



Armfield Academy



Safeguarding and Child Protection Policy

Aims:

- To inform all adults working or volunteering in Fylde Coast Academy Trust (FCAT), Hodgson Academy and The Blackpool Sixth Form College of the regulations that must be followed in order to ensure safeguarding of children and young people in those organisations.
- To clarify the procedures for reporting suspected wrongdoing or bad practice in respect of the protection of children and young people within our organisations.
- To support the development of safe environments for children and young people to learn, develop and grow up in.
- To safeguard children from extremism and radicalisation and to support the Government's Prevent Strategy.

This policy is informed by statutory guidelines on safeguarding in 'Keeping Children Safe in Education' originally published in March 2015 and subsequent updates.

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1. Introduction

FCAT and our partner organisations, Hodgson Academy and The Blackpool Sixth Form College, are committed to safeguarding children and young people within our areas of responsibility and recognise the importance of ensuring that all adults working or volunteering in our organisations clearly understand their legal responsibilities, specific roles and the procedures to follow in order for this to happen.

We also understand that, because of the day to day contact with children and young people, we and our colleagues are well placed to observe the outward signs of abuse and are in a position to provide support at an early opportunity. In addition, for some

children experiencing, or at risk of, abuse, the academy/college may be the only stable secure and predictable element in their lives and key to providing them with the support needed to ensure their safety and wellbeing.

This policy provides the procedures for staff, volunteers and trainees to carry out in order to protect children and young people in our care and explains what to do when concerns about the safety and welfare of children and young people are identified or suspected. It outlines the procedure and support for managing any allegation made against person(s) working in or on behalf of an FCAT organisation and provides guidance on the promotion of safer environments for our children and young people.

The FCAT Safeguarding Board, made up of Designated Safeguarding Leads (DSLs) and Safeguarding Governors from each FCAT academy and FCAT's sponsor organisations monitors safeguarding practices across the Trust and provides scrutiny and challenge as required.

2. Scope of the Policy

This policy applies to all staff, volunteers and trainees within FCAT, Hodgson Academy and The Blackpool Sixth Form College (including directly employed staff, those employed through an agency/third party, volunteers, Academy Council and Governing Body members, self-employed contractors and frequent visitors to FCAT, Hodgson Academy and The Blackpool Sixth Form College). **Everybody working for, volunteering or training with FCAT, Hodgson Academy and The Blackpool Sixth Form College is responsible for the safeguarding of children and young people in those organisations.**

3. Definition of Safeguarding

Safeguarding and protecting the welfare of children and young people involves:

- Protecting them from maltreatment, abuse and/or neglect. Specific types of abuse are defined in Appendix A.
- Preventing impairment of health and/or development.
- Ensuring the provision of safe and effective care.
- Enabling the best possible outcomes for children and young people.

4. General Principles of the Policy

The rest of this policy is divided into the following sections:

- Safeguarding information that all staff, volunteers and trainees need to know in order to protect children, young people and ensure their own safety in respect of working with children and young people.
- Actions to follow when concerns about the health and wellbeing of a child or young person are raised.
- Developing a safe environment for children and young people.

5. Safeguarding information that all staff, volunteers and trainees need to know to know

- 5.1 It is the responsibility of **everyone** working, volunteering or training in our organisations to ensure the safeguarding of children and young people there. We are in a position to identify concerns early and have a duty to prevent these from escalating and provide support to children and young people when required.
- 5.2 All staff, volunteers and trainees should be prepared to identify children and young people who may benefit from early help i.e. by providing support as soon as the problem emerges at any point in that child/young person's life. In the first instance discussions about requirements should be had with the Designated Safeguarding Lead (DSL).
- 5.3 All staff, volunteers and trainees are required to attend safeguarding awareness as part of their induction to the organisation. This training covers Part 1 of the statutory guidance on safeguarding 'Keeping Children Safe in Education'. Staff, volunteers and trainees are also required to attend refresher training on an annual basis and any supplementary training as required.
- 5.4 All staff, volunteers and trainees must know the name of their DSL and how to contact him/her should it become necessary to raise any concerns about the health and wellbeing of a child or young person. A list of DSLs from each organisation is at Appendix B.
- 5.5 All staff need to be aware of the different types of abuse and specific safeguarding issues as outlined in Appendix A and be prepared to report any suspected cases of abuse, neglect or bad practice to their DSL.
- 5.6 All staff, volunteers and trainees working in our organisations have a responsibility to provide a safe environment in which children and young people can learn. This is a legal duty of care in accordance with the Department for Education (DfE) statutory guidance 'Keeping Children Safe in Education'. Training will be provided to staff, volunteers and trainees in how they can fulfil this responsibility.
- 5.7 All staff, volunteers and trainees need to recognise that some children and young people may be especially vulnerable to abuse, for example, those with Special Educational Needs and those living in adverse circumstances and to be mindful of this as part of their working practice. All staff need to also understand that children and young people that are abused or neglected may find it difficult to develop a sense of self worth or to view the world in a positive way and to take this into consideration if their behaviour becomes challenging.
- 5.8 All staff, volunteers and trainees must maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child or young person, staff, volunteers or trainees must always act in the best interests of the child or young person.

- 5.9 Staff, volunteers and trainees must be aware that failure to act in accordance with their duty of care to safeguard children (the law, professional guidelines or organisational policies and procedures) may result in criminal and/or for staff disciplinary action up to and including dismissal being taken.
- 5.10 All staff, volunteers and trainees are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motives or intentions. See Appendix C: Safeguarding Acceptable Behaviour Code
- 5.11 Any person working or training in or on behalf of the organisation has a legal duty to report any concern(s) they may have regarding another individual working in or on behalf of the academy/college. It is understood this may be difficult as it may relate to a colleague or a person may feel that the concern is not serious enough. However all concerns must be reported to the DSL and any individual that does raise a concern will be supported to do so.
- 5.12 If an allegation against a member of staff is made, the procedures identified in Appendix D will be instigated.
- 5.13 If, as a result of a disciplinary investigation, a member of staff is dismissed, or removed from working in a regulated activity with children and young people because it is believed that they:
- harmed or pose a risk of harm to a child/young person under the age of 18 through their action or inaction or
 - received a caution or conviction for a relevant offence

the organisation, has a legal duty to refer that individual to the Disclosure and Barring Service (DBS) for them to consider whether or not that person will be listed on the DBS's Children's or Adults' Barred Lists, preventing them from engaging in regulated activity with children, vulnerable adults or both in the future.

The DBS must be informed immediately if a person has been dismissed or removed due to safeguarding concerns, or would have if they had not resigned. This is a legal duty and failure to do so is a criminal offence.

- 5.14 In line with the revised Common Inspection Framework 2015, all Ofsted inspections will report on whether or not arrangements for safeguarding children and young people on site are effective.

