



BloxwichAcademy
www.bloxwichacademy.co.uk

CHILD SAFEGUARDING POLICY

Review Date: September 2017

Safeguarding Designated Leads:

Mrs Una Simpson (Secondary)

Ms Jacqui Newsome (Primary)

Nominated Governor for Safeguarding:

Mr Keith Hoey



POLICY STATEMENT FOR CHILD SAFEGUARDING

The protection of our pupils from suffering significant harm or the likelihood of suffering significant harm is the responsibility of all staff within our academy, superseding any other considerations. Action should also be taken to promote the welfare of a pupil in need of additional support, even if they are not suffering harm or at immediate risk.

In this policy, we clearly outline the responsibilities of all adults working in the academy to be aware of their duty and how to act upon any concerns with regard to child safeguarding.

Aims of the Academy

- To recognise signs and symptoms of pupils suffering harm or likely to suffer harm at the earliest possible moment to prevent concerns from escalating
- To respond to concerns through the appropriate agencies with all due speed and consideration
- To protect our pupils and staff

To achieve these aims the Academy has:

- Built an ethos where staff maintain an attitude of 'it could happen here';
- named Designated Child Safeguarding Staff;
- Ensured staff attend child protection training which is regularly updated ;
- Provided INSET for the whole staff;
- Consulted with external agencies on this Policy.

This Policy has been written in conjunction with the: Behaviour; Anti-Bullying; E safety and Use of Control and Reasonable Force Policies; Working Together to Safeguard Children March 2015 guide; Keeping Children Safe in Education September 2016 statutory guidance; Walsall Safeguarding Children Board procedures, Radicalisation and Extremism guidance for schools September 2015 and Guidance on Sexting in Schools and Colleges (UKCCIS August 2016).

This policy can be found on:

- *Bloxwich Academy website and on*
- *Staff shared area*



PROCEDURES IN RESPONSE TO DISCLOSURES OR CONCERNS

There are named persons in our academy who are the Designated Safeguarding Leads. These are Mrs U. Simpson (Secondary) and Mrs J. Aulton (Primary).

The Designated Safeguarding Lead will provide:

- advice and support to other staff on child welfare and child protection matters and
- engage in a coordinated interagency approach to support pupils when additional needs are identified.

If any staff member has a concern about a pupil's welfare or suspects that a pupil may be a victim of abuse, they immediately inform the named person of their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

If a pupil personally confides an incident and only wishes to speak to you, you should:

- i) Inform them that you have a responsibility to report all incidents of abuse
- ii) Reassure them they have done the right thing
- iii) Leave questioning to the Police / Children's Services. If you contaminate evidence with incorrect questioning you may put the child at risk
- iv) Be honest about what happens next. If a pupil has told you about an incident, it is because they want help and look to you to give help
- v) Contact the Designated Safeguarding Lead, Mrs U. Simpson (Secondary) or Mrs J. Aulton (Primary), **personally and within 60 minutes** after the disclosure (in their absence, Mr I. Chamberlain, or the Headteacher)
- vi) Make detailed notes immediately of what the pupil has said quoting the pupil's words verbatim on the standard academy disclosure proforma.
- vii) Be aware that if you are unable to speak to the Designated Safeguarding Lead (e.g. out of school hours), you have a duty to report your concerns to Children's Services

The member of staff should not:

- Investigate the matter independently, especially through questioning the pupil
- Implement Child Protection procedures without first consulting the Designated Safeguarding Person



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If a member of staff has a concern, believes a pupil is in immediate danger or at risk of harm they must report the matter within 60 minutes to the Designated Safeguarding Lead, who will:

- i) Collect any other relevant information from colleagues / other agencies;
- ii) Make a decision as to whether or not there are sufficient grounds to refer the matter to the appropriate agencies;
- iii) Inform the member of staff and others concerned of the decision and future action to be taken, where appropriate;
- iv) if, at any point, there is a risk of immediate serious harm to a pupil, make a referral to Children's Services immediately.

Note:

In most circumstances when a child alleges abuse the Designated Safeguarding Lead will notify the parents at the earliest opportunity, after seeking advice from Children's Services. However, in certain circumstances (usually in response to an allegation of physical or sexual abuse within the family) a formal referral to Children's Services (and thereby to the Police) will be made.

The Designated Lead, will log all concerns and work with the appropriate agencies e.g. Children's Services. The academy receives advice and guidance from the Local Authority Safeguarding Advisor Seona Baker (Seona.Baker@walsall.gov.uk Mob:07951819648) and from Walsall Safeguarding Children's Board and Walsall Council (www.wlscb.org.uk).

