

## Safeguarding and Child Protection Policy

Approved by Governors 4<sup>th</sup> October 2023

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## **KEY CONTACTS WITHIN THE ACADEMY**

### **DESIGNATED CHILD PROTECTION CO-ORDINATOR**

NAME: SUE HEWITT

CONTACT NUMBER: 01708 852006

### **DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATOR**

NAME: LAURA PODSTAWKA

CONTACT NUMBER: 01708 852006

**The following members of staff have also completed the DSL training:-**

LISA BLOOMFIELD

AMANDA BRADLEY

KATE POPPY

ANGELA BULL

**The nominated governor for Safeguarding and Child Protection is:**

LOGAN LOGANATHAN

## **KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

For advice please contact:

**Thurrock LADO**

In the first instance please email: [LADO@thurrock.gov.uk](mailto:LADO@thurrock.gov.uk)

This inbox is monitored constantly between 09:00 - 17:30

If you wish to speak to someone, please dial **07762406606**. There may be times when the Lado will be on another call or in a meeting and will not be able to answer the phone. **Please do not leave messages on this number.**

### **REFERRAL TO SOCIAL CARE SERVICES/ THURROCK MULTI AGENCY SAFEGUARDING HUB**

Where schools / Academies have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone MASH team - 01375 652802

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone emergency duty team 01375 372468

## INTRODUCTION

Beacon Hill Academy fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2023). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2023) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Partnership procedures.

### **There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.

**SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;

### **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

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

## PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The school will therefore:

Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

We will incorporate into our personalised curriculum, activities and opportunities, tailored to their learning needs, which aim to equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g., family, school and/or other sources.

## **PREVENTION OF PEER ON PEER ABUSE**

We recognise that peer on peer abuse can manifest itself in many ways.

All forms of peer on peer abuse are unacceptable and will be taken seriously. The school will therefore:

Create a whole school protective ethos in which peer on peer abuse will not be tolerated.

Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

Provide high quality Relationship and Sex Education (RSE), including teaching about consent.

Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

## **PROCEDURES**

All action is taken in line with the following guidance;

Thurrock Safeguarding Children Partnership (LSCP) Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures, is available and published on <https://www.thurrocklscp.org.uk/lscp>

“Safeguarding Children in Education” (DfES/0027/2004)

“What To Do If You’re Worried A Child Is Being Abused” (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department) - see Information for Professionals / National Guidance and Legislation on <https://www.thurrocklscp.org.uk/lscp>

Working Together to Safeguard Children (2006, Department of Health) and Working Together 2013 - see Information for Professionals / National Guidance and Legislation on <https://www.thurrocklscp.org.uk/lscp>

Keeping Children safe in Education (2023 update Department for Education)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

We recognise that ALL adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the Academy and Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

**The Academy governors will: -**

Ensure that the role of DSL and DDSL is explicit in the role holder's job description.

Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex C'). Ensure that the DSL and deputies have undertaken the two day DSL training and that this training is updated at least every two years.

Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Lead and Deputy are and the procedures for passing on concerns from the point of induction.

Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take to contact other school managers if in exceptional circumstances the DSL and DDSLs are not available.

Nominate a Governor for safeguarding and child protection who has undertaken appropriate training.

Ensure every member of staff and every Governor knows:

- the name of the designated person/s and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a pupil;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DDSLS;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter - Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children's social care.

Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to

this training all staff members receive regular safeguarding and child protection updates as required but at least annually. The school will maintain a log of staff training.

Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Ensure that all staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook and adult code of conduct.

Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.

Ensure that this policy is available publicly via the school website [www.beaconhill.thurrock.sch.uk](http://www.beaconhill.thurrock.sch.uk)

## **Liaison with other agencies**

### **The Academy will:**

Work to develop effective links with relevant services to promote the safety and welfare of all pupils.

Co-operate as required, in line with ‘Working Together to Safeguard Children’ with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

Notify the relevant Social Care Team immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

## **Record keeping**

### **The Academy will:**

Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location. The pupil services officer has responsibility for the safe storage of these. Electronic records are in a secure shared area which can only be accessed by DSL and deputy DSL.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

Make parents aware that such records exist except where to do so would place the child at risk of harm.

Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

## **Communication with parents/carers**

### **The Academy will:**

Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.

Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.

Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosed to relevant partner agencies if Child Protection proceedings commence.



## **Dealing with sexual violence and sexual harassment between children**

The school recognise that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

### **The Academy will:**

Be clear that sexual violence and sexual harassment will not be tolerated.

Provide training for staff on how to manage a report of sexual violence or sexual harassment and make decisions on a case-by-case basis.

Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

Liaise closely with external agencies, including police and social care, when required.

Further guidance can be found in:

'Keeping Children Safe in Education - Part Five', 'Sexual violence and sexual harassment between children in schools and colleges,' 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

### **Arrangements for offsite activities**

Our Inter - agency procedures for child protection and recording of logs of concern and reporting to designated child protection teacher or safeguarding lead apply whether the pupil is on or off site and we expect that if a child or young person or adult at risk requires an immediate referral due to risk of significant harm, there will be no delay making a referral.

Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns

between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.

### **Visiting pupils / students:**

Beacon Hill Academy occasionally offers work experience placements to local secondary schools and FE colleges. Prior to the placement, contact details of the designated safeguarding lead (DSL) from the student's school or college will be shared. If, during the work experience placement a safeguarding concern is raised, requiring immediate referral to the MASH, this will be done by a DSL from Beacon Hill. The safeguarding lead from the student's school or college will then be informed and written details of the concern shared.

Groups of pupils or students from other schools or colleges will sometimes visit Beacon Hill Academy as part of a joint project. If, during the visit a safeguarding concern is raised, requiring immediate referral to the MASH, this will be done by a DSL from Beacon Hill. Details of the pupil will be obtained from the member of staff in charge of the group along with contact details of the DSL at the establishment, who will then be informed of the referral. Written details of the concern will be shared.

Beacon Hill Academy will keep a record of the concern raised, action taken and outcome.

Confidential information will be shared between establishments and retained using agreed arrangements for confidentiality and information sharing.

### **SUPPORTING CHILDREN**

The Academy recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Academy may be the only stable, secure and predictable element in the lives of children at risk and children need to be supported by familiar staff who can recognise these indicators.

#### **The Academy will support all pupils by:**

Providing curricular opportunities to encourage self-esteem and self- motivation.

Creating an ethos that actively promotes a positive, supportive and safe environment which respects and values the whole community.

Applying the Academy's positive behaviour support policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.

The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those.

### **Children with disabilities, additional needs or special educational needs**

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work with children with profound and multiple disabilities and/or sensory impairments need to be particularly sensitive to indicators of abuse.

As part of their personalised curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

All pupils at Beacon Hill have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. These children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

The school provides additional training to staff in the use of total communication systems relevant to each individual child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

All pupils at Beacon Hill have, or are being assessed for, an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

### **Children at risk of criminal exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

### **Children frequently missing education**

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.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

### **Children at Risk of Child Sexual Exploitation**

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.

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## **Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

## **Children Living with Domestic Abuse**

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

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

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

At Beacon Hill we are working in partnership with Essex Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass. As part of this scheme, police will share information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL).

On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

### **Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation**

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

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

### **Children who have returned home to their family from care**

The Academy recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the SET procedures.

### **Children showing signs of Abuse and/or Neglect**

The Academy recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging

and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Beacon Hill will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

### **Children at Risk of Radicalisation**

Beacon Hill recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty and what this means for Beacon Hill as part of their induction and annual update training. There will also be at least one member of the Governing Body who has completed the full Prevent training.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

### **Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more. The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

## **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The school will operate safer recruitment practices including ensuring appropriate

DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education'. This section should be read in conjunction with the school's Safer Recruitment Policy.

The governing body will ensure that at least one of the people who conducts an interview has completed safer recruitment training.

### **The following members of staff have undertaken Safer Recruitment training**

Sue Hewitt

Angela Bull

Laura Podstawka

Toni Cole

Lisa Bloomfield

Linda Bostock - governor

Tony Fish - chair of governors

Any allegation of abuse made against a member of staff (including supply staff and volunteers) will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education'.

The school will consult with the LADO in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', and the school's managing allegation against staff policy.

The Local Authority Designated Officer (LADO) will advise on all further action to be taken.

If for any reason it is decided that a referral to MASH is not appropriate, it will be necessary to address matters in accordance with the Academy's disciplinary procedures in liaison with the Academy's HR Advisor.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic



but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Adult Code of Conduct. As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff have signed to confirm that they have read the current version of 'Keeping Children Safe in Education part 1

The Academy will ensure that staff supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003

The school will ensure that communication between pupils and adults, by whatever method are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

### **Use of the school premises for non-school activities**

If the academy provides extended activities before or after school hours directly under the supervisions of school staff, the academy arrangements for safeguarding in this policy will apply.

Where activities are provided separately by another organisation or individual the academy will seek assurance that they have appropriate policies in place to keep children safe.

### **OTHER RELATED POLICIES AND PROCEDURES**

**This policy links to our:**

Behaviour Support Policy

Complaints Policy

Data Breach and Data Protection Policy

Equality Policy

Health, Safety and Wellbeing Policy

Use of Mobile Phones Policy

Use of Social Media Policy

E Safety Policy

Information Security Policies

Adult Code of Conduct

Bullying and Harassment Policy

Whistle Blowing Policy

Intimate Care Policy

Medication Policy

Touch Policy

### **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

#### **It will:**

Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues. The role of the Nominated Governor for Child Protection is to ensure that the Academy has an effective policy, that the

LSCP Guidelines are complied with [www.thurrocklscp.org.uk](http://www.thurrocklscp.org.uk) and to support the Academy in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached

Ensure an annual audit is completed and shared with the full governing body. Any weaknesses will be rectified without delay.

Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.

Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

### **Extended Schools and Before and After School Activities (on or off school site)**

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

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

The Governing Body is responsible for ensuring the annual review of this policy and ensuring that the list of key contacts on the cover sheet is kept up to date.