6. Actions to follow when there are concerns about the health/ wellbeing of a child or young person

- 6.1 If, at any point, there are concerns about or there is a risk of immediate serious harm to a child or young person, the DSL at the organisation must be informed. A list of DSLs from each organisation and an outline of the role is at Appendix B. Staff will immediately report:

- any suspicion that a child/young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child/young person may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child/young person may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child/young person is presenting signs or symptoms known to be indicators of abuse or neglect
- any significant changes in a child/young person's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children/young people (e.g. living in a household with children/young people present).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL.

- 6.2 If the DSL is not available, the Principal (unless the concern is about the Principal) must be informed of any concerns. If the concern is about the Principal and the DSL is not available, concern should be raised with the Executive Principal in the first instance or the Chair of Governors if they are not available.
- 6.3 If neither the DSL nor the Principal is available, and there is risk of immediate serious harm to a child or young person, a referral to **Children's Social Care on 01253 477299 (office hours) or 01253 477600 (out of office hours) for Blackpool based children and young people and 01772 536694 (office hours) or 0845 0530009 (out of office hours) for Lancashire County based children and young people must be made immediately.** The Local Authority Designated Officer (LADO) for Blackpool Council is Peter Charlesworth – peter.charlesworth@blackpool.gov.uk. (Cover supervisor is Steve Cook at steve.cook@blackpool.gov.uk) The LADO for Lancashire County Council is Tim Booth – tim.booth@lancashire.gov.uk **Anyone can make a referral.** The DSL must be informed as soon as possible afterwards.
- 6.4 If the child/young person's situation does not appear to be improving, the staff member with concerns must use the escalation procedures (See Appendix E). **Concerns must always lead to help for the child/young person at some point.**
- 6.5 In cases where a child/young person discloses information, staff must handle this with sensitivity, recognising that this will have been difficult for him/her to do. However, the child/young person disclosing must be made aware that the information cannot remain confidential and that the DSL will need to be notified. Staff must not take it upon themselves to investigate any claim but, where possible, elicit and clarify any information disclosed in order to pass this on to the DSL. A record of the conversation must also be taken. Guidance on how to respond to a disclosure and how to record incidents is at Appendix C.
- 6.6 If a member of staff, volunteer or trainee discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, this must be reported to the Police as well as the DSL. See Appendix A, Page 18 for a definition of FGM.

6.7 Any child may benefit from early help, but all academy/college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Any Early Help provision should be coordinated by the DSL or a Deputy in liaison with external agencies as appropriate.

7. Developing and maintaining a safe environment for children and young people

7.1 All recruitment and selection must be carried out in accordance with the Recruitment and Selection Policy and Procedures of the relevant organisation which must comply with safer recruitment statutory guidance. As part of this process, DBS checks must be carried out prior to a new employee starting in post. For the majority of appointments, an enhanced DBS check will be required. In certain exceptional circumstances, for example, where it may not be possible for educational provision to be maintained, it may be necessary for employment to start prior to receipt of DBS disclosure, and in such instances a risk assessment must be completed to ensure sufficient control measures are in place.

7.2 In addition to DBS checks, a check on the Teachers' Services' System should be carried out for all new teaching staff and on the NCTL Teacher Services System to identify any teacher sanctions or restrictions applied by the European Economic Area (EEA) Regulations for teaching staff from overseas.

7.3 DBS checks for existing members of staff need to be carried out every five years. In addition, each organisation must ensure that individuals appointed to carry out teaching work are not prohibited from teaching or disqualified from working with children and young people under the Childcare (Disqualification) Regulations 2009.

7.4 All staff members must undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with any published local multi-agency safeguarding arrangements. In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually,

to provide them with relevant skills and knowledge to safeguard children effectively.

- 7.5 Regulations also apply in terms of appointment of casual and temporary employees, volunteers, contracted workers, governors, regular visitors and students in placements across the organisations.
- 7.6 All governors need to be enhanced DBS checked on appointment and every five years.
- 7.7 All staff are required to work in an open and transparent way and to discuss and/or take advice from management over any incident which may give cause for concern.
- 7.8 Any incidents and/or decisions in respect of safeguarding practice must be recorded.
- 7.9 Children and young people need to be made aware of how best to keep themselves safe and to counteract danger. They must be provided with information on how to do this and of their right to be listened to should they suspect danger to themselves or their peers for example, through the organisations' Personal Social Health Citizenship and Education programmes.
- 7.10 Children and young people must also be made aware of appropriate people within the organisation that can provide them with support in respect of safeguarding issues and/or any matters they would like to disclose and how to contact them.
- 7.11 All staff must ensure that children and young people are protected from potentially harmful and inappropriate online material and are taught online safety. Governors must ensure that appropriate filters and monitoring systems are in place to protect children and young people from potentially harmful and inappropriate online material.
- 7.12 All organisations must implement a clear, holistic approach to mobile technology in relation to the impact on online safety.
- 7.13 We are committed to working with parents and carers in a positive, open and honest way and will discuss any concerns with them as far as possible. However, **we will not** discuss concerns with parents/carers in the following circumstances:
- where sexual abuse or sexual exploitation is suspected
 - where organised or multiple abuse is suspected
 - where Fabricated or Induced Illness (previously known as Munchausen by proxy syndrome) is suspected
 - where female genital mutilation (FGM) is suspected
 - in cases of suspected forced marriage
 - in cases of where a child/young person is suspected of being subjected to radicalism and/or extremism
 - where contacting the parents/carers would place a child, young person or others at immediate risk.

In these cases, staff must contact the DSL and or Principal for advice and support.

- 7.14 We are committed to inter agency working and the sharing of valuable information in order to provide a co-ordinated offer of help when additional needs of children and

young people are identified.

- 7.15 All staff, volunteers and trainees must feel able to raise concerns about poor and unsafe practice and potential failures within organisations' safeguarding procedures and be assured that those concerns will be taken seriously. Concerns need to be raised firstly with the DSL, and then with the Principal. Valid concerns and revisions to safeguarding practice must also be reported to the FCAT Safeguarding Board. If a member of staff or volunteer feels unable to raise the issue within their organisation or feels their concern is being overlooked, they need to report the matter to the Chair of the FCAT Safeguarding Board at david@sandersconsulting.co.uk
- 7.16 All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
- a. the safeguarding and child protection policy;
 - b. the behaviour policy;
 - c. the FCAT Code of Conduct
 - d. the safeguarding response to children who go missing from education; and
 - e. the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and Deputies)

8. Supporting children who go missing from education

- 8.1 Going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risks of them going missing in future.
- 8.2 Academies must monitor pupil attendance through daily registers and poor or irregular attendance must be investigated.
- 8.3 Where reasonably possible, academies should hold more than one emergency contact number for each pupil in order to identify the reasons for a pupil's absence as early as possible.
- 8.4 The local authority must be informed as early as possible if a pupil is consistently absent from school in order for multi-agency support to be provided where appropriate. Social Care Services should be informed if there are any concerns about a pupil's welfare.
- 8.5 Academies must follow statutory guidance procedures for pupils who are excluded from school.

