

RIGHTFORSUCCESS TRUST

SAFEGUARDING & CHILD PROTECTION POLICY (T21)

A RIGHTFORSUCCESS ACADEMY TRUST POLICY
ADOPTED BY



Safeguarding & Child Protection Policy	T21
Owner:	Headteacher
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['Keeping Children Safe in Education'](#), DfE (2018)

The model policy was revised in September 2018 to reflect the changes in national guidance as a consequence of the publication of revisions to '*Keeping Children Safe in Education*' in July 2018. This guidance became statutory on 3rd September 2018 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Until 3rd September 2018, schools and colleges continued to use the statutory guidance dated September 2016.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that the school or college's safeguarding policy is:

- publicly available via the school website or by other means;
- provided to all staff at induction along with a staff code of conduct.

Governing Bodies and Proprietors should also ensure that all staff have read Part One and Annex A of '*Keeping Children Safe in Education*' and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.

The revised guidance also states that Governing bodies and proprietors should provide staff with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. It is recommended that schools and colleges consult staff on proposed changes to the safeguarding policy and seek their views on how arrangements could be further strengthened.

Writing a Safeguarding Policy

Sections 157 and 175 of the Education Act 2002 place a statutory duty on governing bodies of maintained schools and proprietors of independent schools, free schools and academies to have arrangements in place to ensure that they safeguard and promote the welfare of children. As part of these arrangements schools need to have a safeguarding and child protection policy and procedures in place, which are followed by all staff and volunteers, reviewed annually by the Governing Body and adhere to statutory requirements and Local Authority guidance.

1. PURPOSE & AIMS

1.1 The purpose of Stalham Academy's safeguarding policy is to ensure every child who is a registered pupil at our Academy is safe and protected from harm. This means we will always work to:

- Protect children and young people at our Academy from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our Academy grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our Academy to have optimum life chances and enter adulthood successfully.

It allows the governors to ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our Academy.

1.3 Our Academy fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our Academy. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our Academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our Academy will be able to talk freely to any member of staff at our Academy if they are worried or concerned about something.

2.2 All staff and regular visitors will, either through training or induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.3 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Explicit skills will be taught through our PSHE and SMSC programme.

2.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and [Norfolk Safeguarding Children Board procedures](#).

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Senior Designated Professional	Ella Barnes	School office 01692 580053
Alternate DSL	Glenn Russell Rebecca Lamb Chris Oval	Headteacher Year 5/6 lead teacher Year 3/4 lead teacher
Named Safeguarding Governor	Graham Fulford	Via Academy office
Chair of Governors	Graham Fulford	Via Academy office

3.1 It is the responsibility of **everybody** – whether this be members of staff, volunteer and regular visitor to our Academy to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this Academy. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Governing Body

3.2 The Governing Body of Stalham Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the Academy.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is referred to in our Academy prospectus and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior designated professional;
- All staff have undertaken appropriate child protection training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of [Safeguarding Children and Safer Recruitment in Education, 2011](#).

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the Academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Stalham Academy the Head of School is responsible for:

- Identifying a member of the senior leadership team to be the Senior Designated Person for safeguarding (DSL);
- Identifying an alternate member of staff to act as the Senior Designated Person for safeguarding (DSL) in his/her absence;
- Ensuring that policies adopted by the governing body are fully implemented and followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures.
- Ensuring that all leaders, governors and staff working directly with children have read and fully understand Annex A of Keeping Children Safe in Education (September 2016)
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Senior Designated Professional (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection, as detailed in their job description, within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of '*Keeping Children Safe in Education*'.

3.7 Any concern for a child's safety or welfare will be recorded in writing and given to the DSL. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services. The DSL at Stalham Academy will represent our Academy at child protection conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

3.8 The DSL training will be updated every two years. In addition to their formal training, their knowledge and skills is updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

3.9 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely. Deputy DSL's will carry out the same function but be trained

to the same standard as the lead. The DSL will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the Academy to the agreed Academy's [safeguarding training pack](#) provided by Children's Services. In the event of the absence of both the DSL and deputy DSL the senior safeguarding officer of Right for Success Academy Trust will assume statutory responsibility.