The Designated Safeguarding Lead, will consider if an Early Help Assessment is needed to support early intervention or if the case should swiftly move to the next step. Children's Services are consulted at every stage.

At the Early Help stage the academy will endeavour to offer appropriate support where the vulnerability is not a result of actions by parents/carers. For example bereavement, counselling family separation, behaviour support, Education Psychologist intervention.

The academy will send a representative to Child Protection Conferences and will forward full written reports if attendance is not possible. The Designated Safeguarding Lead receives and acts upon any updates or minutes and ensures participation by an appropriate member of staff in all Core Group activities forming a part of the Child Protection Plan established following a conference.

The Designated Safeguarding Lead will also work with agencies to ensure the monitoring of children not on a Child Protection plan but who may be living in potentially risky situations - through Child In Need or Early Help action plans.

Contact numbers for Children's Services:

Walsall MAST (Multi Agency Screening Team)	Day	0300 555 2866
	After 5pm	0300 555 2922
Birmingham		0121 303 1888
Sandwell		0845 351 0131
Prevent Coordinator		01922655970
Police		101 / 999



Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including cyberbullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population (e.g. youth violence, gangs)
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It includes broader issues of care and education including:

- pupils' health and safety and well-being
- the use of reasonable force
- racist abuse
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure pupils' security, taking into account the local context.
- safer recruitment
- children who go missing from education
- staff adherence to the behaviour policy
- private fostering

For further information and guidance please refer to the relevant Academy Policies in conjunction with this policy.



PROCEDURES IN RELATION TO RECRUITMENT & MANAGEMENT OF STAFF

- Our recruitment policy and procedure pays full regard to 'Keeping Children Safe in Education (September 2016) and our safer recruitment practice includes: scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history and ensuring that the candidate has the health and physical capacity for the job. It also includes interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- Additional checks are carried out on applicants who have lived or worked outside the UK to ensure any relevant events that occurred outside the UK can be considered.
- Relevant staff undertake Safer Recruitment training and there is always at least one person on every interview panel who has completed Safer Recruitment training.
- All recruitment materials include reference to the academy's commitment to safeguarding and promoting the wellbeing of pupils. All staff/volunteers' interviews will explore candidates commitment, understanding and knowledge of safeguarding children and young people.
- We acknowledge that Safer Recruitment is an integrated element of safeguarding and that the principles are on-going through induction, monitoring and performance management.
- A central record is maintained within the academy of all staff, and teacher trainees on salaried routes) indicating whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
identity; barred list; enhanced DBS; prohibition from teaching; qualifications; the person's right to work in the UK.
- Where checks are carried out on volunteers the details will be recorded on the single central register.
- For supply staff the academy ensures it receives written confirmation from the supply agency regarding the fact relevant checks have been carried out and appropriate certificates obtained. The academy always checks that the person presenting themselves to work is the same person on whom the checks have been made.
- The specific vulnerability of supply staff and volunteers is recognised by the academy and they are appropriately supported by senior staff. Provisions include issue of guidelines of our Behaviour Management Procedures and Child Safeguarding Procedures to all supply staff and volunteers whilst they are engaging with pupils in the academy.
- There may be times when adults in our academy, in the course of their duty, use physical intervention to restrain children. The Headteacher requires the adult involved in any such incident to report this to them immediately so it can be recorded appropriately.



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- Members of staff undergo safeguarding and child protection training at induction followed up by regular updates including annual refresher training to ensure they are fully briefed on safeguarding and child protection developments. In addition:
 - * All staff and volunteers receive Level 1 Safeguarding Children and Young People training at least every 2 years delivered by the Designated Safeguarding Lead.
 - * Members of staff also receive training to raise their awareness of appropriate behaviour in relation to physical contact, professional relationships and so on, in order to keep pupils safe and to keep staff safe from inappropriate allegations
 - * Designated Safeguarding Lead and Deputies receive Level 2, Advanced Training every 2 years.
 - * Designated Safeguarding Lead receives regular training, at least annually to keep up to date with any developments relevant to the role which includes:
 - ⇒ Management / support for the Early Help process
 - ⇒ Providing advice and support to other staff on child welfare and child protection matters
 - ⇒ Taking part in strategy discussions and interagency meetings
 - ⇒ Contributing to the assessment of children
 - ⇒ Liaising with the Local Authority and work with other agencies in line with 'Working together to Safeguard Children' (September 2016)

- Members of staff are aware of their rights, responsibilities, duties and powers relating to managing pupils' behaviour in the academy (see Policy for the Use of Control & Reasonable Force), during academy activities offsite. They are also aware of the need to **report** issues for action by the academy leadership, even when these occur beyond the academy and other than during an offsite activity - if there are safeguarding implications for the individual children involved, other children or members of the public.
NB: These powers and those of the Headteacher to take action against a child who causes a problem even beyond the school and outside school hours are outlined in the Education & Inspections Act 2006.