9. Supporting Looked After Children and previously Looked After Children

- 9.1 Academies need to assign a designated teacher, with appropriate training, qualifications and experience, to promote the educational achievement of Looked

After Children and previously Looked After Children, recognising that these are particularly vulnerable groups of children/young people and the importance of working with other agencies to ensure they are safeguarded.

10. Supporting Children with Special Educational Needs and Disabilities (SEND)

- 10.1 Academies need to be aware that children and young people with SEND can face additional safeguarding challenges and that there are barriers to recognising when these pupils are being subjected to abuse and neglect. Children and young people with SEND are more prone to peer group isolation and indicators of abuse might be put down to a child's behaviour, mood or injury relating to his/her disability. Children and young people with SEND are also disproportionately impacted by behaviours such as bullying and may have difficulty communicating their fears and concerns.
- 10.2 Academies should consider providing extra pastoral support to children and young people with SEN where necessary.
- 10.3 When applying disciplinary measures such as restraint, physical intervention or isolation to children and young people with SEND, staff need to be aware of the vulnerability of this group and safeguard against the use of these as far as possible by planning positive and proactive support to reduce the risk of dangerous behaviour in the first place.

11. Supporting the Government's Prevent Strategy

- 11.1 All staff, volunteers and trainees must be aware of the organisation's duty in terms of safeguarding children and young people against radicalisation as identified in the Government's Prevent Strategy, published in 2010. Everyone working, volunteering and training in the organisation is expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We believe that children and young people need to be given the opportunity to explore diversity and understand that Britain is a multi-cultural society and that everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need or disability.
- 11.2 All staff, volunteers and trainees must be aware of the indicators of vulnerability that may put children/young people at risk of radicalisation (See page 12 of this policy) and be prepared to identify any concerns about individuals/groups to the DSL.
- 11.3 All staff, volunteers and trainees must be aware that numerous factors can contribute to, and influence, the range of behaviours that define violent extremism but that this does not necessarily mean that children/young people become involved in extremist action. Appropriate interventions may not, therefore, relate to the threat of radicalisation but to other issues, for example, mental health, relationship and/or abuse of drugs and alcohol issues etc.

12. Addressing Peer on Peer Abuse

- 12.1 All staff, volunteers and trainees should recognise that children are capable of abusing their peers. This can take a number of different forms including sexual violence and harassment; physical abuse such as hitting, biting or causing physical harm through any other means; sexting, initiating/hazing type violence and rituals.
- 12.2 Staff, volunteers and trainees need to recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.
- 12.3 Academies must ensure procedures are in place to monitor, investigate and address peer on peer abuse. In the case of sexual or physical abuse, the DSL may be called on to work with the Police and/or social care services to provide appropriate support to the victim and the perpetrator.
- 12.4 Academies have a responsibility to ensure that pupils and staff, volunteers and trainees are aware that peer on peer abuse should never be tolerated or passed off as 'banter', 'having a laugh' or 'part of growing up'.

13. Information Sharing

- 13.1 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

14. Online Safety

- 14.1 The use of technology has become a significant component of many safeguarding issues. In terms of child sexual exploitation; radicalisation and sexual predation technology often provides the platform that facilitates harm. Academies and colleges must ensure an effective approach to online safety to protect and educate the whole school or college community in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate.
- 14.2 Academies and colleges must be mindful of the content that their students/pupils may be exposed to online and do their very best to ensure that they are not able to access illegal, inappropriate or harmful material whilst using technology in their settings.
- 14.3 Academies and colleges must do their very best to ensure that students using technology within their settings are not subjected to harmful online interaction with other users.
- 14.4 Academies and colleges must do their very best to ensure that staff and students/pupils conduct themselves appropriately when using technology in their settings in order to reduce the likelihood of harm.
- 14.5 Academies and colleges must ensure appropriate filters and monitoring systems for their hardware and software are in place and be mindful of the proportion of time used.

15. Single Central Record (SCR)

15.1 Each academy/college is required to have a SCR and to manage and maintain this. The purpose of the SCR is to act as a register to demonstrate that the academy/college has carried out all mandatory pre-employment checks on people working there in line with safer recruitment requirements. The SCR will be kept in electronic form in accordance with FCAT's template issued and updated by FCAT's Safeguarding Lead.

15.2 Each SCR must record pre-employment details for the following people working at the academy/college:

- all staff directly employed to work at the academy/college;
- anyone working in the academy/college who may be employed by a third party e.g. supply staff or contractors;
- anyone working in the academy/college who may be self-employed;
- all trainee teachers (student or employed);
- all members of the Fylde Coast Academy Trust (FCAT) (including Members, Directors and centrally employed staff);
- all volunteers including governors.

15.3 The following pre-employment details should be included in the SCR for each of the above groups of people:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check;
- a prohibition from teaching check;
- a Section 128 check (for those in management positions);
- further checks on people living or working outside the UK, including checks for restrictions or sanctions imposed by a European Economic Area (EEA) regulating authority;
- a check of professional qualifications;
- a check to establish the person's right to work in the UK;
- date 2 satisfactory references received and checked;
- disqualification by association check;
- safer recruitment and safeguarding training completion date (optional).

The SCR should be updated daily to demonstrate that mandatory pre-employment checks have been satisfactorily carried out on everyone working in the academy/college that day and record specifically:

- whether the check has been carried out;
- the name of the person carrying out the check
- the date on which each check was carried out or the certificate was obtained.

15.4 For any people working in the academy/college who are employed by a third party e.g. supply staff or contractors, the academy/college is required to seek confirmation from the third party employer that they have satisfactorily completed mandatory pre-employment checks and that these have been recorded in the SCR. The confirmation needs to be provided by a manager or the Human Resources Department of the organisation concerned and not the individual working in the academy/college in order

to ensure the information has been verified by an appropriate source. For any people working in the academy/college employed by a third party, the following additional information must be recorded on the SCR:

- that written confirmation that the third party employer has satisfactorily carried out the pre-employment checks on the individual(s) concerned and has obtained documentation to evidence this;
- whether any enhanced DBS check certificate has been provided
- the date the confirmation was received.

The third party employer must also be asked to provide a photograph of the individual(s) who will be working in the academy/college. Upon arrival at the academy/college, the person will be asked to present photo ID to reception to confirm their identity. The ID check should be recorded by the person at the academy/college performing it.

