AMBITIONS
Academies Trust

BAYSIDE
ACADEMY

Ambitions Academies Trust
Child Protection and Safeguarding Policy
September 2018

Adopted by Trustees: October 2018

Next review date: September 2019

1. Introduction

1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Section 175 of the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2018 (https://www.gov.uk/government/publications/working-together-to-safeguard-children), Child Missing Education 2016, Keeping Children Safe in Education 2018, What to do if you are Worried a Child is Being Abused 2015, and that our Academies/Nurseries follow the Local (Poole and Bournemouth) Safeguarding Children's Board's Interagency Procedures (www.bournemouth-poole-lscb.org.uk). The Policy should be read in conjunction with associated Policies such as E-Safety, Bullying and Whistle Blowing. This Policy has been developed to ensure our Academies/Nurseries comply with 'Keeping Children Safe in Education' 2018.

1.2. Staff, trustees and AAC members recognise that children and young people have a fundamental right to be protected from harm or exploitation and that, unless they feel secure, children cannot learn effectively. Our Academies/Nurseries will, in accepting the cognition and communication limitations of our pupils, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupils' concerns, no matter how expressed, will be listened to and acted upon.

1.3. Ambitions Academies Trust (AAT) will ensure that trustees, AAC members, staff and volunteers in our Academies understand the importance of working in partnership with children, their parents, carers and other agencies in order to promote children's welfare.

1.4. AAT will also ensure that our Academies/Nurseries carry out their statutory duties to report suspected child abuse to the appropriate Local Authority's Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse. AAT recognises the contribution that our Academies/Nurseries can together make to protect and support pupils in our care.

1.5. Our Academies/Nurseries are committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepting that there is a have a moral and legal responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse. All employees and volunteers will receive safeguarding training appropriate to their designation.

Aims:

1.6. Our Academies/Nurseries fully recognise their responsibilities for safeguarding children.

1.7. Our policy applies to all staff, trustees, AAC members and volunteers working in our Academies/Nurseries.

1.8. There are five main elements to our policy:

- Ensuring our Academies/Nurseries practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or

suspected cases, of abuse;

- Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help plan;
- Establishing a safe environment in which children can learn and develop.

Definitions of Safeguarding and Child Protection

1.9. It is helpful to define what is meant by these terms.

- Safeguarding and promoting the welfare of children is protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

1.10. AAT recognises that because of the day-to-day contact with children, Academy/Nursery staff are well placed to identify concerns early and to observe the outward signs of abuse. Our Academies/Nurseries will therefore:

- Establish and maintain an environment where children feel safe, secure, resilient, valued and respected and are encouraged to talk, believing they will be listened to;
- Ensure children know that there are adults in the Academy/Nursery whom they can approach if they are worried;
- Include opportunities in the curriculum, specifically through PSHE, ICT and the creative curriculum, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.

1.11. Our Academies/Nurseries seek to ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect children from harm. To this end our Academies/Nurseries will:

- Ensure there are systems in place for children to express their views and give feedback e.g. through Academy/Nursery/class councils, safety questionnaires, participation in anti-bullying and e-safety events;
- Ensure that the child's thoughts/wishes and feelings are recorded on all referrals.

2. Procedures

2.1. Our Academies/Nurseries will follow the procedures set out by the Local Safeguarding Children Board (LSCB: Poole and Bournemouth) and take account of guidance issued by the Department for Education (DfE).

2.2. Each Academy/Nursery will:

- Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
- Ensure it has a member of staff who will act in the absence of the DSL (deputy DSL);
- Ensure it has a nominated AAC member responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and understands their role;

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect and maintain an attitude of 'it could happen here';
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL/ Associate Principal or deputy DSL and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon.
- Ensure that parents have an understanding of the responsibility placed on the Academy/Nursery and staff for child protection by setting out its obligations in the Academy/Nursery prospectus and publishing its policy on the Academy/Nursery website;
- Operate a lettings policy which ensures the suitability of adults working with children on Academy/Nursery sites at any time;
- Ensure that community users organising activities for children are aware of, and understand the need for compliance with, the Academy/Nursery's child protection guidelines and procedures;
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by the DfE and the LSCB where an allegation is made against a member of staff or volunteer, including making a referral to the DBS and/or National College for Teaching and Leadership if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.

2.3. Our procedures will be regularly reviewed and updated.

3. Training

3.1. When staff join our Academies/Nurseries they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy, Keeping Children Safe in Education 2018, What to do if you are worried if a child is being abused, the Academy/Nursery's code of conduct and the leaflet 'Safer Working Practice for Staff in Education Settings' and told who the DSL is and who acts in their absence.

3.2. All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.

3.3. All volunteers, supply staff and regular visitors to our Academies/Nurseries will be told where our policy is kept, given the name of the DSL and informed of the Academy/Nursery's procedures in reporting concerns.

3.4. All staff will receive training in child protection and safe working practice, updated at least every three years, in line with LSCB guidance.

3.5. Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two

years.

