

SAFEGUARDING and CHILD PROTECTION POLICY

Type: Policy
Status: Statutory

Issue Status:-

Date	Version	Comment	Owner
20 th May 2014	1	Original document	Geoff Walls
15 th May 2015	2	Review document	Geoff Walls
26 th May 2016	3	Review document	Geoff Walls
30 th September 2016	4	Review Document	Jenny Brassington
23 rd June 2017	5	Review Document	Jenny Brassington
9 th July 2018	6	Review Document	Claire O'Donnell
1 st September 2019	7	Review Document	Claire O'Donnell

Electronic copies of this document are available to download from:
TDA Home > Staff Home and are located on 'MyConcern' under local policies

Prepared: Claire O'Donnell 03/09/19

Verified: Principal 05/09/19

Approved: Academy Committee

Available publicly on Website: Y/N

Review date: July 2020

Contents

1. Key Contacts
 2. Introduction
 3. Academy policy
 4. The Designated Safeguarding Lead
 5. The Academy Committee
 6. Academy Procedures
 7. Training and support
 8. Record Keeping
 9. Confidentiality and information sharing
 10. Communication with parents
 11. Supporting the pupil at risk (including Domestic abuse, Drugs use, Sexual exploitation, FGM, E-safety, Mobile phones and those vulnerable to Extremism)
 12. Safer working practice (allegations against staff and preventing unsuitable people working with children)
 13. Other related policies
 14. Monitoring and evaluation
-
- Appendix 1 Additional guidance
- Appendix 2 Standards for effective child protection in Academies
- Appendix 3 Staff Allegations
- Appendix 4 Referral of CP issues

1. Key Contacts

Key Contact list for Safeguarding in (Thomas Deacon Academy)

	Name	Telephone contact	email
Designated Safeguarding Lead	Claire O'Donnell	01733 426060	cod@tda.education
Deputy Designated Safeguarding Lead	Jenny Brassington	01733 426060	jbr@tda.education
KS2 Safeguarding Lead	Lucy Burks	01733 426060	Lucy.Burks@tda.education
KS5 Safeguarding Lead	Mo Ladak	01733 426060	mlla@tda.education
Safeguarding Governor	Jane Wilson	01733 426060	safeguardinggovernor@thomasdeaconacademy.com
Child Protection Administrator	Keelie Kerr	01733 426060 (6133)	kjk@tda.education

Key local contacts

<http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre		(01733) 864170 864180	
Out of hours		(01733) 234724	
Police		(01480) 456111 or 101/999 (in an emergency)	
Police Child Abuse Investigation Unit		(01480) 478743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	
LADO	Gisela Jarman Jane Bellamy	(01733) 864030 864790	
On-site Academy PCSO	Michaela Smith	01733 426060	mms@tda.education

2. INTRODUCTION

- 2.1. Thomas Deacon Academy fully recognises the responsibility it has to protect and safeguard the welfare of children and young people in its care.
- 2.2. Section 157/175 of the Education Act 2002 places a statutory responsibility on the Academy Committee to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the Academy (Working Together to Safeguard Children 2015).
- 2.3. **All** Academy staff play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum. Safeguarding and promoting the welfare of children is **everybody's** responsibility. All Academies and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.
- 2.4. The Academy recognises that safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via peer abuse. This includes, though is not limited to, bullying, sexual violence, physical abuse, upskirting and sexting (youth produced sexual imagery).
- 2.5 This policy sets out how the Academy Committee discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the Academy. The policy reflects the Peterborough Safeguarding Children Board child protection procedures 'Keeping Children Safe in Education' 2019.
- 2.6. There are four main elements to our policy:
- PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole Academy protective ethos;
- PROTECTION** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns;
- SUPPORT TO PUPILS** who may have been abused;
- SAFER RECRUITMENT** processes are followed to ensure that those who are unsuitable to work with children are not employed.
- 2.7. Our policy applies to all staff, casual workers and volunteers working in the

Academy including community education staff and members of the Academy Committee. Teaching assistants, mid-day supervisors, administrators as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the Academy or any of the Academy Committee members.