- 15.5 Ultimate responsibility for safeguarding compliance is that of each academy principal and the SCR should be regularly audited (at least termly) by the Principal and the DSL. Audits will be monitored by FCAT's Safeguarding Lead.

16. Armfield Academy Specific Safeguarding Issues

Ethos

Armfield Academy recognises that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:

- ALL staff, volunteers and governors contribute to an ethos where children feel secure and safe.
- ALL children have opportunities to communicate and know that they are listened to.
- ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe
- ALL children know that they can communicate with any adult in school if they are worried or in difficulty
- ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe
- ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- ALL staff, volunteers and governors will establish effective, supportive and positive relationships with parents, carers, pupils and professionals.

Roles & Responsibilities

Armfield Academy is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

All adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to keep ensure that children are protected from harm
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using CPOMS and a hand-written statement – see Appendix
- Report lower level concerns to the DSL using CPOMS or a statement
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding an adult's conduct to the DSL or Headteacher

The Governing Body will:

- Ensure that the policies, procedures and training in Armfield Academy are effective and comply with the law at all times
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure the school or college contributes to inter-agency working in line with statutory guidance [Working together to safeguard children](#).
- Ensure that safeguarding procedures take into account local guidance.
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with [Keeping Children Safe in Education](#)
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- Ensure that children are taught about safeguarding
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff
- Ensure staff in school are aware of, and policies reflect, an understanding of **specific issues such as peer on peer abuse and safeguarding** children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the **best** interests of the child at their heart
- Appoint a designated teacher to promote the education of CLA

- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The DSLs will:

- take **lead responsibility** for safeguarding and child protection
- manage referrals to Children's Social Care, Police and other agencies
- work with others in order to improve outcomes for children
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout the school
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of the school's responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of the DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively.

Induction, Training & Updates

Armfield Academy is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction using [LCC Safeguarding Induction Pack](#) which includes [Keeping Children Safe in Education \(Part One\)](#), [Guidance for Safer Working Practice](#), [Code of Conduct \(Sept. 2018\)](#) and [Whistleblowing Policy \(April 2018\)](#).
- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training every two years and the signing sheet for this will be kept in the PDBW folder.
- The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates using the Pastoral Bulletin and INSET
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The main DSL will undertake Prevent awareness training
- At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and governors will undertake any additional training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety etc as is deemed necessary by the SLT
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s

Child Protection

Armfield academy is committed to **PREVENTING** abuse, **PROTECTING** children from abuse and **SUPPORTING** those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on the Pastoral Bulletin and training on INSET
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the four categories of abuse: NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.
- ALL staff and volunteers understand that there are other ways in which children can be abused such as: Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse, Forced Marriage, etc.
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- **ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"**
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using CPOMS or the forms found in the Appendix
- Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care and ANYONE can make a referral
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using **Thresholds Guidance** and **Risk Management Toolkit** to determine whether this threshold has been met. This referral will be done by telephone and followed with a **CSC Referral Form** as soon as possible.
- consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from the LSCB with regard to sharing information

- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file or stored on CPOMS
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff
- Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases
- Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- Specific programmes of work and support are offered to children and families who are vulnerable
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

Child in need

Armfield is committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:

- DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using [Blackpool Continuum of Need and Thresholds Guidance](#) and [CSC referral form](#)
- DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need
- this will be determined and assessed by the DSL using the [Blackpool Continuum of Need and Thresholds Guidance](#) and the [Risk Management Toolkit](#)
- DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care
- When consent is not given, DSLs will continue to offer Early Help, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations
- DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed
- DSLs contribute to Child in Need Meetings and Reviews
- DSLs will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CiN Plan is included in the child's individual safeguarding file on CPOMS.

Early Help

Armfield is committed to providing our families with the right help at the right time. We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format (a memo or on CPOMS) for letting the DSL know about Early Help requirements
- DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using [Blackpool Continuum of Need and Thresholds Guidance](#) and the [CSC referral form](#)
- DSLs will utilise Wellbeing, Prevention and Early Help services by using [Request for Service form](#)
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help.

Specific safeguarding

Armfield Academy is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school's [Online Safety Policy](#) will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the [Channel Panel](#) ([see the Appendix for the Channel Referral flowchart](#))

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only

groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE
- The school **Online Safety Policy** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place

Honour Based Violence (HBV) 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences and staff understand they must refer directly to the police themselves, this should be done with the support of the DSL
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them
- DSLs must report to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse

- Peer on peer abuse will be taken as seriously as any other form of abuse
- Physical abuse between peers will be managed under the school's **Behaviour Policy**
- Emotional abuse between peers will be managed under the school's **Anti-Bullying Policy**
- Harmful sexual behaviour will be identified and managed using the **Brook Traffic Light Tool** <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> and with support and guidance from LCC Schools' Safeguarding Officer
- Sexting will be managed on a case by case basis using national and local guidance and advice from LCC Schools' Safeguarding Officer and using **UKCCIS Guidance: Sexting in schools and colleges** advice
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. We will also seek advice from LCC Schools' Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

Children Missing from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- ALL staff and volunteers follow school procedures when a child misses education, particularly on repeat occasions, to help identify the risk of abuse and neglect
- The school's **Attendance Policy** is up to date, reviewed annually and includes reference to Children Missing Education (CME). The School also has a **CME Policy**
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more

Self-Harm: "Self-harm might be described as the term used to describe the coping strategy that some people use to deal with stresses in their life:

- It involves a person hurting themselves physically;
- Self-harm often takes the form of a person cutting, burning or banging themselves;
- According to the young people who participated, self-harm is often about "surviving", "coping", "taking control", "release of pressure", "distraction from other stuff places/people", "complex emotions".

Self-harm can involve:

- Cutting, often to the arms using razor blades, or broken glass;
- Burning using cigarettes or caustic agents;
- Punching and Bruising;
- Inserting or swallowing objects;
- Head banging;
- Hair pulling;
- Restrictive or binge eating;
- Overdosing;
- Problematic substance misuse;

- Frequent and repetitive risk taking behaviour e.g. taking away and driving cars, 'playing chicken'.