3.6. As part of induction and the on-going CPD programme for safeguarding staff will all undertake training relating to: safeguarding, child protection, E safety, Child Sexual Exploitation, Forced Marriage, Female Genital Mutilation, Trafficking, Neglect, Bullying, Peer to Peer abuse, The Prevent Agenda and Domestic Violence

4. Responsibilities

4.1. The Governing Body known as Academy/Nursery Advisory Committee – AAC will nominate a member to be responsible for safeguarding children and liaise regularly with the DSL/ Associate Principal/Principal in matters relating to safeguarding. It will ensure that:

- safeguarding policies and procedures are in place, available to parents/ carers on the Academy/Nursery website or by other means and reviewed annually;
- an annual report on the effectiveness of the Academy/Nursery's safeguarding procedures is presented to the AAC and returned to the Local Authority;
- any weaknesses brought to its attention relating to safeguarding are remedied without delay.

4.2. The Associate Principal/Principal will ensure that the Safeguarding policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection.

4.3. The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the Academy/Nursery setting. The DSL is responsible for:

- Organising child protection induction training for all newly appointed staff and whole staff training, refreshed every year;
- Undertaking, in conjunction with the Associate Principal/Principal and Safeguarding AAC member, an annual audit of safeguarding procedures, using the LSCB safeguarding audit.
- Referring a child to the Early Help Hub or Children's Social Care as appropriate, when there are concerns about possible abuse and neglect.
- Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked locations;
- Ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings, both between and across phases, within and out of the borough;
- Notifying the key worker if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-

operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;

- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first.
- The Principal/Associate Principal, if not the DSL, will always lead on allegations against staff.
- Where any roles of the DSL are delegated to appropriately trained deputies, the DSL retains the ultimate lead responsibility.
- In the absence of the DSL, all staff will always be aware of which deputy DSL is available.

Out of Hours Arrangements

4.4. During trips/visits organised by our Academies, which are outside of the normal day, the DSL or their deputy will always be on call by telephone.

5. Managing a Disclosure

5.1. Teachers and other staff in Academies/Nurseries are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following procedures will be followed:

- Listen carefully to what is said;
- Ask only open questions such as:
- 'Tell me what happened.'
- 'Please explain what you mean when you say …..'
- 'Can you describe the person?' or 'Can you describe the place?'
- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
- Do not force the child to repeat what he/she said in front of another person;
- Do not begin an investigation – for example by asking the child to record what happened in writing or taking a photograph of any injuries;
- Report immediately to the DSL and complete a hand-written record as soon after the disclosure as possible and in any case within 24 hours, using the child's words as far as possible. Use body maps to record any observed injuries.
- A referral to social care to discuss or refer, will be made by usually the DSL or a deputy unless in exceptional circumstances this can be any member of staff
- **A template for recording a disclosure is emailed to all staff at the start of the academic year and new staff joining upon arrival during the year. Hard copies are available in the staff room.**

5.2. Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures on the LSCB website before commencing its own investigation or contacting parents.

6. Information Sharing & Confidentiality

6.1. Our Academies/Nurseries recognise that all matters relating to child protection are confidential.
6.2. The Associate Principal/Principal/ DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

6.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

6.5. The 2018 Data Protection Act contains a clause which includes the 'safeguarding of children and vulnerable individuals at risk.' This legally allows a safeguarding team within each academy to share information without consent if they are unable to or cannot gain consent from an individual or if to gain consent would place a child at risk. The most important consideration for safeguarding teams will always be that by sharing information the safeguarding and protection of a child is likely to be increased.

Domestic Violence Alerts

6.6. Our Academies/Nurseries receive information from the police to alert the Designated Safeguarding Lead in the Academy/Nursery when there has been an incident of domestic abuse in a household where a pupil lives. The Academy/Nursery are not informed of the detail of the incident, only that one has occurred. This allows the Academy/Nursery to monitor and support the pupil. If there are additional concerns the DSL will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a multi-agency risk assessment conference (MARAC) occurs the Academy/Nursery may be asked for information and appropriate school related information may be shared with the Academy/Nursery after the meeting.

7. Communication with Parents/ Carers

7.1. Our Academies/Nurseries recognise that good communication with parents/ carers is crucial in order to safeguard and promote the welfare of children effectively.

7.2. Our Academies/Nurseries will always undertake appropriate discussion with parents/ carers prior to involvement of another agency **unless to do so would place the child or an adult at further risk of harm or would impede a criminal investigation.**

7.3. Our Academies/Nurseries will ensure that parents/ carers have an understanding of the responsibilities placed on the Academy/Nursery and staff to safeguard children and their duty to co-operate with other agencies in this respect.

Early Help
7.4. Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

7.5. Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving.

- In order to do this, the Academy/Nursery will work with other local agencies to identify children and families who would benefit from early help
- Undertake an assessment of the need for early help
- Provide early help services eg School Nurse, Pastoral Worker, SENCO, Family Outreach Workers, targeted youth, breakfast club
- Refer to appropriate services eg CAMHS, YADAS

8. Record Keeping

8.1. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns will be recorded using the Academy/Nursery's safeguarding children recording system.

8.2. All records of a child protection nature will be passed to the DSL including case conference or core group minutes and written records of any concerns. Child protection records are kept securely and transferred in a safe and timely manner when a child moves Academy/Nursery.

8.3. The DSL will maintain and regularly audit the Academy/Nursery's child protection records and ensure that each stand-alone file includes a chronology of significant events.

