls
- Other technology - Mobile phone cameras, cameras and videos

18.11 Indicators of Bullying

Signs and symptoms of bullying are varied but can be displayed in the following behaviour. The bullied party:

- Does not want to walk to and from the Academy
- Does not want to use public transport or the Academy bus
- Insists that they are driven to and from the Academy
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence
- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong

- Shows a sudden drop off in their use of the mobile phone or internet chat rooms

18.12 The action the Academy will take:

When an incidence of bullying has occurred the Academy will ensure the following procedures will take place:

- If bullying is suspected or reported the member of staff who has been approached will deal with the incident immediately
- A clear account of the incident will be recorded and given to the appropriate pastoral manager
- The pupil's Form Tutor / Class Teacher / Learning Manager will be informed and an appropriate support strategy agreed with the victimised pupil(s)
- Parents/carers will be kept informed at all times
- If a pupil is to be given a written warning then a copy of the letter will be sent to the parent/carer(s)
- The Academy will consider accessing specialist support for pupils who may be in need of such help.
- Education Advisory Board Members will be kept informed of any serious incident and any follow-up action may be determined at a relevant Education Advisory Board Members' meeting. It may be appropriate for a subcommittee to be formed.
- If the bullying continues parents/carers may be asked to come into the Academy to meet the appropriate member of staff and a member of the Education Advisory Board. The pupil(s) will be asked to sign a contract of behaviour and he/she may be isolated from other pupils during break and lunch
- Incidents will be reviewed to identify pupils, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans
- Sanctions and measures around restorative justice will be implemented as appropriate, in consultation with all parties concerned, and in line with the Academy's Behaviour Policy
- In extreme circumstances, the Principal may deem it necessary to contact the Police and legal procedures may result
- All records kept will only be accessed for review by the designated person(s) responsible for monitoring the anti-bullying strategy in relation to setting Academy action plans.
- Records may also be accessed by the Principal or pastoral support staff if a pupil is a repeat offender

18.13 Bullying by text, social networking sites and mobile phones

- Children and young people will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Children and young people should be encouraged to show the messages to a member of Academy staff

- Children and young people who report bullying by text message will be taken seriously
- The child's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails and messages on social networking sites should be dealt with in the same manner
- Children and young people who take photographs on their phones with malicious intent should be dealt with in the same manner

The Academy will follow national and local guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

19.0 Prevention of Abuse

19.1 Much has been said in earlier sections on the prevention of abuse, through Safer Recruitment, safe practice, secure record-keeping and accurate reporting. This section details other areas the Academy will implement safer practices in.

19.2 Code of Behaviour for Staff

The Academy has the highest expectations for all staff, to be models of exemplary behaviour and attitude in all circumstances. In order to ensure adherence and understanding, all individuals working for or on behalf of the Academy will behave in an appropriate manner towards all learners. Young people taking part in Academy activities can expect to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to pupils.

19.3 Guidance and Procedures relating to activities and services

In the course of preventing abuse to young people, the Academy has established guidance and procedures related to activities and services.

19.4 Use of photography, video recording, image recording and mobile phone cameras

19.4.1 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people. The Academy will make full use of current best practice and follow guidelines from, for example the DfE and other professional organisations to fully protect the safety of its children.

19.4.2 When using professional photographers or inviting the press to an Academy activity, the Academy will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events

- 19.4.3 Parents, carers and spectators intending to photograph or video at an event will be required to follow the Academy's guidelines regarding the appropriateness of photographs.
- 19.4.4 Young people and their parents will be informed to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.
- 19.4.5 Staff use of pupil images: Conscious that there is a need to safeguard children, staff will make prudent use of pupil images obtained as a normal part of Academy life. The transmission of any images of learners will be carefully reviewed, seeking the approval of the Principal beforehand.