2.8. The Academy recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally be made by the Academy's Designated Safeguarding Lead or a member of the safeguarding team, as this aids consistency and careful monitoring. However, in an emergency or in the case of a genuine concern, where appropriate action has not been taken, other staff members can speak directly to Children's Social Care.

This policy is available to parents on request and is on the Academy website.

3. ACADEMY POLICY

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to prevent abuse.

3.2. This Academy will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the Academy whom they can approach if they are worried or in difficulty;
- engage fully in the Early Help process to maximise the opportunity for timely intervention;
- include in the curriculum, activities and opportunities for Social, Moral, Social and Cultural (SMSC) and Personal Development which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:
 - How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice;
 - The characteristics of positive and healthy friendships;
 - That some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable;
 - About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online;
 - What to do and where to get support to report material or manage issues online;

- The impact of viewing harmful content;
 - That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
 - That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail;
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships;
 - How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).
-
- include, in the curriculum, material which will:
 - help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
 - reinforce essential character skills for every child to include self-esteem and confidence building, thinking independently, developing resilience and making assessments of risk based on their own judgements;and
 - embed e-safety at every relevant opportunity;
 - ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

4. THE DESIGNATED SAFEGUARDING LEAD (DSL)

4.1. The Academy fully recognises the importance of the role of the Designated Safeguarding Lead. The Designated Safeguarding Lead is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time and training to undertake her/his duties agreed. The Designated Safeguarding Lead leads a team of fully trained Child Protection designated persons.

4.2. The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

4.3. Contingency arrangements are in place should the Designated Safeguarding Lead not be available.

4.4. The Designated Safeguarding Lead and or a deputy will always be available during Academy hours. Outside of business hours or term times, reception staff are briefed on how to respond to and refer relevant calls.

4.5. It is the responsibility of the **Designated Safeguarding Lead** to ensure that all of the child protection procedures are followed within the Academy.

4.6 All designated staff will therefore:

- ensure they receive formal refresher training at two yearly intervals to keep their knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, meeting other Designated Safeguarding Leads or reading safeguarding developments);
- ensure that he/she has undertaken Prevent awareness training;
- ensure that all staff who work with children undertake the appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by sharing pertinent information in a timely manner, at regular intervals throughout the year;
- ensure that all new staff receive a safeguarding children induction including casual, temporary staff and volunteers, and are made aware of the Academy's arrangements for safeguarding children;
- ensure that the Academy operates within the legislative framework and recommended guidance;
- ensure the Academy safeguarding policy is reviewed annually and provide an annual report for the Academy Committee detailing any changes to the policy and procedures;
- ensure that the Principal is kept fully informed of any concerns;
- develop effective working relationships with other agencies and services;
- with reference to the PSCB Threshold Document, decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer in school pre-early help support, offer an Early Help Assessment or refer to Children's Social Care;
- liaise and work with specialist services over suspected cases of child abuse;
- ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly

Confidential' and are passed securely, should the child transfer to a new provision;

- submit reports to and ensure the Academy's attendance at child protection conferences, and contribute to decision making and delivery of actions planned to safeguard the child;
- ensure that the Academy effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence for a child who is the subject of a child protection plan, a child is missing from education, a child being 'privately fostered' or if it should have to exclude a pupil who is the subject of a Child Protection Plan (whether fixed term or permanently);
- provide guidance to parents, children and staff about obtaining suitable support;
- discuss with new parents the role of the Designated Safeguarding Lead and the role of safeguarding in the Academy, make parents aware of the safeguarding procedures used and how to access the child protection and safeguarding policy.