9. Supporting Children

9.1. Our Academies/Nurseries recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.

9.2. Our Academies/Nurseries acknowledge that the Academies/Nurseries may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

9.3. Our Academies/Nurseries are aware that research shows that their behaviour may be challenging and defiant or they may be withdrawn.

9.4. Our Academies/Nurseries will endeavour to support all children by:

- Encouraging self-esteem, resilience and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
- Promoting a positive, supportive and secure environment giving pupils a sense of being valued;
- A consistently applied Academy/Nursery behaviour policy which is aimed at supporting vulnerable pupils. The Academy/Nursery will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- Liaising with other agencies that support the pupil such as Children's Social Care Services, Child and Adult Mental Health Service (CAMHS), Educational Psychology Service and those agencies involved in the safeguarding of children;

- The use of Early Help Services, through the Early Help Hub, when appropriate;
- Notifying Children's Social Care Services immediately there is a significant concern;
- Providing continuing support to a child about whom there have been concerns who leaves the Academy/Nursery by ensuring that appropriate information is forwarded under confidential cover to the child's new setting.
- Pupils will receive a rigorous programme of PSHE, including input from the Safer Schools Community Team, YADAS, School Nurse, Domestic Violence Support, Children's Social Care, Space Project (LGBT) and Safe Date to promote their well-being, safety and development of appropriate and positive relationships with others

10. Supporting and Supervision of Staff

10.1. AAT recognises that staff working in our Academies/Nurseries who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

10.2. Our Academies/Nurseries will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support such as counselling or regular supervision, as appropriate.

10.3. Our Academies/Nurseries will enable supervision for the DSL through network meetings, direct consultation with the Senior Advisor or advanced social work practitioners in order to promote best practice and challenge unsatisfactory or poor practice.

10.4. In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with children, they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

11. Safer Recruitment and Selection of Staff

11.1. All Academies/Nurseries have a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

11.2. The recruitment process is robust in seeking to establish the commitment of candidates to support the Academies'/Nurseries' measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

11.3. All staff working within our Academies/Nurseries who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, gaps in employment, enhanced DBS check and a right to work in the UK.

11.4. Our AAC members are subject to an enhanced DBS check without barred list check, in line with Ambitions Academies Trust and LSCB procedures.

11.5. The Academies/Nurseries maintain a single central record of recruitment checks for audit purposes.

11.6. Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

11.7. Volunteers who are not working in regulated activity will be supervised at all times.

11.8. The Academies/Nurseries take steps to gather sufficient and accurate information about staff who may be disqualified by association. The Academies/Nurseries record the date on which disqualification checks were made, either on the single central record or separately.

12. Allegations against staff

12.1. AAT acknowledges that a pupil may make an allegation against a member of staff.

12.2. If such an allegation is made, which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the DSL and Associate Principal/Principal. However, if the allegation concerns the Associate Principal/Principal, the Chair of Academy/Nursery Advisory Committee (AAC) and the Director of Special Education/Director of Primary Education/CEO as applicable will be informed immediately.

12.3. The Associate Principal/Principal (or Chair of AAC) on all such occasions will discuss the content of the allegation with the Director of Special Education/Director of Primaries/CEO as applicable and the Local Authority Designated Officer (LADO), prior to undertaking any investigation. Bournemouth: Mike Masterman 01202 456744 Poole: Julie Murphy 01202 633694, John McLaughlin 01202 714677 or Jill Aiken 01202 714747. Any concern or allegation against an Associate Principal/Principal will be reported to the Chair of the AAC/Chair of Trustees, who will then report this to the LADO.

12.4. The Academy/Nursery will follow the DfE and LA procedures for managing allegations against staff, a copy of which is readily available in the Academy/Nursery.

12.5. The Case Manager will be guided by the Senior Adviser and/or LADO in all matters relating to the case, including suspension, sharing of information and any follow up investigation.

13. Whistleblowing

13.1. AAT recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the Academy/Nursery's confidential reporting (whistleblowing) policy.

13.3. All concerns are to be reported to the Associate Principal/Principal.

13.4 Whistleblowing concerns about the Associate Principal/Principal should be raised with the Chair of AAC, and the Chair will inform the Director of Special Education/Director of Primaries/CEO as applicable immediately.

13.5 Any concerns that staff feel have not been addressed correctly can be taken further through contact with the NSPCC via: help@nspcc.org.uk.

14. Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

14.1. Our Academies/Nurseries recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

14.2. Our Academies/Nurseries will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the Academy/Nursery will take but also the length of time that will be required to resolve the complaint. The Academy/Nursery will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The Academy/Nursery's complaints procedures are readily available.

15. Positive Physical Intervention

15.1. Our policy on positive handling is set out in our behaviour policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

15.2. Our Academies/Nurseries understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.

15.3. Staff who are likely to need to use physical intervention will be appropriately trained in the Maybo or Team Teach technique, or an equivalent.

15.4. All incidences of physical intervention will be recorded in accordance with the Maybo/ Team Teach recommended procedures.

15.5. Our Academies/Nurseries recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

16. Abuse of Position of Trust

16.1. Our Academies/Nurseries recognise that as adults working in the Academy/Nursery, staff are in a relationship of trust with the pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.