(Mental Health Foundation 2006)

It is usual for people to feel shocked, frightened, anxious and/or upset when they first encounter a child or young person who is self-harming. However, the messages that adults give at this initial point of contact are crucial:

- **Calmness** - Remain calm and do not openly display the very powerful feelings of shock, anger, distress or panic that you may have;
- **Acceptance** - Tell the young person that it is okay to talk about self-harm;
- **Acknowledgement** - Tell the young person how hard it can be to talk about this and acknowledge the courage that it takes to do so;
- **Concern** - Demonstrate that you are concerned about the distress which lies behind the self-harm;
- **Understanding** - Make it clear that self-harm is something that can be understood, that there are reasons for it and that other young people do it too - they are not alone;
- **Respect and Reassurance** - Acknowledge their use of this particular coping strategy and with how frightening it might feel if they think someone is going to take it away;
- **Hope** - Some people who self-harm think it absolutely impossible to stop; let them know that lots of people who do it are able to stop hurting themselves;
- **Information** - Provide information about appropriate resources and sources of further help, advice and support but do not rush the young person on to someone else; remember that being available to listen and talk is important in itself and avoids giving messages of being 'fobbed off' or that the problem is simply too big for anyone to deal with);
- **Confidentiality** - Respect confidentiality whilst ensuring that appropriate procedures are followed. The 'usual' balance needs to be struck here e.g. make it clear why and to whom you may have to pass information on and encourage and support a young person to talk to an appropriate person.

All staff should follow Armfield's usual reporting procedures to the DSL if any child discloses they have self-harmed. The DSL will update CPOMS and may also complete a Risk Assessment if required.

Further information and advice on self-harming can be found here: http://panlancashirescb.proceduresonline.com/chapters/p_self_harm.html

Sexting (or Youth Produced Sexual Imagery) is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

The DSL attended the annual LCSB Online Safety Training in January 2017, and staff received up to date training on INSET (February 2017) regarding how to deal with sexting and peer on peer abuse. As mentioned, the production and distribution of sexting images

involving anyone under the age of 18 is illegal and needs very careful management for all those involved. If a device is involved the member of staff will aim to confiscate it and turn it off. They should then contact the DSL for advice through the normal reporting procedures.

The DSL will follow the advice given in the [UKCCIS Guidance 'sexting in schools'](#), this will include logging the incident on CPOMS and informing parents/carers and if appropriate the police (for example if the child is under 13 or the images are of an extreme nature).

Pupils will be advised about how to keep themselves safe on line during, assemblies, ICT lessons and other lessons, when appropriate, and during Safer Internet Week (usually done in February).

For all specific safeguarding issues, DSLs will seek advice from Blackpool's Schools' Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:

Private Fostering:

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

We will notify the local authority of a private fostering arrangement that comes to our attention, where we are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

On line safety

Armfield is committed to keeping pupils' safe online. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's [Online Safety Policy](#) details how we keep pupils' safe when using the internet and mobile technology
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our [Anti-bullying / Behaviour Policy](#)

- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children
- DfE advice; [Searching, Screening and Confiscation](#) is followed where there is a need to search a pupil for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school's [Online Safety Policy](#).

Record Keeping

Armfield is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs will refer to [Blackpool Record Keeping Guidance](#) to assist them in creating and maintaining accurate safeguarding records
- There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement or "niggle", to a disclosure of abuse
- ALL staff use the agreed format (CPOMS) for passing on concerns
- Concerns should be factual and evidence based
Concerns should be written in ink, signed and dated or reported on CPOMS
- Concerns should be passed directly to the DSLs
- ALL concern logs will be kept on CPOMS
- A pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need. This is stored on CPOMS and a red card is placed on their school file to alert staff to this fact
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records
- DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working
- When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner on CPOMS
- All safeguarding records will be stored securely in a locked filing cabinet
- Only DSLs and other named staff will have access to safeguarding records
- A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action
- The safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery
- A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely
- Advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping.

Safer Recruitment

Armfield is committed to keeping pupils' safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- **FCAT Human Resources guidance** is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff
- At least one governor and one staff member have attended Safer Recruitment Training in the last 5 years. See staff training at the beginning of the policy.
- There are at least 2 people on each selection panel and at least one person on every selection panel has attended Safer Recruitment Training
- ALL staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL, headteacher or Chair of Governors as appropriate
- Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school
- A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school
- The SCR is stored securely and only accessed by designated staff and governors
- The main DSL/HT/Safeguarding Governor should evidence regular oversight/scrutiny of the SCR using the **SCR Audit Sheet**
- Evidence of staff members identity, required qualifications and the right to work in the UK will be kept in individual personnel files
Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- This declaration will be renewed annually and evidenced using **Blackpool Declaration Form**. This form will be retained and stored securely by DMO.
- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk
- Advice will be sought from Human Resources, LADO and/or Schools' Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment

Allegations of abuse

Armfield understands that when an allegation is made against a member of staff, set procedures must be followed. We therefore ensure that:

- All staff are aware of the requirement to, and process of referring allegations against staff to the headteacher
 - All staff are aware of the requirement to, and process of referring allegations against the head teacher to the nominated Governor
 - The headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
 - FCAT procedures for dealing with allegations against staff will be followed
 - All staff remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern
 - All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher.
 - Complaints about the headteacher should be reported to the Chair of Governors
- All staff are aware of the school's **Whistleblowing Policy** which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. The NSPCC's whistle blowing helpline is also available to staff if they feel that they cannot speak to a senior leader about their concerns. Staff can call 0800 028 0285.

Visitors

Armfield is committed to keeping pupils' safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- Visitors to school sign in and wear identification (**a lanyard**) to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- Visitors sign out and remove/hand in their identification when they leave the school
- Visitors are aware of who to speak to if they are worried about a child during their visit
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or headteacher
- Visitors will behave in a way that is compliant with the school's **Code of Conduct**
- Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the headteacher or DSL.
- Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit
- When there are several visitors to the school at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- When visitors are undertaking activities with children, content of the activity will be agreed with the headteacher or DSL, prior to the visit

Cameras, Mobile Phones and Devices

Armfield is committed to keeping pupils' safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- Parental consent is obtained to take and use photographs and/or videos of children. A list of parents who do not give permission will be distributed to relevant staff.
- Parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school
- Separate parental consent is obtained if any other agency requests to take photographs of any child
- Parental consent will be valid for 5 years but may be sought more regularly at the discretion of the headteacher
- Images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate
- Photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children
- The school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the headteacher for official school business
- Photos are printed/uploaded in the setting by staff and once done images are immediately removed from the cameras memory
- Parents are reminded frequently of the risks associated with posting images of children to social media
- Parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- Staff, volunteers and visitors will not use mobile phones in toilet or changing areas
- **The Code of Conduct, Social Media Networking sites and Social Media Policy and Online Policy** will outline when and where staff, volunteers and visitors can use their mobile phones
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the headteacher and/or the Governing Body
- Pupils' use of mobile phones and other devices will be managed under the school's **Online Safety Policy and Mobile Phones Policy**
- DFE Advice: **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device

Useful contacts

Blackpool Safeguarding Board	01253 477025 Child.protection@blackpool.gov.uk
Peter Charlesworth Allegations Manager (LADO Blackpool)	01253 477541

Appendix A - Types of Abuse – definitions and explanations*

* Definitions from 'Keeping Children Safe in Education' revised September 2018 unless otherwise stated.