5. GOVERNANCE

5.1. The **Academy Committee** fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

The Academy Committee will therefore:

- designate a Committee Member for child protection and safeguarding who will oversee the Academy's policy and practice and champion safeguarding issues;
- nominate a Committee Member (usually the Chair) to be responsible in the event of an allegation of abuse being made against the Principal;
- review safeguarding policies and procedures annually and provide information to the local authority about them and about how statutory duties have been discharged;
- liaise closely with the designated safeguarding lead to monitor procedures and practice, and ensure compliance with LSCB guidelines;
- ensure safe recruitment procedures;
- ensure safe management of allegations;

- ensure deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- ensure children are being taught about safeguarding, including online;
- ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions;
- understand that information on individual child protection cases or situations is confidential and will not be discussed.

6. ACADEMY PROCEDURES – STAFF RESPONSIBILITIES

- 6.1. Thomas Deacon Academy will follow the procedures set out in Interagency Procedures produced by the Local Safeguarding Children's Board and the Local Authority Education Safeguarding Procedures.
- 6.2. Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Where there are other adults in Academy, (rarely) working unsupervised (e.g. contractors) the Principal will ensure they are aware of the Academy's policy and the identity of the designated safeguarding lead.
- 6.3. Any member of staff, volunteer or visitor to the Academy who is concerned about a child or receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to the designated safeguarding lead or a member of the child protection team. In the absence of the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead should be notified or, in the absence of both, the matter should be brought to the attention of the most senior member of staff.
- 6.4. Information regarding concerns will be recorded on the same day and will include a clear, precise, factual account of observations or events. Concerns should be reported online on Myconcern or if this is not possible given to the Child Protection Administrator in C04 using a blue reporting form.
- 6.5. The Designated Safeguarding Lead will decide upon the most appropriate course of action to safeguard the child. If the decision to make a referral to Children's Social Care is made, this will be discussed with parents, unless to do so would place the child at further risk of harm. Should this be the case, the Academy will record clearly the reason for not discussing with parents and inform Children's Social Care.
- 6.6. Details and outcomes of parental discussions will be recorded on and kept within the child's child protection file.
- 6.7. Where there is a child protection concern, allegation or disclosure, a phone call will immediately be made to Children's Social Care to alert them to the situation.

The Multi Agency Referral form will then be completed and forwarded within 24 hours.

- 6.8. The Academy will work to develop effective links with relevant agencies to promote the safety and welfare of children and co-operate as required with their enquiries regarding child protection matters, including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- 6.9. The Principal and/or designated safeguarding lead will make appropriate, timely referrals to the Local Authority Designated Officer (when cases involve staff), to the Disclosure and Barring Service (where a person is dismissed or left due to risk/harm to a child) and to the police (in cases where a crime may have been committed). If the Principal is the subject of the concern, the Chair of the Academy Committee should be informed. The Academy will not attempt to investigate an allegation without prior consultation with the Designated Officer for the LA.

7. TRAINING AND SUPPORT

- 7.1. The Principal and all other staff, including those employed temporarily, who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.
- 7.2. The training will be facilitated through regular 'refreshers' and information updates. All staff, the Academy Committee and volunteers will read Part 1 of Keeping Children Safe in Education (2019) and any other recommended documents to ensure they are familiar with the signs and symptoms of abuse. A record will be kept to demonstrate compliance.
- 7.3. The Designated Safeguarding Lead and any nominated deputies will complete training and this will be refreshed every two years.
- 7.4. All staff training will be recorded and monitored. The safeguarding Committee Member will have oversight of training records to ensure that this is taking place in a timely manner.
- 7.5. Where there are concerns and queries about child protection, support will be available for all Academy staff from the designated safeguarding lead and their deputies. The Designated Safeguarding Lead will seek support from the Principal and may choose to request support from local authority staff where required.

8. RECORD KEEPING

- 8.1. Well-kept records are essential to good child protection practice. Our Academy is clear about the need to record any concern held about a child or children within our Academy, the status of such records and when these records should be passed to other agencies.