16.2. Our Academies/Nurseries acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

16.3. Our Academies/Nurseries recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

17. Radicalisation, Extremism and the Prevent Agenda

17.1. Our Academies/Nurseries encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Our Academies/Nurseries ensure that partisan political views are not promoted in the teaching of any subject and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

17.2. Our Academies/Nurseries value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Freedom of speech, whilst a privilege to all, requires an awareness of laws and policies governing equality, human rights, community safety and community cohesion.
17.3. Our Academies/Nurseries seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

17.4. All staff will be vigilant and identify children who may be vulnerable to radicalisation and will follow the procedure set out in Appendix B no. 7. All adults will build the resilience of pupils to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.

18. Prejudice Incidents

18.1. Our policy on Anti-Bullying and Prejudice incidents is set out in a separate policy and acknowledges that repeated prejudice incidents or a single serious incident may lead to consideration under child protection procedures. Our Academies/Nurseries maintain a log of prejudice incidents.

19. Anti-Bullying

19.1. Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our anti-bullying policy. Our Academies/Nurseries recognise the vulnerability of children with special needs and/or disabilities are more susceptible to being bullied and maintain a log of bullying incidents.

19.2. All incidents of bullying will be investigated using the government guidance provided in 2017 'Preventing and Tackling Bullying.'

20. Peer to Peer Abuse

20.1. DfE guidance Keeping Children Safe in Education (2016) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

20.2. The intervention of child protection agencies in situations involving sexual activity between children will be considered carefully. Any child under the age of 13 cannot consent to sexual activity and a referral to children's services will be made by the DSL immediately

when sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. Consideration will be given between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.

20.3. There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

20.4. AAT believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

20.5. Our Academies/Nurseries recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

20.6. Our Academies/Nurseries will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

20.7. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

20.8. If the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil

- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

20.9. Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts
- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive children or young people under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage of increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- The school will keep its admission register accurate and up to date. The school attendance policy is regularly updated and understood by all staff. A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the LCSB procedure and refer to the Local Authority education welfare/attendance service. All schools must inform their Local Authority if a child is referred to be educated outside of the school system eg Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

Procedure:

- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage

should be made to investigate the circumstances.

- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- In incidents involving an allegation made by one student against another involving rape of assault by penetration, whilst the academy establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator will be removed from any classes they share with the victim. The Academy will also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- In incidents involving an allegation of sexual assault or harassment the proximity of the victim and alleged perpetrator regarding shared classes, sharing academy premises and academy transport, will be considered immediately. In all cases, the initial report will be carefully evaluated. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions and all decisions will be communicated explicitly and within 24 hours to all parties concerned.

21. E-safety

21.1. All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns. The E Safety Policy is read and understood by all staff at the point of induction. Every Academy/Nursery has a named member of staff who is an E-Safety Champion.

21.2. Our Acceptable Use policy recognises that internet safety is a whole Academy/Nursery responsibility (staff, pupils, parents).

21.3. Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

21.4. Our Academies/Nurseries therefore recognise their responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

22. Photography and use of images

22.1. The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

22.2. For this reason consent is always sought when photographing children and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).

23. Health & Safety

23.1. Our Health & Safety policy, set out in a separate document, reflects the consideration AAT gives to the safeguarding of our children both within the Academy/Nursery environment and when away from the Academy/Nursery, for example when undertaking Academy/Nursery trips and visits.

24. Safe Environment

24.1. The Academy/Nursery undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

24.2. The Academy/Nursery has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of Academy/Nursery hours.

25. Challenge and Escalation

25.1. Our Academies/Nurseries recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

25.2. As part of our responsibility for safeguarding children, our Academies/Nurseries acknowledge that staff must be prepared to challenge each other if they feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

25.3. Our Academies/Nurseries are aware of the LSCB escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

26. Exchange Visits

All foreign exchange visits involve pupils remaining with host families as part of their experience. The arrangement of these placements is a private matter between the child's

parents and the host parents and consequently the Trust does not carry out DBS enhanced checks to help determine the suitability of the arrangement.

27. Private Fostering

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, this will be raised with the DSL who will notify children's services and they will ensure that the arrangement is suitable and safe for the child.

28. Monitoring and Evaluation

28.1. Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit;
- Completion and return to the LA of the annual safeguarding report to the AAC.
- Pupil surveys and questionnaires;
- Discussions with children and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the Academy/Nursery's single central record of recruitment checks;
- Scrutiny of AAC minutes;
- Monitoring of logs of bullying/racist/behaviour/Prevent incidents and PPI records;
- Supervision of staff involved in child protection;
- Case file audits undertaken by the DSL.

29. Other Relevant Policies

29.1. The AAC's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

29.2. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Code of Conduct
- Allegations of Abuse against Teachers and other Staff
- Complaints Procedure
- Behaviour Support
- Anti-Bullying, including cyber-bullying and Prejudice
- Positive Physical Intervention
- Special Educational Needs
- Trips and visits
- First aid and the administration of medicines
- Health and Safety
- Intimate Care
- Sex and Relationships Education
- Safe and Appropriate Use of Images
- Equal Opportunities

- E-safety and Acceptable Internet Use
- Whistleblowing (Confidential Reporting)
- What to do if you are worried if a child is being abused (March 2015)

29.3. The above list is not exhaustive but when undertaking development or planning of any kind the Academy/Nursery will need to consider safeguarding matters.