All Staff and Volunteers

3.10 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

3.11 Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

3.12. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are to be open to them:

General guidance can be found at:

- [Advice on whistleblowing](#)
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.
Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our Academy they will be informed of the safeguarding arrangements in place. They will be given a copy of our Academy's safeguarding policy and told who our Designated Safeguarding Lead for Safeguarding is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our Academy and the remit of the role of the Designated Safeguarding Lead. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

4.3 All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff members working with children are advised to maintain an attitude of 'it

could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

4.4 All regular visitors and volunteers to our Academy will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 All members of staff will undertake appropriate safeguarding training at least once every three years. The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. In addition to this, the DSL and alternate will attend *Safeguarding Children in Education* provided by the Local Authority every two years.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our Academy. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed via Norfolk Safeguarding Children Board at www.nscb.norfolk.gov.uk and within the Safeguarding Section of the Norfolk School's website: <http://www.schools.norfolk.gov.uk/behaviour-and-safety/safeguarding/index.htm>. The DSL will also provide regular safeguarding updates for staff.

4.8 Departmental advice: [What to do if you are worried a child is being abused](#)- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

4.9 We ensure that all staff members undergo safeguarding and child protection training at induction. The training is regularly updated. Induction and training is in line with advice from the LSCB. In addition, all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.10 We recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

4.11 LAC - The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding

lead keeps details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

4.12 The designated teacher promotes the educational achievement of children who are looked after and governors ensure that this person has appropriate training.

4.13 The designated teacher works with the virtual school head (or delegated persons) to discuss how the additional funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

4.14 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We ensure that child protection policy training highlights the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

5. PROCEDURES FOR MANAGING CONCERNs

5.1 Stalham Academy adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#).

5.2 The Senior Designated Professional (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academy. If the DSL is not available, the alternate DSL should be contacted regarding any concerns.

5.3 It is *not* the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.4 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1). All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.5 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.6 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.7 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.

5.8 If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children' social care contact number.

5.9 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

6. WORKING WITH PARENTS & CARERS

6.1 Stalham Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

6.2 When new pupils join our Academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is referenced in the Academy prospectus. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

6.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' 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 safeguard a child from harm.

6.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Academy has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

6.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- In line with recent policy updates (Keeping Children Safe in Education 2018) the school requires a minimum of two contact details for a child.

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

7. CHILD PROTECTION CONFERENCES

7.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

7.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the Academy in respect of individual children. Usually the person representing the Academy at these meetings will be the Head of School or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible.

7.3 All reports for child protection conference will be prepared in advance using the [guidance and education report template](#) provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at Academy. In order to complete such reports, all relevant information will be sought from staff working with the child in Academy.

7.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

8. RECORDS AND INFORMATION SHARING

8.1 If staff are concerned about the welfare or safety of any child at our Academy they will record their concern on CPOMS or the agreed reporting form (Appendix 1a and b). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

8.2 Any information recorded by paper will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

8.3 As the school moves to a paperless system any paperwork/paper files/letters will be scanned and attached correctly to the child's online file.

8.4 If paper copies are used child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life. All of these will be scanned and moved to the paperless system.

8.5 When a child leaves our Academy, the DSL will make contact with the DSL at the new Academy and will ensure that the child protection file is forwarded to the receiving Academy in an appropriately agreed manner. CPOMS will be able to print of the child's chronology including any attached files and forwarded to the new school. This should take place within 5 working days of school.

8.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

9. SAFER RECRUITMENT

9.1 We will ensure that the Head of School and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head of School and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education, September 2016.

9.2 At Stalham Academy we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We follow the guidelines for the use of the DBS checking system in accordance with the guidance of Keeping Children Safe in Education, September 2016. The applicant must show the original DBS certificate to their potential employer before they take up post or as soon as practicable afterwards.

Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Those employed in management roles will have an additional check to ensure they are not prohibited under section 128 provisions.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. This is in line with our Single Central Record policy that

includes guidance and information from the Keeping Children Safe in Education (September 2016) page 31 & 32.

9.4 Teacher prohibition orders prevent a person from carrying out teaching work in schools. We carry out this check and a person who is prohibited from teaching will not be appointed to work as a teacher at the school. A check of any prohibition is carried out using the Teacher Services' system.

9.5 When appointing new staff, we follow our Recruiting and Vetting check policy which includes guidance and information from the Keeping Children Safe in Education (September 2016) page 27, 28 & 29.

9.6 Governors are required to have an enhanced criminal records certificate from the DBS. We apply for the certificate for any governor. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Governors who are volunteers are treated on the same basis as other volunteers, that is, an enhanced DBS check (which will include a barred list check) is requested if the governor engages in regulated activity.