PROCEDURES IN RELATION TO VISITORS TO THE ACADEMY SITE

- Visitors are required to report to the reception by the main entrance.
- Once inside the academy, all visitors must sign the visitors' book.
- A visitor's lanyard will be issued which is to be worn at all times.
- Any unaccompanied visitors on site who are not recognised must be politely approached and questioned about their business in academy.
- Bloxwich Academy reserves the right to refuse entry or terminate a visit at any time.

Classification of Visitors

Visitors can be classified according to their degree of access to children:

People working with children

Peripatetic teachers, sports coaches, LA employees, school nurses, volunteers, Children's Services staff.

- Unless the visit is expected or the visitor is well known to the person admitting them, authority must be obtained from a member of the Leadership Team before allowing access to the academy.
- The identity of the visitor must be confirmed.
- All such visitors will have enhanced DBS clearance.
- If the clearance is not held by us, we will require confirmation that appropriate clearance has been obtained and the visitor will wear a badge issued by the organisation holding their DBS clearance.
- Material and key messages planned by guest speakers will be vetted prior to the event and where appropriate a social media check will be carried out.
- School Experience Programme participants are **accompanied at all times**.

People not working with children

Examples: builders, gardeners, ICT technicians etc.

- Unless the visit is expected or the visitor is well known to the person admitting them, their identity should be confirmed and the authority of a member of the Leadership Team must be obtained before allowing access to the academy.
- They are to be **supervised while pupils are on the premises**. The amount of supervision required is dependant on the visitors' actual or potential proximity to pupils and the academy's knowledge of them.

Escorted visitors

Examples: parents/carers, prospective parents, job candidates.



GOVERNANCE

- All Academy governors have an Enhanced DBS Check (without barred list, unless they are additional in regulated activity).
- The governing body receive training in their legal responsibilities for safeguarding. This includes ensuring there are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupil's welfare. This includes ensuring:
 - ◊ Statutory safer recruitment procedures are adhered to;
 - ◊ All staff undergo safeguarding training and child protection training at induction and this is regularly updated in line with advice from Walsall Safeguarding Children's Board;
 - ◊ Appropriate filters and appropriate monitoring systems are in place to safeguard pupils from accessing potential harmful and inappropriate online material from the academy IT system. (Please refer to the e-safety policy);
 - ◊ Pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
 - ◊ The expertise of staff contributes to and shapes safeguarding arrangements and the child protection policy;
- The governing body appointed Mr Keith Hoey as the Nominated Governor for safeguarding. He is responsible for liaising with the Headteacher and Designated Safeguarding Lead over matters regarding child protection issues. The role is strategic and does not involve concerns about individual pupils.
- The governing body has allocated the role of designated teacher to promote the educational achievement of children who are looked after to the Designated Safeguarding Lead. This is because the most common reason for children becoming looked after is as a result of abuse/or neglect. The Designated Lead works with the virtual school headteacher to identify individual pupil needs and to develop and implement a Personal Education Plan for every pupil in Local Authority care.
- The governing body acknowledges its retained responsibility for any activities carried out with children on site or using the school's facilities - even if delivered by an external body or organisation
In such circumstances, the governing body satisfies itself that the group or organisation has its own safeguarding policy and procedures for safer recruitment of staff or leaders, or that the organisation signs up to the policy and procedure of the academy. Therefore, the governing body and Headteacher will only grant permission for use of the premises to recognised bodies (usually a national affiliation and a written statement of their adherence to safeguarding principles).



WHISTLEBLOWING

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in our academy's safeguarding regime and concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and the staff behaviour policy, are in place for such concerns to be raised with the academy's senior leadership team.

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

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can:

- Call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or
- Email: help@nspcc.org.uk.

DEFINITIONS OF ABUSE AND NEGLECT

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

All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexing put children in danger.

Physical abuse

may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This is known as fabricated or induced illness (FII)

Emotional abuse

is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

FURTHER SPECIFIC RISKS

Child Sexual Exploitation

Child sexual exploitation (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 when a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation.

Children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or don't take part in education.

Peer on Peer Abuse

All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff are clear as to the academy policy and procedures with regards to peer on peer abuse as defined in the anti bullying policy, behaviour policy and broader child protection procedures.