APPENDIX A- Role and Responsibilities of the Designated Safeguarding Lead

To support and advise the Principal/Associate Principal and AAC to ensure that Safeguarding and promoting the health and well-being of pupils by;

1. Having appropriate safeguarding training every two years and ensuring that all new and supply staff receive safeguarding induction.

2. Ensure that mandatory training for staff and others as appropriate is available and completed within an appropriate time scale.

3. Arranging whole school training for all staff and volunteers at least every three years and maintaining a training database.

4. Disseminating lessons from Serious Case Reviews and recommending any necessary changes to safeguarding policy and practice.

5. Meeting regularly with the AAC member for Safeguarding to share information and ensure identified action is undertaken.

6. Ensuring any agreed action plan is undertaken and that the Principal/Associate Principal is notified immediately of any weaknesses with suggested remedial action.

7. Ensuring that LSCB inter-agency procedures are signed up to and responsibilities undertaken.

8. Reviewing incidents of concern forms and ensures a CAF (Common Assessment Framework) is completed, or referral to relevant Children's Social Care is undertaken when the threshold is met. Ensuring that staff maintains safeguarding records and holds or attends meeting as and when required.

9. Providing a written report and attends Child Protection conferences and Core Groups as necessary.

10. Undertaking and participating in Risk Management of children and young people who pose a physical, sexual or self-harming risk and ensures that any school action arising is undertaken. This includes an awareness of risks relating to (**Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking (**see Appendix C).

11. Ensuring individual pupils' records contain a chronology for Looked After children, Children in Need, Child Protection and Self Harm and that records are kept of all contact with parent/carer, child and/or other agencies and ensures safe transfer of records if/when a child moves school.

12. Monitors and Audits school practice.

13. Ensuring all associated policies and procedures are being operated effectively, by all staff, to benefit pupils.

14. Ensuring that safeguarding and child protection policy is kept up to date and disseminated widely.

15. Ensuring that the school follows safer recruitment practice.

16. Advising management of any changes to the process and/or guidance regarding allegations against staff.

17. Advising management of safeguarding aspects of Ofsted inspections and recommends any remedial action required and timescales for implementation.

18. Collates and reports on statistics such as referrals to other agencies, attendance at Child Protection Conferences and Core groups.

19. Ensuring that the school promotes community cohesion and tolerance of different faiths and beliefs. This includes the protection of students and staff from any negative consequences arising from actions intended to radicalise or promote terrorism (see Appendix B) and acting as Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

APPENDIX B- Safeguarding students who are vulnerable to extremism

1. The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

2. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

3. Extremism is defined by the Government in the Prevent Strategy as:

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

4. All Ambitions Academies/Nurseries value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

5. Ambitions Academies/Nurseries will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

6. Our Academies/Nurseries, like all others, are required to identify a Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

7. When any member of staff has concerns that a pupil or staff member may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Senior Designated Safeguarding Lead if this is not the same person.

APPENDIX C- Safeguarding Students who are vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking

1. Our safeguarding policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are supported to respect themselves and others, stand up for themselves and be protected.

2. **Forced Marriage** is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

3. **Female Genital Mutilation** involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It is internationally recognised as a violation of Human Rights of girls and women. It is **illegal** in most countries including the UK

4. **Child sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

5. Our Academies/Nurseries all keep themselves up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

6. Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum

7. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

8. Our Senior Designated Safeguarding Lead knows where to seek and get advice as necessary using the CSE risk matrix to support the decision that is taken.

APPENDIX D – What is abuse?

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 (eg 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 persistent 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 development 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 cyber bullying), 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, though 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. **Some of the following signs may be indicators of sexual exploitation:** • Children who appear with unexplained gifts or new possessions • Children who associate with other young people involved in exploitation • Children who have older boyfriends or girlfriends • Children who suffer from sexually transmitted infections or become pregnant • Children who suffer from changes in emotional well-being • Children who misuse drugs and alcohol • Children who go missing for periods of time or regularly come home late • Children who regularly miss school or education or don't take part in education
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 adequate care-givers) • Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Physical indicators of neglect include: Unkempt state, inappropriate clothing, weight loss/underweight, constant hunger, tiredness. Behavioural indicators include: Truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left along and unsupervised.

APPENDIX E - Definition of Bullying

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude of "win at all costs" and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