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

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

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/young person. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child/young person.

Emotional abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on his or her emotional development. It may involve conveying to a child/young person 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/young person 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/young people. These may include interactions that are beyond a child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave

in sexually inappropriate ways, or grooming a child/young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people.

Neglect: the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person'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/young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information on the TES website www.tes.com and NSPCC www.nspcc.org.uk offer information for schools and colleges. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website www.gov.uk

- child sexual exploitation (CSE) – see definition below
- children missing from education – see information below
- children missing from home or care
- Children Looked After
- bullying including cyberbullying – see definition below
- domestic violence
- drug abuse
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM) – see definition below
- forced marriage – see definition below
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation – see definition below
- sexting
- teenage relationship abuse
- trafficking

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child/young person may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant

number of children and young people who are victims of CSE go missing from home, care and education at some point. Some of the following signs may be indicators of CSE:

- children/young people who appear with unexplained gifts or new possessions
- children/young people who associate with other young people involved in exploitation
- children/young people who have older boyfriends or girlfriends
- children/young people who suffer from sexually transmitted infections or become pregnant
- children/young people who suffer from changes in emotional wellbeing
- children/young people who misuse drugs and alcohol
- children/young people who go missing for periods of time or regularly come home late
- children/young people who regularly miss school or education or do not take part in education

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the organisation's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Cyberbullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape. (Definition from <http://www.nspcc.org.uk>)

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Incidents of peer on peer abuse have increased significantly in the last few years. Children living away from home are particularly vulnerable to abuse from their peers. This form of abuse and a significant proportion of sex offences are committed by teenagers and, on occasion, younger children. Staff and carers need to understand the difference between consenting and abusive sexual behaviour and not consider abusive sexual behaviour between young people as 'normal'. Suspected incidents of peer on peer abuse should be treated and taken as seriously as would incidents perpetrated by an adult and reported to the DSL as early as possible. Children and young people who abuse their peers have often suffered considerable disruption in their lives and/or witnessed or been the victims of abuse themselves. They, as well as the victims, may need support to reduce the potential for them to harm other children and young people in the future.

See the pan Lancashire procedures in respect of this at http://panlancshirescb.proceduresonline.com/chapters/p_peer_abuse.html?zoom_highlight=peer

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, to report this to the police.

Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties where duress is a factor. Duress may take the form of emotional, financial, physical and sexual threats and abuse. Forced marriage is also viewed by some as falling into the definition of 'honour'-based violence. Early or child marriage refers to any marriage of a child younger than 18 years old. The UN recognises it as a forced marriage because minors are deemed incapable of giving informed consent. Girls are the majority of the victims and hence are disproportionately affected. Forced marriage occurs within many cultures and classes. A person at risk of a forced marriage may suffer a range of abuses including emotional and physical abuse, unlawful imprisonment, abduction, rape, forced pregnancy or enforced abortion. Both women and men may be victims of forced marriage. (Definition from [End the Fear.co.uk](http://www.endthefear.co.uk) Greater Manchester against domestic abuse campaign – linked to NSPCC website).

So Called Honour Based Violence

So called Honour Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family or community and include FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of the motivation, and should be handled and escalated as such. Professionals in all agencies need to be alert to a child being at risk of HBV or having suffered HBV.

Radicalisation

Radicalisation is defined as causing someone to become an advocate of radical political or social reform by supporting terrorism and violent extremism. Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. This may include attacks on others including suicide attacks. Children and young people may be exposed to messages about terrorism through a family member or friend, a religious group, or through social media or the Internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm. (Definition from [RCGP/NSPCC Toolkit for General Practice](http://www.rcgp.org.uk/NSPCCToolkitforGeneralPractice)). Preventing radicalisation, specifically schools' duties under the Counter-Terrorism and Security Act came into force in July 2015.

Extremism

Extremism is the demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;

- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

(Definition from the Crown Prosecution Service).

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'. Also included in the definition is 'calls for the death of members of our armed forces, whether in this country or overseas'.

(Definition from the Prevent Strategy, 2010).

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that all our staff, volunteers and trainees are able to recognise these vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the child/young person is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the child/young person may be experiencing family tensions, a sense of isolation and low esteem. They may have disassociated from their existing friendship group and become involved with a new and different groups of friends. They may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances – migration, local community tensions and events affecting the child/young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – the child/young person may have perceptions of injustice, a feeling of failure, rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration.
- Special educational need – children/young people may experience difficulties with social interaction, empathy with others and awareness of the motivations of others.

This is not an exhaustive list and more critical risk factors could include:

- Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social media networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and global ideology to explain personal disadvantage.
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations
 - Significant changes to appearance and/or behaviour
 - Experiencing a high level of social isolation resulting in identify/personal crisis.
- (Indicators taken from Blackpool Safeguarding Children Board Guidelines)

It is essential that academies/colleges work with students and their families to address extremism and tackle radicalisation. See the Government website 'Educate Against hate' at <http://educateagainsthate.com/>

Appendix B

Designated Safeguarding Leads (DSLs)

Simon Brennand, Senior Vice Principal at Unity Academy is the overarching Safeguarding Lead Officer for FCAT.

Dr David Sanders is the Chair of the FCAT Safeguarding Board

Organisation	DSL	Contact details
Armfield Academy	Janette Webster	01253 356271 (via Montgomery High School) j.webster@armfield.fcat.org.uk
Aspire Academy	Sian Rawson	01253 353155 s.rawson@aspire.fcat.org.uk
Garstang Community Academy	Jennifer Morgan	01995 603226 jmorgan@garstangacademycouncil.com
Gateway Primary Academy	Alicia Gibbons	01253 402936 a.gibbons@gateway.fcat.org.uk
Hambleton Primary Academy	Holly Wood	01253 700331 holly.wood@hambletonprimaryacademy.co.uk
Mereside Primary School	Lesley Lawrence	01253 761531 l.lawrence@mereside.fcat.org.uk
Montgomery High School	Gill Smith	01253 356271 x 5158 g.smith@montgomeryschool.co.uk
Unity Academy	Simon Brennand	01253 478129 s.brennand@unity.fcat.org.uk
Westcliff Primary School	Rebecca Gudgeon	01253 353792 r.gudgeon@westcliff.fcat.org.uk
Westminster Primary Academy	Susan Collins	01253 621703 s.collins@westminster.fcat.org.uk
Hodgson Academy	Fiona Bate	01253 882815 f.bate@hodgson.lancs.sch.uk
The Blackpool Sixth Form College	Gail Yeadon	01253 394911 gail.yeadon@blackpoolsixth.ac.uk
Fleetwood High School	Kim Whitehouse	01253 876757 kwhitehouse@fleetwoodhs.org.uk

Appendix C

Safeguarding: Acceptable Behaviour Code

Staff, volunteers and trainees must behave professionally, treat all pupils with respect and ensure their behaviour does not inadvertently lay them open to allegations of abuse. These standards should be applied regardless of the age, culture, disability, gender, language, racial origin, religious belief or sexual identity of the pupil.