Pupils who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims.

Sexting

Sexting is the sharing of sexual imagery by young people.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The school adheres to guidance from the UK Council for Child Internet Safety (UKCCIS August 2016) which acknowledges the current broad usage of the term 'sexting' and introduces the phrase 'youth produced sexual imagery'.

The guidance covers the following incidents:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

The advice does not cover the sharing of sexual imagery of people under the age of 18 by adults as this constitutes child sexual abuse and requires immediate police involvement.

All incidents of youth produced sexual imagery are dealt with as safeguarding concerns. Staff must follow the safeguarding referral system if any such incident comes to their attention.

Honour Based Abuse / Violence

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. The perpetrators perceive that a relative has shamed the family and/or community by breaking their honour/Izzat code. The crimes include Female Genital Mutilation (FGM), forced marriages, and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such.

Forced Marriage –A forced marriage is where one or both people do not (or in cases of people with learning difficulties, cannot) consent to marriage and pressure and abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. . Staff have been briefed on the indicators of possible forced marriage and honour based violence and must refer concerns to the Designated Safeguarding Lead immediately.

Female genital mutilation (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.

Mandatory reporting commenced in October 2015; where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **teachers**, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Teachers **must personally report** to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve Children’s Services as appropriate.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as the school’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (the vocal or active opposition to fundamental British values). There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology, however staff must be alert to changes in pupil behaviour which could indicate that they may be in need of help or protection. Examples include:

- spending increasing time in the company of other suspected extremists;
- changing their style or dress or personal appearance to accord with the group;
- Their day to day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology;
- Communication with others that suggests identification with a group/cause/ideology.

The Counter Terrorism and Security Act, 2015, places a duty on specified authorities, which includes schools, in the exercise of their functions to have ‘due regard to the need to prevent people from being drawn into terrorism’. The academy works in partnership with other agencies, e.g. LSCB, police, health etc in adhering to the guidance set out in the ‘*Prevent Strategy*’ which is part of the overall counter-terrorism strategy. Its focus is on reducing the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. This includes all forms of terrorism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. For example violent extremism including but not restricted to, those linked to Islamic ideology, or to Far Right/Neo Nazi/ White Supremacist ideology, Irish Nationalists and Loyalist Paramilitary groups, and extremist Animal Rights movements.

Our Academy governors, Headteacher and Designated Safeguarding Lead (who is the Single Point of Contact) will regularly assess the level of risk within the school and put actions in place to reduce that risk. Current actions include:

- Annual Prevent awareness training to equip staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- Advice and support to staff from the Designated Safeguarding Lead on protecting pupils from the risk of radicalisation;
- Ensuring pupils are safe from terrorist and extremist material when accessing the internet in school.
- Discrete lessons on British values within the PSHE programme supported by a range of opportunities across the curriculum to promote and develop pupils 'understanding of the core concepts of: democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they **must** make a referral to the Designated Safeguarding Lead.



Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect.

The Pastoral Team follow the academy's procedures for dealing with pupils 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 them going missing in future.

The academy will inform the local authority of any pupil who needs to be deleted from the admission register. This includes pupils who have:

- been taken out of school by their parents and are being educated outside the school system e.g. home education;
- ceased to attend school and no longer live within reasonable distance of the school;
- been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- placed in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- been permanently excluded.

The academy will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the academy's permission for a continuous period of 10 school days.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff in our academy recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

Private Fostering

All staff in the academy will inform the Designated Safeguarding Lead of any pupils that fall into the category of private fostering.

A private fostering arrangement is one that is made privately (without the involvement of the 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. The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

The Local Authority has duty to assess the extent the child is safeguarded and their welfare promoted under private fostering arrangements.

PROCEDURES

ALL STAFF

If you are concerned that a child is at risk from:

If a child discloses to you that they are at risk from:

Emotional Abuse	Neglect	Physical Abuse	Sexual Abuse	Other Concern
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- **DO NOT discuss with the child in person**
- **Report immediately to the Designated Safeguarding Lead**

- **Listen**
- **Reassure**
- **DO NOT promise confidentiality**
- **Establish basic facts - what, when, where, who**
- **Tell the child what you are going to do next**
- **Report immediately, in person, to the Designated Safeguarding Person**
- **Write down everything the child said immediately**

Child Safeguarding Designated Staff
Mrs U. Simpson (Secondary)
Ms J Newsome (Primary)
 or in their absence:
Mr I. Chamberlain
Mr A. Seager
Miss R Beards (Primary)

CHILD SAFEGUARDING POLICY