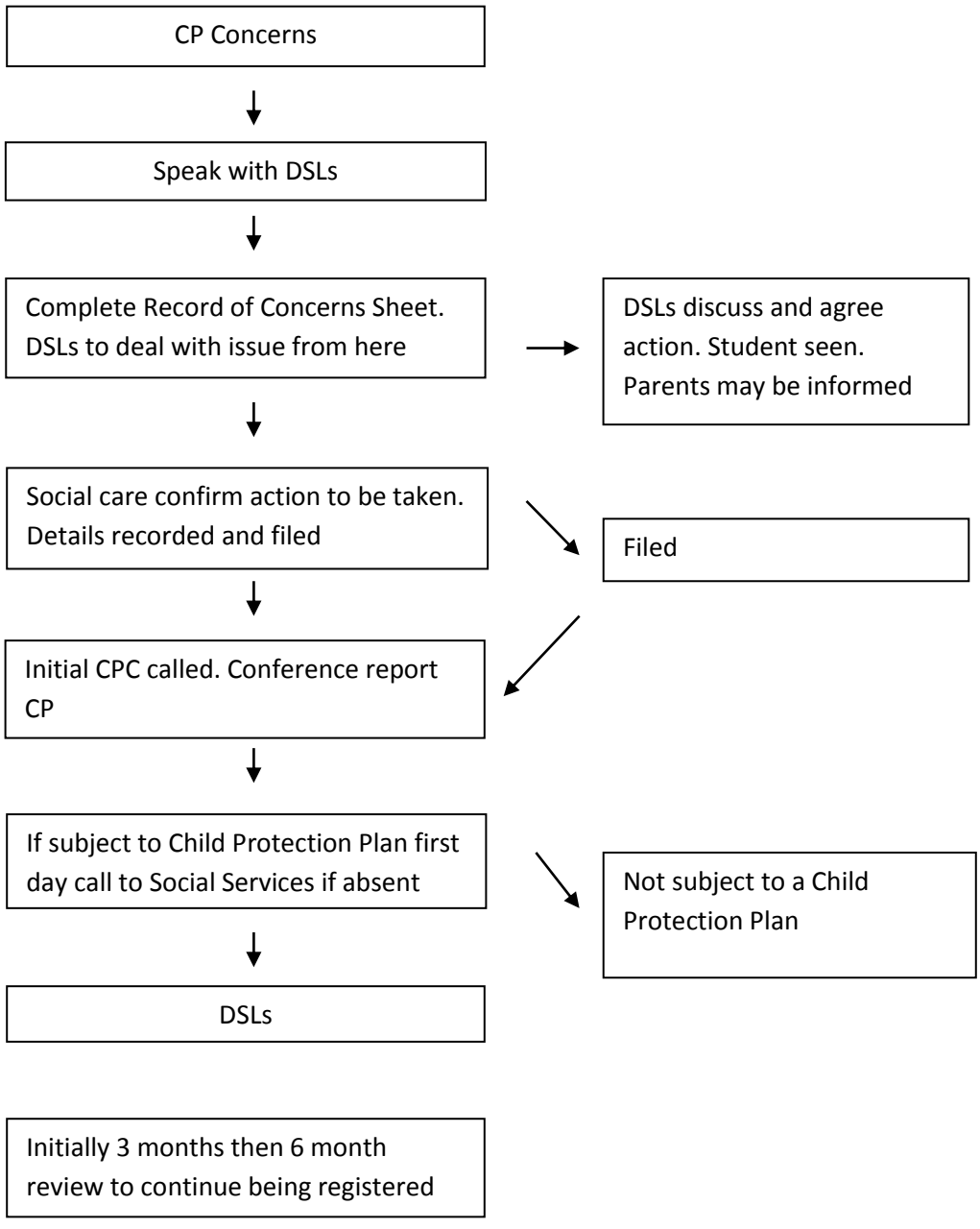
- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting or humiliation
- If bullying comprises a sexual nature a referral must be made to the Children's Social Care Assessment Team
- Cyber bullying

APPENDIX F – Essential Contacts

Local Contacts		
Local Authority Designated Officers for Bournemouth Lead Officer for Poole	 Jill Aitken Julie Murphy John McLaughlin	01202 456187 01202 456890 01202 458795 01202 714747 01202633694 01202 714677
Dorset MASH (Multi-Agency Safeguarding Hub)		01202 228866 MASH@dorsetcc.gcsx.gov.uk http://www.dorsetforyou.gov.uk/child-protection-report-a-concern
Social Care Triage Team Bournemouth Poole	Duty Out of Hours Referral and assessment team (Poole)	01202 458101 01202 458102 01202 657279 01202 735046
Public Protection Unit, Dorset (in an emergency ring 999)	Superintendent Clowser	01202 222222
Bournemouth and Poole Local Safeguarding Children's Board can be contacted via the Administration and Information Manager		01202 458873
National Contacts		
The NSPCC	National Centre 42 Curtain Road London EC2A 3NH	020 7825 2500 Helpline: 0808 800 5000 Text: 88858 Web: www.nspcc.org.uk/
Childline UK	Freepost 1111 London N1 0BR Judith Moore, Area Coordinator Childline School Service	Tel: 0800 1111 Web: www.childline.org.uk Tel: 07834 498370 Email: jmoore@nspcc.org.uk

APPENDIX G - Procedures for Safeguarding/Child Protection

Procedures for Safeguarding/Child Protection



APPENDIX H - Safeguarding and Young People Welfare

All staff in the Academy/Nursery are accountable for the way in which they exercise authority, manage risk, use resources and protect young people from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical and emotional harm.

AIM

Young people have the right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well being of young people. Failure to do so may be regarded as professional neglect.