- 8.2. Any member of staff, or volunteer receiving a disclosure of abuse or noticing signs of abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and signed and will include the action taken.
- 8.3. All concerns should be recorded electronically to the designated safeguarding lead promptly. If the electronic system is not available for any reason paper copies are available in key areas and no copies should be retained by the member of staff or volunteer.
- 8.4. Making a record should never delay referrals being made to the Designated Safeguarding Lead or appropriate authority.
- 8.5. **All** notes will be kept in a confidential file and stored securely, including those of any pupil who is being monitored for child protection reasons, even when there is no need to refer the matter to Children's Social Care immediately.
- 8.6. All verbal conversations will be recorded promptly.

9. CONFIDENTIALITY AND INFORMATION SHARING

- 9.1. Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.
- 9.2. Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.
- 9.3. The Principal or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.
- 9.4. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 9.5. All staff must be aware that they cannot promise a child to keep secrets.

10. COMMUNICATION WITH PARENTS

- 10.1 Thomas Deacon Academy will undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents.
- 10.2 We will ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection by setting out its obligations through publishing the policy on the Academy website.

11. SUPPORTING THE PUPIL AT RISK

- 11.1 At Thomas Deacon Academy we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 11.2 The Academy may be the only stable, secure and predictable element in the lives of children at risk. However, when at the Academy, their behaviour may be challenging and defiant or they may be withdrawn.
- 11.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 11.4 The Academy's behaviour policy is aimed at supporting vulnerable pupils/students in the Academy. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil/student's sense of self-worth. The Academy will endeavour to ensure that the pupil/student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 11.5 The Academy will endeavour to support the pupil/student through:
- the content of the curriculum that encourages self-esteem and self-motivation;
 - the Academy ethos which promotes a positive, supportive and secure environment and gives pupils/students a sense of being valued;
 - liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Service;
 - a commitment to develop productive and supportive relationships with parents whenever it is in a pupil/student's best interest to do so;
 - recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
 - vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**
- 11.6. **Sending or posting sexually suggesting images (sexting/ youth produced sexual imagery)**
- 11.6.1. Pupils and students should be aware that making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under the age of 18.
- 11.6.2 All members of staff (including associate staff) will be made aware of how to recognise and refer any disclosures of incidents involving 'youth produced sexual imagery'.

11.6.3 The Academy will follow UKCCIS Guidance: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people' (2016) to assess the risk and to determine the most appropriate course of action. This may include police and/or CSC involvement.

11.7 Safeguarding procedures for students moving off roll.

11.7.1 When a pupil/student who is the subject of a Child Protection Plan leaves, information will be transferred to the new school immediately. If information on the new school is not available Children's Social Care and the Attendance Service will also be informed.

11.7.2 When a child leaves the Academy and is taken off roll, a record will be kept of the destination (school or other setting) of that student and every effort will be made to ensure that they have safely transferred to a new setting. If there is any concern about the child's safety, then the relevant authorities will be contacted by the Academy.

11.7.3 Children who are looked after may be particularly vulnerable. The Academy has a designated teacher to promote the educational achievement and welfare of children who are looked after and to liaise closely with the Virtual Academy Headteacher in the Local Authority.

11.7.4 A child going missing from an education setting is a potential indicator of abuse and neglect. The Academy will carefully monitor any such incidents to help identify and prevent further risks, and act according to Local Authority and PSCB guidance.

11.8 Children with Special Educational Needs and Disabilities

In our Academy, we recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's additional needs without further exploration;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming those issues.

Staff across the Academy community will remain vigilant and observant to these additional challenges.

11.9 Drug Use and Child Protection

11.9.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the Academy will consider such action when there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil/student's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

11.10 Children of Drug Using Parents

11.10.1 Further enquiries and or further action will be taken when the Academy receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

11.11 Domestic Abuse

11.11.1 Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

11.11.2 The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

11.11.3 Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

11.11.4 At Thomas Deacon Academy we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

11.11.5 In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our

pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

11.11.6 On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

11.12 Sexual Exploitation

11.12.1 Sexual exploitation of children and young people has been identified throughout the UK. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of those involved.

11.12.2 Staff at Thomas Deacon Academy are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.

11.12.3 Any concern that a child may be at risk of sexual exploitation will be passed immediately to Children's Social Care or to the police through a 101 call.