9.7 Any person on a work experience placement is not left unsupervised with our children at any point as a means of protecting our children from harm.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will have access to and be expected to know our Academy's Code of Conduct and policy for positive handling. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Headteacher.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in Academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in [Safer Working Practice for Adults who work with Children and Young People in Education Settings](#), DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

10.5 All Academy staff should be prepared to identify children who may benefit from early help. (Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.) In the first instance staff

should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10.6 All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

10.7 If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

10.8 The school contributes to inter-agency working in line with statutory guidance Working together to safeguard children. We work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Where appropriate we allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

10.9 Our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This includes understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.

10.10 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 being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

10.11 Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. There are procedures in place to handle allegations against teachers, Headteachers, principals, volunteers and other staff.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the [Norfolk Safeguarding Children Board Protocol 27](#): Allegations Against Staff, Carers and Volunteers

is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head of School immediately. Should an allegation be made against the Head of School, this will be reported to the Chair of the Trust. In the event that the Head of School or Chair of the Trust is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head of School or the Vice Chair of the Trust.

11.5 The Head of School or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of School or Chair of Governors should contact the LADO directly on 01603 223473. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.7 If an allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) will discuss with the case manager and their personnel adviser about whether the school should decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our Academy and our intent to ensure that pupils at our Academy are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Anti-Bullying
- Staff Code of Conduct
- Whistle-blowing
- Attendance
- E-safety (including use of Mobile technologies)
- Health and Safety including site security
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- Keeping Children Safe in Education, September 2018
- Working Together to Safeguard Children, July 2018
- Safeguarding Children and Safer Recruitment in Education, April 2011
- Norfolk Safeguarding Children Board procedures
- Norfolk Safeguarding Children Board Protocol 27: Allegations Against Staff, Carers and Volunteers
- Dealing with Allegations of Abuse against Teachers and other Staff, DfE, 2012
- Safer Working Practices for Adults who work with Children and Young People in Education Settings, DCSF, 2015.
- Disqualification Under Childcare Act (updated 2018 :
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Governing bodies must ensure that they comply with their duties under legislation. They must have regard to the above guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

14. STATUTORY DEFINITIONS OF ABUSE

Statutory Definitions of Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The following is taken from the Keeping Children Safe in Education; Statutory Guidance for schools and colleges, March 2015 DfE

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating

in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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.

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.

Specific safeguarding issues

Some children who attend Stalham Academy are receiving care in the wider organization for emotional, mental and social ill health and receive a range of specialist support through the services involved. The Academy contributes to this support and notes any specific concerns of safeguarding that emerge within these sessions of support.

Gender-based violence/violence against women and girls

In the latest figures published by the ONS it is estimated that around 1.2 million women suffered domestic abuse and over 330,000 women were sexually assaulted. Domestic and sexual violence is often hidden away behind closed doors, with the victim suffering in silence.

The government is determined to support victims in rebuilding their lives, reporting these crimes, and to make sure perpetrators are brought to justice. We all need to do more to prevent violence against women and girls happening at all.

Honour based Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A **forced marriage** is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

If it is suspected or it is alleged that any of the above has happened or there is an immediate risk to a child, follow the same procedure under 'Procedure where abuse is suspected/alleged'.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. (In accordance with annex A 'Keeping Children Safe in Education' – September 2018).

15. SPECIFIC SAFEGUARDING ISSUES

15.1 All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

15.2. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. This then references and relates to the Anti-bullying policy, the Prevent Duty Policy and the E-Safety policy. We recognise that children are capable of abusing their peers. The curriculum promotes the procedures to minimise the risk of peer on peer abuse. It is not to be tolerated or passed off as "banter" or "part of growing up". This also includes the different gender issues that can be prevalent when dealing with peer on peer abuse.

Victims of peer on peer abuse will be supported through the pastoral work of class teachers, the senior leadership team and the close links between school and home.

15.3 We work increasingly online and therefore it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such we have in place appropriate filters and appropriate monitoring systems to carry out this duty.

16. TEACHING SAFEGUARDING

16.1 We ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHE), and/or through sex and relationship education (SRE).

16.2 We have ensured that appropriate filters and monitoring systems are in place; we are careful that "over blocking" does not lead to unreasonable restrictions as to what children are taught with regards to online teaching and safeguarding.