Staff, volunteers and trainees should understand the need to act as good role models for pupils and be aware that safe practice also involves using their judgement and integrity outside the academy setting.

In particular, staff, volunteers and trainees should:

- Ensure that all communication and contact with pupils takes place within clear professional boundaries and does not allow for misinterpretation of motives or behaviour (including 'grooming'). Staff, volunteers and trainees should not have any form of communication which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, texts, emails or physical contact. Likewise, staff, volunteers and trainees must not establish or seek to establish social contact with pupils for the purpose of securing or strengthening a friendship. Meetings with pupils off academy/FCAT premises, including for private tuition during term or holiday time should not be arranged without the prior permission of the Principal/Deputy Chief Executive. Engagement of any sexual activity with, or in the presence of, a pupil, may be regarded as a criminal offence and will always be a matter for disciplinary action.
- Ensure that when one-to-one situations occur, reasonable and sensible precautions are used to protect children and adults. Ideally, these should take place where visual contact with others can be maintained for the duration of the meeting. One to one situations should only take place when necessary and should be properly managed and reported when they do take place.
- Not attend private pupil parties. Staff, volunteers and trainees should also be aware of their professional responsibilities if attending parties arranged by parents at which pupils might be present.
- Never swear, blaspheme or use offensive language in front of pupils.
- Never make sexual innuendos or comments of a sexual nature (other than for educational purposes) or make comments trivialising alcohol or drug abuse. Staff, volunteers and trainees should also avoid discussing their own sexual relationships in the presence of pupils.
- Never make demeaning or insensitive comments towards pupils.
- Ensure they are not under the influence of alcohol or drugs when undertaking duties on site at the academy or on behalf of the academy. This includes on school trips. Smoking and the consumption of alcohol is not permitted on any FCAT site.
- Ensure their dress and appearance is smart, appropriate to the role and not likely to be viewed as offensive, revealing or provocative.
- Not transport pupils in their own vehicle other than on approved academy/FCAT business with permission from the Principal/Deputy Chief Executive.
- Not be alone in a vehicle with a pupil. At least one other member of staff should also be in the vehicle acting as an escort.
- Adhere to the academy's/FCAT's fire and evacuation procedures.
- Adhere to the academy's policy on use of mobile phones.
- Refrain from making comments about pupils, staff, the academy and FCAT on social media networks.

- Refrain from making 'friends' of and/or contacting pupils and ex pupils under the age of 18 on social media networks.
- Not email pupils and ex pupils unless for professional purposes. Appropriate formal language and tone must be used if/when using email to staff, pupils and parents.
- Not photograph pupils using their own cameras or phones unless with permission of the Principal/Deputy Chief Executive. All photographs taken should be for academy/FCAT use only and should only be uploaded onto academy/FCAT computers by FCAT staff. Images used by the academy/FCAT should not name the pupils in them, unless by prior consent of parents.
- Avoid conferring special attention/favour on a child or give presents outside of the official rewards system, as this may be construed as 'grooming'.
- Report any accidents, incidents of bullying, or warning signs of 'grooming' they witness to the academy.
- Ensure that any work or activity that may conflict with the interests of the academy/FCAT, or which makes use of academy/FCAT resources or property is agreed in advance with the Principal/Deputy Chief Executive Officer.
- Ensure that any confidential information that comes into their sight/possession remains confidential and is not disclosed to others either inside or outside the academy/FCAT.

Appendix D

Designated Safeguarding Lead: Job Description

DSLs should be appointed from within each organisation's Senior Leadership Team and the post holder should take the lead and overall responsibility for safeguarding and child protection in the organisation. This should be explicit within the post holder's own job description.

The DSL and Deputies should have as complete a picture as possible of safeguarding issues at their setting and are the most appropriate people to advise on responses to safeguarding concerns.

Summary of responsibilities:

- Manage safeguarding referrals.
- Ensure each member of staff has access to and understands the Academy's/College's Safeguarding and/or Child Protection Policy and Procedures, especially new and part time staff.
- Ensure Safeguarding/Child Protection Policy is reviewed and updated annually and is available publicly
- Keep detailed records of cases.
- Where children leave the Academy/College, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

Principal Duties:

1. To keep abreast of developments in the field of safeguarding/child protection by liaising with the LSCB and outside agencies, attending relevant training or events and reading relevant bulletins and publications.
2. To work with outside agencies in line with 'Working Together to Safeguard'
3. Ensure the Academy's/College's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
4. Ensure the Policy is available publicly.
5. Ensure that all new staff receive basic safeguarding awareness training during induction and all staff receive refresher training at least once every three years.
6. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
7. Respond appropriately to all safeguarding concerns in line with LSCB procedures and refer all cases of abuse or suspected abuse to the local authority children's social care and to the Police where a crime may have been committed.
8. Liaise with the Principal to inform him/ her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
9. Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
10. Update the school or college's anti-bullying and online safety policies and ensure that staff respond appropriately to incidents/allegations.
11. Receive Level 3 safeguarding training every two years in order to carry out the DSL role and regular updates to maintain currency of knowledge.
12. Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.

13. Where children leave the Academy/College, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file
14. Work directly with young people in need and their families in order to prevent young people suffering significant harm.
15. Review the safeguarding provision, identifying areas for improvement and producing termly reports for SLT.
16. Create a climate in the Academy/College whereby students are encouraged to talk about their issues and concerns.
17. Quality assure the work of colleagues in relation to safeguarding and child protection
18. Support the Principal in safer recruitment practices including in the referral of cases to the DBS and the Police where a person is dismissed or leaves due to risk/harm to a child/young person.

Appendix E

Safeguarding Governor: Role and responsibilities

Summary

To be the lead person on the Academy Council/Corporation with an understanding of the safeguarding requirements for the academy/college.

Key Duties

- To liaise with the Designated Safeguarding Lead (DSL) on a regular basis to keep abreast of safeguarding priorities at the academy/college.
- To attend the FCAT Safeguarding Board meetings (5 per year) to learn about good practice at other academies and to support the DSL in raising any issues for the academy/college.
- To contribute to discussions to inform the development of safeguarding plans and strategies for the academy/college and FCAT, including the annual revision of the FCAT Safeguarding and Child Protection Policy.
- To take a lead role in holding senior leaders to account on the implementation of safeguarding procedures at the academy/college during academy council/corporation meetings.
- To take a lead role in challenging senior leaders on the use of resources to maintain safeguarding of children and young people on the site, including the allocation of staff and training to meet specific safeguarding needs, at academy council/corporation meetings.
- To have a broad overview of the FCAT Safeguarding and Child Protection Policy and 'Keeping Children Safe in Education', the Government's key guidance document in this area.
- To participate in safer recruitment and Level 2 safeguarding training as required.