11.13 Child Criminal Exploitation

11.13.1 Criminal exploitation is a form of abuse and a child may be coerced into carrying drugs, weapons and money to assist in the trade and movement of drugs.

It is a form of abuse and can have a serious impact on every aspect of the lives of those involved.

11.13.2 Staff at Thomas Deacon Academy are aware that any child or young person may be at risk of criminal exploitation, regardless of their family background or other circumstances. Potential indicators of criminal exploitation will be addressed within staff training.

11.13.3 The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions

11.13.4 Pupils at Thomas Deacon Academy are educated through the PD curriculum the risks associated with criminal exploitation and taught how to keep themselves safe.

11.13.5 The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

11.14 **Children at risk of 'Honour- Based' Violence including Female Genital Mutilation and Breast Ironing**

11.14.1 So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

11.14.2 Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

11.14.3 Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the Academy's agreed safeguarding procedures when concerned.

11.14.4 Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from the Academy for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

11.14.5 In accordance with the 2015 'Duty', all **known** cases of FGM in girls under the age of 18 will be reported to the police.

11.15 **Radicalisation and Extremism**

11.15.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from radicalisation and extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

11.15.2 Whilst Thomas Deacon Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and

policies governing equality, human rights, community safety and community cohesion.

11.15.3 Thomas Deacon Academy seeks to protect children and young people against the messages of all violent extremism and will view any attempt to manipulate the vulnerable in this way as a matter of safeguarding.

11.15.4 Thomas Deacon Academy fully recognises its statutory duty to identify and support pupils at risk, and to follow the referral process when appropriate.

11.15.5 The Academy Committee, the Principal and the Designated Safeguarding Lead will assess the level of risk within the academy and put actions in place to reduce that risk. The Prevent Panel meets two times per year to review, evaluate and discuss the Prevent Action Plan and associated Prevent Risk Register. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of Academy premises by external agencies, anti-bullying policy, e-safety and other issues specific to the Academy's profile, community and philosophy.

11.15.6 All staff have received training to support their understanding of the Prevent strategy.

11.15.7 Thomas Deacon Academy's SPOC (Single Point of Contact) is the Designated Safeguarding Lead. He/she will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

11.16 **E-Safety**

11.16.1 Thomas Deacon Academy believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for accordingly and that will help to ensure appropriate, effective and safer use of electronic communications.

11.16.2 The Academy has a separate E-safety and Acceptable Use policy for staff and pupils/students which should be considered in line with this policy.

11.16.3 Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

11.16.4 The Academy has a clearly signposted online system for the reporting of E-Safety concerns.

11.17 **Mobile technology**

11.17.1 Thomas Deacon Academy has a no mobile phone policy. Students are encouraged not to bring mobile phones, headphones or other devices into

school. If they choose to, they must be switched off and in their school bag at all times whilst on the school site.

11.17.2 Cameras and mobile phones are prohibited in all toilet and changing areas.

11.17.3 **No** photographs may be taken on personal mobiles/tablets or for an adult's own records.

11.17.4 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy.

12. SAFER WORKING PRACTICE

- 12.1 The Academy has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DFE guidance.
- 12.2 The Academy will operate safe recruitment practices including ensuring pre-employment checks and appropriate Disclosure and Barring Service (DBS) and reference checks are undertaken according to "Keeping Children Safe in Education". (DfE 2019)
- 12.3 All staff, casual, temporary, volunteers and Academy Committee members, will be subject to an enhanced Disclosure from the Disclosure and Barring Service with a children's Barred List check. All volunteers will be subject to an Enhanced Disclosure from the Disclosure and Barring Service.
- 12.4 The Academy Committee will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 12.5 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 12.6 Any allegation against a member of staff or volunteer must be reported to the Principal without delay unless the Principal is the subject of the allegation when the Board must be informed.
- 12.7 The Academy will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Local Safeguarding Children's Board Procedures and the Academy's Staff Handbook and agree any further action including information sharing.