Relevant documents to be read in conjunction with this policy:

The Children Act 1989
The Human Rights Act 1998
The Protection of Children Act 1999
The Sexual Offences Act 2003
The Children Act 2004
DfE: Child Missing Education 2016
DfE: Keeping Children Safe in Education 2018
DoH/DfE: National Service Framework for Children, Young People & Maternity Services
DfE: Working Together to Safeguard Children 2018
DfE: What to do if You're Worried a Child is Being Abused 2015
DCSF: Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009

DUTY OF CARE

Adults should:

- Understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached.
- Always act, and be seen to act, in the young person's interests.
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Take responsibility for their own actions and behaviour.

EXERCISE OF PROFESSIONAL JUDGEMENT

Staff should:

- Discuss the circumstances that informed their action, or the proposed action, with their Line Manager. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- Always discuss any misunderstanding, accidents or threats with a senior manager.
- Always record all discussions and actions taken with their justifications in confidential information in Child Protection file.
- The Academy/Nursery provides staff on a 'need to know' basis, with relevant information about vulnerable young people in their care.

RECEIVING INFORMATION ABOUT YOUNG PEOPLE

Staff:

- Are expected to treat information they receive about young people in a discreet and confidential matter.
- Should seek advice from a senior member of staff if they are any doubt about sharing information they hold or which has been requested of them.
- Need to be cautious when passing information to others about a young person.
- Need to know the procedures for handling allegations against staff and any concerns or allegations should be reported to the line manager of the person concerned
- Need to know the names of those with delegated child protection responsibilities in the Academy/Nursery – the designated Safeguarding Officer(s) - and be familiar with local child protection arrangements.

PROPRIETY AND BEHAVIOUR

Adults should not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with young people or act as a role model.
- Make sexual remarks to, or about, a young person.
- Discuss their own sexual relationships with or in the presence of young people.
- Discuss a young person's sexual relationship in inappropriate settings or contexts.
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate or when young people might be interpreted as such.

INFATUATIONS

Adults should:

- Report any indications (verbal, written or physical) that suggested a young person may be infatuated with a member of staff or yourself to your line manager

SOCIAL CONTACT

- Always approve any planned social contact with young people or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.
- Advise senior management of any social contact they have with a young person which may give rise to concern.
- Report and record any situation, which they feel, might compromise the Academy/Nursery of their own professional standing.
- Refrain from sending personal communication to young people e.g. letters and cards unless agreed with a member of the Senior Leadership Team.

COMMUNICATION WITH YOUNG PEOPLE USING TECHNOLOGY

- Only use equipment provided by the Academy/Nursery to communicate with young people.
- Only make contact with young people for professional reasons and in accordance with any Academy/Nursery policy.

- Recognise that text messaging young people is rarely an appropriate response to a young person in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.
- The Academy/Nursery ensures that, when it is considered necessary for staff to use equipment to communicate with young people, this is provided by the Academy/Nursery.
- Under no circumstances should Academy/Nursery staff have personal contact with young people on social networking sites such as Facebook.

PHYSICAL CONTACT

- Be aware that even well intentioned physical contact may be misconstrued by the young person, an observer or by anyone to whom this action is described.
- Never touch a young person in a way which may be considered indecent.
- Always be prepared to explain actions and accept that all physical contact may be open to scrutiny.
- Never indulge in horseplay, tickling or fun fights.
- Always encourage the young people, where possible, to undertake self care tasks independently.
- The Academy/Nursery has a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by the Senior Leadership Team.

YOUNG PEOPLE IN DISTRESS

Adults should:

- Consider the way in which they offer comfort to a distressed young person - refer to Physical Contact section of this policy for further guidance.
- Always tell a colleague when and how they offered comfort to a distressed young person.
- Record situations which may give rise to concern.

PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT

Adults should:

- Consider alternatives, where it is anticipated that a young person might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable young person in the demonstration.
- Be familiar with and follow recommended DFE guidelines.
- Always explain to a young person the reason why contact is necessary and what form that contact will take.

Showers and Changing

- Avoid any physical contact when young people are in a state of undress.
- Avoid any visually intrusive behaviour.
- Where there are changing rooms, announce intention of entering.

- Avoid remaining in the room unless young people's needs require it.
- Adults should not change in the same place or shower with the young people.

BEHAVIOUR MANAGEMENT

Adults should:

- Not use force as a form of punishment.
- Try to defuse situations before they escalate.
- Keep parents informed of any sanctions.
- Adhere to the Academy/Nursery's Behaviour for Learning policy.

Please refer to Restraint Policy for further guidance in event of a young person putting themselves and others at risk.

SEXUAL CONTACT

Adults should:

- Not pursue sexual relationships with young people either in or out of the Academy/Nursery.
- Avoid any form of communication with a young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts and physical contact.

ONE TO ONE MEETINGS

Adults should:

- Avoid meetings with young people in remote, secluded areas of the Academy/Nursery.
- Ensure there is visual access and/or an open door in one to one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report a situation where a young person becomes distressed or angry to a senior colleague.
- Consider the needs and circumstance of the young person/s involved.

HOME VISITS

Staff should:

- Agree the purpose for any home visit with a member of the Senior Leadership Team.
- Adhere to agreed Academy/Nursery Home Visit Protocol including the risk management strategies
- Avoid unannounced visits wherever possible.
- Ensure there is visual access and/or an open door in one to one situations.