Appendix F

Guidance on Responding to a Disclosure

Disclosures or information may be received from students, parents or other members of the public. The organisation recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and the organisation will make specific arrangements to ensure that students with communication difficulties are enabled to express themselves to an appropriate member of staff.

Such information cannot remain confidential and children and young people should never be promised that information they disclose will be kept confidential as, ultimately, this may not be in their best interests. Staff will immediately communicate what they have been told to the DSL and make a record.

Staff will not investigate but will, wherever possible, elicit and clarify enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. The person against whom any allegation is made must not be alerted or approached about the matter until a decision to investigate has been made.

Staff will:

- listen to and take seriously any disclosure or information that a child/young person may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of academy/college staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child/young person.
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate.

Guidance on Recording and monitoring

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing.

Accurate records need to be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records must be signed and dated. Any information given should be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents must be retained, separate from the child's main file. This will be locked away and be accessible only to the DSL or other designated person. These records will be copied and transferred to any academy/school/college or setting the child

moves to, clearly marked 'Child Protection, Confidential, for attention of DSL. Original copies will be retained until the young person's 25th birthday.

An overview of collated referrals, academy/school/college action, timescales and social care responses must be maintained.

Appendix G

Procedures following an allegation against a member of staff, volunteer or trainee.

If a person receives an allegation regarding person(s) working in or on behalf of organisation the following actions need to be followed:

1. Ensure that where necessary, the child/young person receives appropriate medical attention.
2. The person who has received an allegation or witnessed an event will immediately inform the DSL and the Principal and make a record.
3. The Principal will take steps, where necessary, to secure the immediate safety of children/young people and any urgent medical needs.
4. The person whom the concern or allegation has been made against will not be approached at this stage, unless it is necessary to address the immediate safety of children/young people.
5. The Principal will discuss the concern or allegation with Human Resources.
6. The Principal may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
7. The Principal with the support of Human Resources must hold an initial discussion with the LADO in order to determine whether the concern or allegation(s) may need to be investigated externally via Social Services or the Police.
8. The Principal will discuss with Human Resources whether the concern or allegation(s) will be investigated internally in accordance with the Academy/College Disciplinary Policy and Procedure. An internal investigation may proceed where it is alleged that an individual has harmed or poses a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence, even in the event that the LADO determines that no external investigation via Social Services or the Police will take place.
9. If a decision is taken to investigate the allegation internally and/or externally the individual will need to be informed of the allegation and a decision made regarding any restriction which may need to be placed on the individual in the workplace, including suspension as a neutral holding measure to protect all parties whilst the investigation is undertaken. This will be undertaken in accordance with the academy/school/college Disciplinary Policy and Procedure and following discussion and advice from Human Resources and must be confirmed in writing to the individual.
10. The Principal, DSL/DSP and Human Resources may be invited and must attend any strategy discussion meeting at which either the Police and/or LADO may be in attendance. This will be to determine and agree the process and timescales of internal/external investigations.
11. The individual must be informed by the Academy/College of the outcome of any internal investigation. Please be aware that an internal investigation in accordance with the Disciplinary Policy and Procedure may and can be concluded before any external investigation.
12. Following any internal investigation, a decision will be taken as to whether there is any evidence to support the allegation(s) and if so, whether the allegation(s) will be considered further at a disciplinary hearing where disciplinary action up to and including dismissal may be taken.
13. If an employee is dismissed or removed from working with children or young people permanently as a result of the internal disciplinary investigation for an allegation that they have harmed or pose a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence this may result in a referral to the DBS for their consideration whether the

person will be listed on the DBS Children's or Adult's Barred Lists. The referral would be conducted by the Principal with the guidance and advice of Human Resources.

14. In the event that an individual resigns from their employment prior to the conclusion of the disciplinary investigation, the investigation process and any hearing must continue and a conclusion reached. This is necessary due to the requirement of the Academy/College to consider whether the allegation(s) are proven, and if so to satisfy their legal duty to refer to the DBS.
15. Consideration will be given throughout to the support and information needs of students parents/carers and staff. It is important to ensure that appropriate communication is maintained with these parties throughout, whilst ensuring confidentiality is upheld.
16. The Principal will inform the Chair of the Governing Body/Academy Council of any allegation.

Allegations against the Principal

In the event that an allegation is made against the Principal the matter will be reported to the Executive Principal and the Executive Principal/Chair of the Governing Body/Academy Council who will proceed as the 'Principal' as from Step 3 above.

Appendix H

Safeguarding Escalation Procedures

The safeguarding escalation procedure is a formal way of ensuring a live safeguarding case can be reviewed, permitting professional dialogue between colleagues, agencies and other organisations involved with the case.

Escalation procedures should be used when all normal channels of requesting further support or action have been exhausted and in situations such as:

- A member of staff has made a referral and is concerned that the outcome does not sufficiently safeguard the child/young person.
- The child/young person's situation does not appear to be improving.
- The referrer or other members of the safeguarding team feel that a child/young person's case is not progressing despite there being a perceived need.
- A member of staff feels safeguarding concerns regarding a child/young person are not being addressed.
- One member of the safeguarding team disagrees with the actions of another.

In all situations where an escalation has been initiated, the first step will be to provide an overview and chronology of the case to date and subsequent actions that have occurred.

At each step, there must be a reported and recorded outcome.

Individual cases to be reviewed by each organisation's safeguarding team

Appendix I

Related Policies

The following policies support the FCAT Safeguarding and Child Protection Policy

- Anti-bullying Policy
- Behaviour for Learning Policy
- Communications Policy (including staff/volunteer/student use of social media)
- Confidentiality Policy
- Curriculum Policy (PSHE)
- Data Protection Policy
- Disciplinary Policy
- Disclosure and Barring Service (DBS) Policy
- Drugs and Alcohol Policy
- Equality and Diversity Policy
- E-Safety Policy
- Physical Intervention Policy/Care and Control Policy
- Recruitment and Selection Policy (includes safer recruitment procedures)
- Special Educational Needs (SEN) Policy
- Staff Code of Conduct
- Whistleblowing Policy

The following academy policies support the FCAT Safeguarding and Child Protection Policy

- Armfield Academy Prevent Policy
- Armfield Academy Children looked After Policy
- Armfield Academy Cyberbullying Policy
- Armfield Academy Inclusion Policy
- Armfield Academy missing in Education Policy