- 12.8 The Academy will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the LADO, as doing so may compromise any police investigation.
- 12.9 The Academy will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the Academy. Thomas Deacon Academy recognises it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.
- 12.10 Under no circumstances will volunteers of whom no checks have been obtained, be left unsupervised with children or allowed to work in regulated activity.
- 12.11 The Academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils/students and parents.
- 12.12 All staff will have access to a copy of “Safe Working Practice for Adults who work with Children and Young People in Education Settings” and Part 1 of “Keeping Children Safe in Education” (2019) as part of their induction and have signed as an undertaking that they will comply with this guidance. This will happen as part of the Child Protection Training and accompanying booklet. A copy of the Safeguarding and Child Protection Policy and the Behaviour Policy are issued as part of the induction process.
- 12.13 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 12.14 The Academy will ensure that staff and volunteers are aware that sexual relationships with pupils/students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 12.15 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children’s Social Care.
- 12.16 In accordance with regulations, Thomas Deacon Academy will ensure that staff are aware of legislation which may casue them to be disqualified including, where relevant, ‘by association’.

13 OTHER RELATED POLICIES

13.1 Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the Academy's Whistle-blowing policy.

13.2 Physical Control and Restraint

Our policy on physical control and restraint by staff is set out in a separate document and is reviewed annually by the Academy Committee. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

13.3 Prevention of Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the Academy Committee. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

13.4 Prejudice Related Incidents

Our policy on prejudiced related incidents is set out in a separate document and is reviewed annually by the Academy Committee. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

13.5 Health and Safety

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the Academy Committee. It reflects the consideration we give to the protection of our children both within the Academy environment and when away from the Academy when undertaking Academy trips and visits.

13.6 Children with Statements of Special Educational Needs

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. Academy staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

13.7 E-Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. E safety is included in the curriculum at all levels and information will be provided to parents.

13.8 Extended Academies and Before and After Academy Activities

13.8.1 Where extended Academy facilities or before or after Academy activities fall directly under the supervision or management of Academy staff, the Academy's arrangements for safeguarding as written in this policy shall apply.

13.8.2 Where services or activities are provided separately by another body the Academy Committee will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the Academy on these matters where appropriate.

14. MONITORING AND EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Academy Committee visits to the Academy;
- SLT 'drop ins', learning walks and discussions with children and staff;
- Pupil/student surveys;
- Scrutiny of attendance data;
- Scrutiny of a range of risk assessments;
- Monitoring of logs of behaviour and prejudice related incidents;
- Review of parental concerns.

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

Appendix 1

Additional Guidance

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2019)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

<http://www.nspcc.org.uk/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf **(Sexual Exploitation)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf **(Preventing and Tackling Bullying)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf **(Supporting Children and Young People who are bullied)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_Academies.pdf **(Drugs)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf **(Fabricated Illness)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf **(Faith/Belief)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf **(Female Genital Mutilation)**

<https://www.gov.uk/forced-marriage> **(Forced Marriage)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Academies_and_Colleges_on_Gangs.pdf **(Gangs)**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
(Violence against women/girls)

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> (Mental Health)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children Act_1989_private_fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf) (Private Fostering)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf (Radicalisation)

<https://www.gov.uk/government/collections/this-is-abuse-campaign> (Teenage relationship abuse)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf (Trafficking)