- Always make detailed records including time of arrivals and departure and, work undertaken
- Ensure any behaviour or situation which gives rise to concern is discussed with their manager and where appropriate referred to other agencies.
- Keep contact with young people and their family on a professional basis only.

PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

Adults should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.
- Ensure that a senior member of staff is aware that the photography/ image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of young people in their possession.
- Avoid making images in one to one situations.

Adults should not:

- Take, display or distribute images of young people unless they have the parent/carer consent to do so.
- Take images of young people using personal mobile phones.

In relation to inappropriate images adults should:

- Follow the Academy/Nursery policy on the Use of IT Equipment.
- Ensure that the young people are not, through the use of any medium, exposed to indecent or inappropriate images.

SHARING CONCERNS AND RECORDING INCIDENTS

Adults should:

- Be familiar with the Academy/Nursery Policy on Safeguarding and Child Protection which includes the Safeguarding and Child Protection Incident of Concern Form for recording concerns.
- Take responsibility for recording any incident and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the Academy/Nursery or workplace to the DSP.

APPENDIX I - Academy/Nursery Protocol for Home Visits

Staff should make their Line manager aware of any home visit. Wherever possible two members of staff should make home visits together. An estimated time of leaving and returning should be provided. The Academy/Nursery should be aware of contact details of members of staff doing a home visit. The phone number of the home being visited should also be readily available should difficulties be encountered. Staff should appraise themselves of any previous visits by other staff and acquire any background information.
Staff should be fully acquainted with the location of a young person's home and how to get there to avoid having to stop and ask for directions.

If staff are anxious on arriving at a location and feel their safety could be jeopardised, they should not take the risk of proceeding further. They should telephone the home and advise that they are unable to attend. Alternative arrangements should be made.

All home visits should be recorded on the Home Visit Record Sheet (appendix J) with the reason of the visit, points discussed, agreements reached and any concerns that the staff member may have from the meeting however trivial these may appear at the time. Clear and detailed record keeping may well prevent problems in the future.

Confrontation should always be avoided. At the first sign of potential danger staff should make a speedy exit from a home. Staff should never assume that violence wouldn't happen to them. While many home visits are carried out safely, personal safety is paramount. Any incident should be reported to the Line Manager or member of the Senior Leadership Team immediately.

Staff are reminded to keep up-to-date with current legislation and safeguarding /safer working practice guidance.

Working in Partnership with Parents/Carers

- Show respect for parents/carers/families as equal partners in the relationship.
- Make appointments in advance and offer a choice.
- Accept families' rights not to want a home visit
- Confirm parents/carers actual name and title and keep on record.
- Do not presume that there are two parents with the same surname as the child.
- Do not assume that all parents are literate.
- Consider issues of Social, Cultural and Religious differences.

Working in Partnership with other Agencies

Communicate with the DSL as to if other agencies are already involved with the family.

- Evidence of good practice is where services liaise and support each other with a clear common aim of assisting the Young Person/family to overcome barriers to learning.
- Check with the DSL to see if a CAF/PEHA is in place if so who the Lead professional is.

Health and Safety

- Let your Line Manager know who you are visiting and leave details of the address, your mobile phone/ and expected time of return.
- Always wear your ID badge
- Demonstrate normal courtesy - wait to be invited into the home.

- Ask if an adult is present in the house before entering. If no adult is present, do not enter.
- If you need to speak to the young person alone, a member of the family or a colleague should be present or near during the interview.
- Care should be taken that your proximity to the young person cannot be misinterpreted.
- It is important that all contacts with young people and families are recorded.
- A note should be made of all people present at the meeting, dates and times, agreed outcomes etc. This should be shared with relevant members of staff, parent/carer and recorded on SIMS
- Use common sense, trust your instincts and if a situation feels threatening leave, saying for example, that you are going back to get something from your car.

Risk Assessment

Where home visits take place it is useful that a risk assessment is taken into account. This will identify any concern about potential risks and appropriate measures to be taken.

- Where possible meet in the Academy/Nursery.
- Check records as to what is known and information available.
- Talk to the DSL/other professionals who may have already have had contact or involvement with the family.
- Understand the purpose of your visit - make this clear with the family.
- Discuss with your Line Manager what strategies to adopt when working with a potentially difficult parent/carer/family.
- Where there are deemed to be potential risks - Contact by phone/post and invite them into the Academy/Nursery.
- Wherever possible, staff should be accompanied by another member of staff or outside professional

Appendix J – Home Visit Record Sheet

Name of Young Person	Year:	Member of staff:	Date and time of visit:
Names of all persons present:			
Duration of visit: 15 mins ☐ 20 mins ☐ 30 min ☐ 45 mins ☐ over 1 hr ☐			
Reason for Home visit: Young person's attendance ☐ Young person's behaviour ☐ Young person's Welfare ☐ Young person's Academic progress ☐ CAF/PEHA assessment ☐ Pastoral support for young person/family ☐ Changes to timetable ☐ Deliver work packs ☐ Outreach support ☐ Reintegration meeting after exclusion ☐ (use exclusion reintegration form) Other reason ☐ (give details below)			
Comments:			
Outcomes/agreed actions:			
Follow up actions to be completed by and date:			
Date information shared and with which staff:			

Copy to Inclusion Manager for Students File