19.5 Organised photographic opportunities

- 19.5.1 The majority of promotional and press releases will be organised through the Academy senior leadership team. These are generally agreed by both parties in advance. The Academy will undertake not to use young person's images unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.
- 19.5.2 When a media photographer arrives at the venue he/she will be required to have formal identification and have it on view at all times. The photographer will follow all professional codes of best practice, which may include for example, ensuring that learners' names are not usually linked to their images, although the Academy recognises that the achievements of particular pupils may need to be clearly celebrated through a variety of media.
- 19.5.3 If there is any doubt about the photographer's identity, the Principal should be informed. The Academy will ensure that the young person's names are not mentioned in publications if requested by the parents/carers.

19.6 The Internet

- 19.6.1 The Academy operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Clear guidance is set out in the Academies E-Safety Policy.
- 19.6.2 The Academy will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.**

19.7 Visitors and Site Security

The Academy will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls will ensure that all pupils are fully protected from any malign influences or abuse.

19.8 Collaboration with the Local Authority

The Academy will share information about learners and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each pupil. The Academy will endeavour to take advantage of the Local Authority's expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

20.0 Responding to Disclosures, Suspicions and Allegations

The appropriate responses are contained in the Academy's Child Protection Policy.

21.0 Monitoring and review of this guidance

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance by the **Associate Assistant Principal**.

22.0 Approval by Education Advisory Board and Review Date

This policy and plan has been formally approved and adopted by the Education Advisory Body at a formally convened meeting.

Signed: _____
Chair of Education Advisory Board

Date: _____

Review date: _____

End of Statement

Appendix 1:

Designated Safeguarding Team – Who to go to



Rebecca Thompson
Designated Safeguarding Lead
Principal 3-18



Mel Clarke
Deputy Safeguarding Officer
Secondary



Sarah Jowett
Deputy Safeguarding Officer
3-18



Nikkie Wright Deputy Safeguarding
Officer
Primary

Appendix 2:

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time (of writing):
Name:	
Print Job Title:	Signature
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	
Professional opinion where relevant (how and why might this has happened)	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (distinguish between fact and opinion).	

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead**

Part 2 (for use by the Designated Safeguarding Lead DSL)

Time and date information received by DSL, and from whom.	
Any advice sought by DSL (date, time, name, role, organisation and advice given).	
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 3:



Keeping children safe in education

Statutory guidance for schools and
colleges

September 2016



HM Government

Working together to safeguard children

**A guide to inter-agency working to
safeguard and promote the welfare of
children**

March 2015



Department
for Education

Preventing and tackling bullying

Advice for headteachers, staff and
governing bodies

October 2014



Department
for Education

Children missing education

Statutory guidance for local authorities

September 2016



HM Government

What to do if you're worried a child is being abused

Advice for practitioners

March 2015



Department
for Education

Understanding and dealing with issues relating to parental responsibility

Departmental advice for maintained schools, maintained nursery schools, academies, free schools, local authorities and dioceses

January 2016



HM Government

Information sharing

**Advice for practitioners providing
safeguarding services to children, young
people, parents and carers**

March 2015



Department
for Education

The Prevent duty

Departmental advice for schools and
childcare providers

June 2015



Advice for parents and carers on cyberbullying

Who is this advice for?

This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

Overview

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of "friends" on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Social networking

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so

Published: November 2014



Cyberbullying: Advice for headteachers and school staff

Who is this advice for?

This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Overview

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

Schools can offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice. Creating a good school-parent relationship can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the school. Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

School staff

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Here is some key advice for staff which may help protect their online reputation:

- Ensure you understand your school's policies on the use of social media, Childnet's ['Using Technology' guide](#) has more information on what to be aware of.
- Do not leave a computer or any other device logged in when you are away from your desk.
- Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.

Published: November 2014



Department
for Education

SCHOOL SUPPORT FOR CHILDREN AND YOUNG PEOPLE WHO ARE BULLIED

Who is this factsheet for?

This fact sheet is for all school staff and will be of particular interest to those who provide pastoral support.

It provides advice and information about support for children whose social, mental or emotional health is affected by bullying including cyber-bullying.

Vulnerable Pupils

1. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. The Department for Education have produced [advice on preventing and tackling bullying](#) which includes what constitutes bullying.
2. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Therefore counselling and education on e-safety can help.
3. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.
4. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.
5. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

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