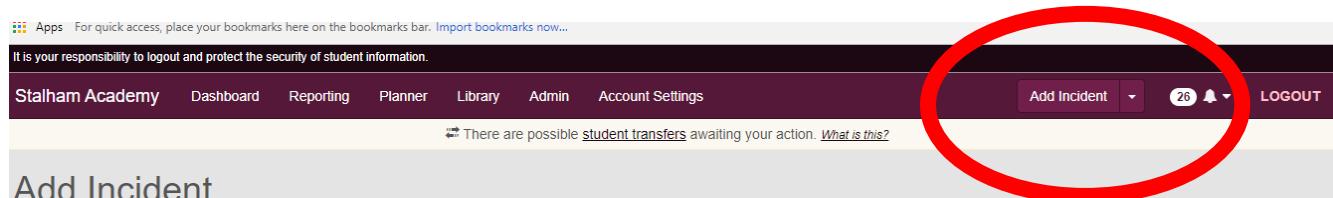
Appendix 1a: A guide to using CPOMS

All staff at Stalham Academy have access to CPOMS which is the online safeguarding used by the school.

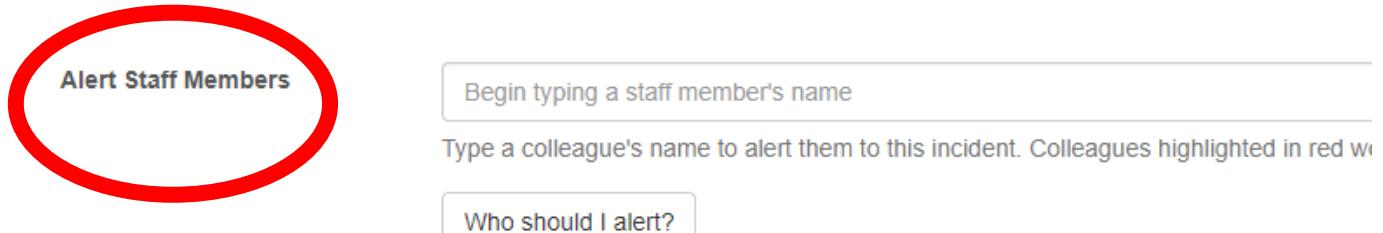
Staff must keep their password secure for the system.

New staff will receive training on how to access and use the system by one of the schools DSLs.

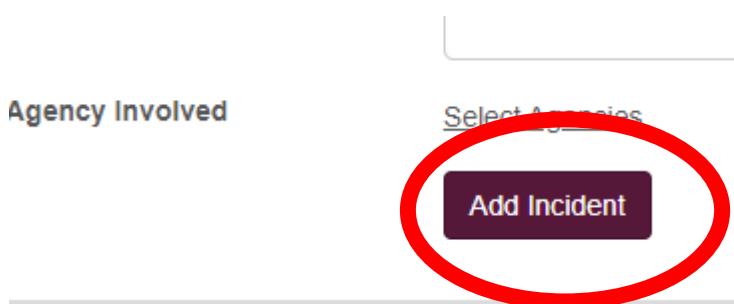
Once logged on click on the “add incident” button and follow the menus to file the concern.



Staff record in the incident making sure fact not opinion is recorded. Staff must ensure that the child's name, the date, time are all recorded and they should alert either Glenn Russell or Ella Barnes in the alert staff member menu.



Ensure that once all the relevant information is added to the boxes that the concern is submitted. This is done by the last option at the bottom of the page that says add incident.



Appendix 1b: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the Headteacher if they have a safeguarding concern about a child in our Academy.