Appendix 2

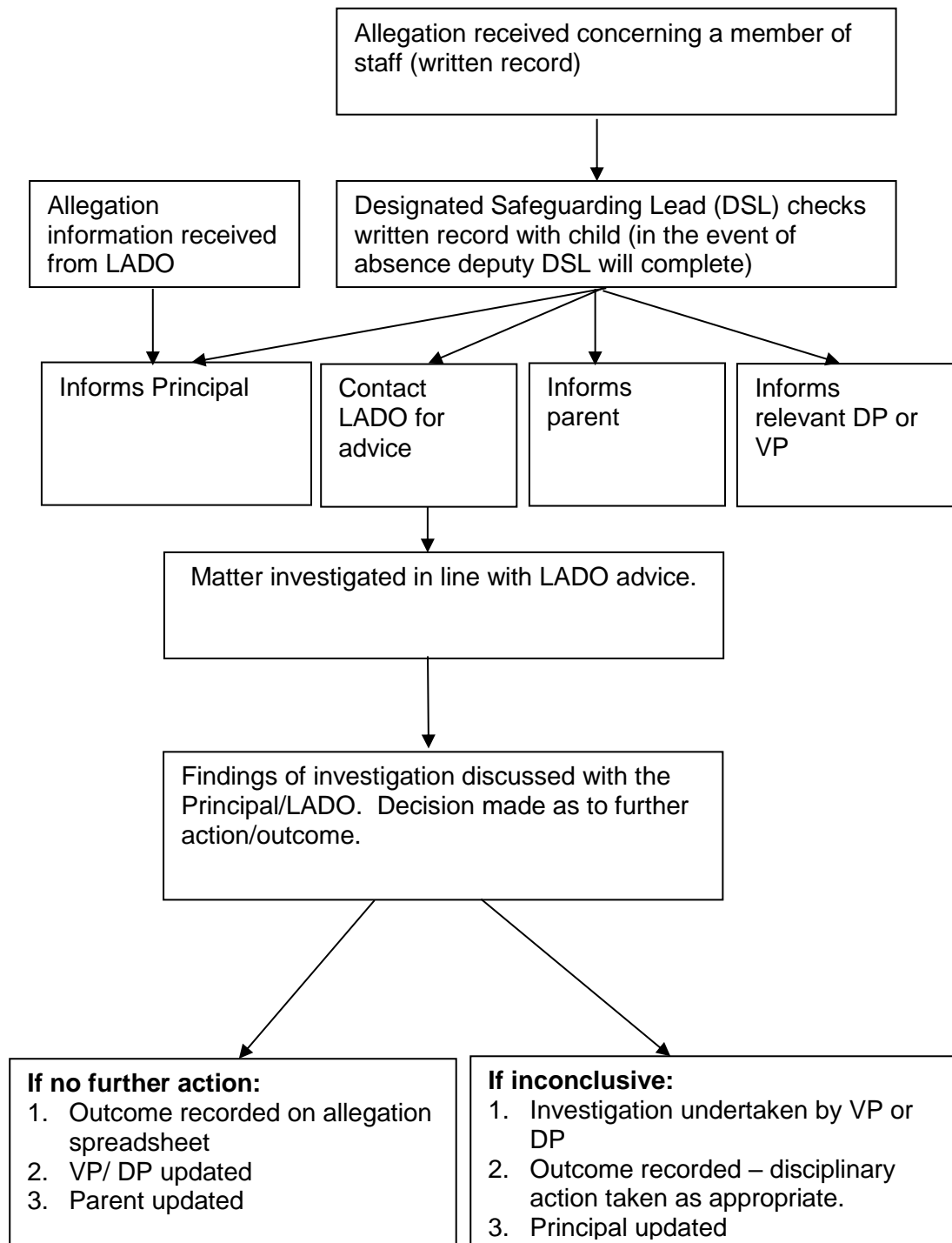
Child Protection Commitment

At Thomas Deacon we:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils/students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the Academy's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils/student' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to all Academy staff and Child Protection designated staff to ensure their skills and expertise are up to date;

- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupil's/students' awareness and build confidence so that pupils/students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the Academy's approach to preventing bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils/students are aware of the Academy's position on this issue and who they can contact for support;
- 11 take particular care that pupils/students with SEN in mainstream and special Academies, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in Keeping Children Safe in Education 2018
- 13 have a written whole Academy policy, which is regularly reviewed and clearly outlines the Academy's position and positive action in respect to this Child Protection Commitment.
- 14 The Child Protection Administrator will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.

APPENDIX 3 – Staff Allegations



The Academy has a duty to refer to the Independent Safeguarding Authority (ISA) all serious concerns relating to safeguarding or child protection.

APPENDIX 4 – Referral of CP Issues