SAFEGUARDING CONCERN FORM

Please complete and return to DSL

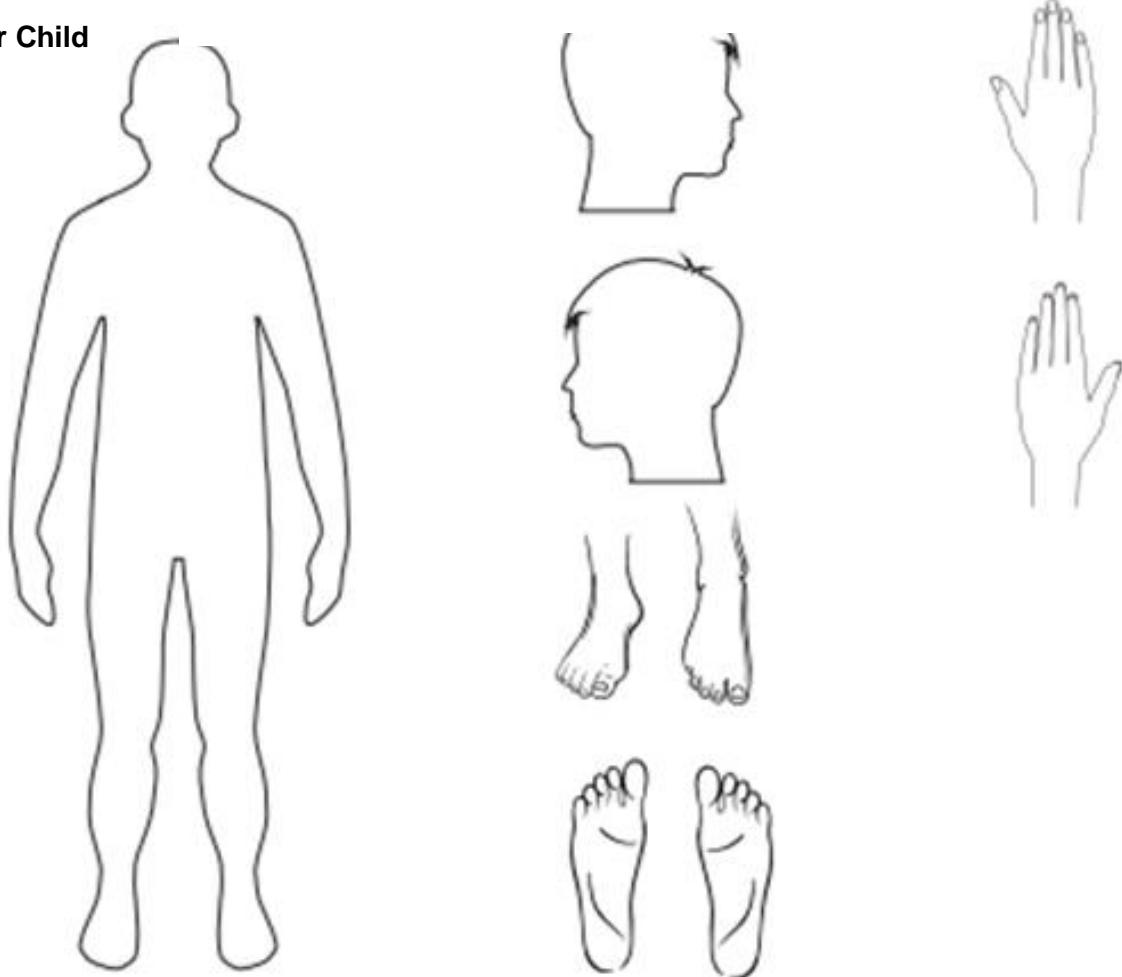
Pupil Name			
Date of concern/disclosure made		Time disclosure made	
Member(s) of Staff noting concern (full name not initials)			
Time Form completed			
Have you completed the body plan on the reverse?	Yes / No		
Time received by DSL			

Concern/Disclosure (Describe as fully as possible)	
--	--

Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name: Position:	

Your signature:
Date:

ACTION				
DATE	PERSON	ACTION	FEEDBACK GIVEN	RESOLUTION

Older Child


Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our Academy we take this responsibility seriously.

If you have any concerns about a child or young person in our Academy, you must share this information immediately with our Senior Designated Professional or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the Head of School. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the Academy office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of School. If an allegation is made about the Head of School, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

The people you should talk to in Academy are:

Senior Designated Professional: Ella Barnes
Location of office: Headteacher

Alternate Designated Professional: Glenn Russell (Headteacher), Rebecca Lamb, Chris Oval
Chair of Governing Body: Graham Fulford
Contact Number: Via Academy office

At Stalham Academy we strive to safeguard and promote the welfare of all of our children.

NHS Norfolk
NHS Great Yarmouth and Waveney

NORFOLK MASH Multi-Agency Safeguarding Hub

NSCB 1 Forms Safeguarding Referral Forms

From 15th October 2018 the Norfolk MASH will take referrals in the form of telephone referrals only. Until then a telephone referral with NSCB1 is to be completed.

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked **NSCB1**, within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be faxed to the MASH Team on 01603 762445 or posted to:

The MASH Team Manager, Floor 5, Vantage House,
Fishers Lane, Norwich, Norfolk, NR2 1ET

NSCB1 forms can also be e-mailed to MASH via mash@norfolk.gcsx.gov.uk but **must only be sent from a secure email address.**

The Safeguarding Consultation Line will continue to be provided by Children's Services Area Duty Teams:

CITY & SOUTH OPERATIONAL DIVISION
TEL: 01603 224134

NORTH & EAST OPERATIONAL DIVISION
TEL: 01493 850317

BRECKLAND & WEST OPERATIONAL DIVISION
TEL: 01553 669330



Policy Consultation & Review

This policy is referred to in our Academy prospectus and is available on request from the Academy office. We also inform parents and carers about this policy when their children join our Academy and through our Academy newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis.