

Trinity Academy Sowerby Bridge



Child Protection and Safeguarding Policy

The Executive Principal is James Franklin-Smith

The Acting Principal is Charlie Johnson

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Aaron Kay

The Deputy Designated Safeguarding leads are

- Gemma Bailey, Student Wellbeing Manager
- Lynn Sharp, SENco

The name of the Designated Teacher for Children who are Looked After is Aaron Kay

The named Member of the Governing Body for Safeguarding is John Hanson – Chair of IEB

Contents

Introduction

Section 1 School Commitment

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Advice and Guidance for Staff

Section 3 Ensuring that Children are Safe at School and at Home

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Children Missing from Education

Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

- 4.1 Managing Allegations Procedures

Introduction

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on www.calderdale-scb.org.uk
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Information Sharing (2015)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school service shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (Sep 2016)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Trinity Academy Sowerby Bridge is committed to safeguarding and promoting the wellbeing of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSE) Sep 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2016) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This school is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

All members of the Senior Leadership Team have undertaken Safer Recruitment Training within the last 5 years, and at least one will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services). Further to this, an updated list of SRT will be held with HAYS online training throughout the year as qualifications are gained.

2.2 Safe Working Practice

The Teaching Standards (2012), state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work where applicable, in particular anything that involves pupils being away from the school site or taking part in activities which could result in harm if not managed correctly. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. Evolve will be used to record risk assessments for offsite activities and will be signed off by the Principal prior to any activity commencing.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and pupils know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not in school. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Children are aware that they can talk to any member of staff in school, who will in turn pass on their concerns and act as a conduit to the DSL.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are part of the school's culture and this is encouraged through assemblies, period 6 and wider initiatives such as the Student Leadership Team and Peer coaching.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. Parents are liaised with effectively by Pastoral Managers to inform them of the options available to them to keep their children safe, whether that be through school led referrals or direct agency contact such as MAST or the police.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

Trinity Academy Sowerby Bridge will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with Pastoral Managers and we encourage use of Parent View as an opportunity to provide feedback to the school. To further develop this we survey parents at every Parents' Evening. We make parents aware of our policy and its updates using our texting service and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that School Child Protection and Safeguarding Policy TASB

Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum through our school website.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies (e.g. LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Locala – school nursing service, Branching out & Lifeline, Calderdale CSE Hub, Family Intervention Team, etc.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

2.7 School Training and Staff Induction

The school's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as the DSL Network events and Multi-Agency training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. All staff receive basic safeguarding training and school ensures that this takes place using a certified online training programme from HAYS and monitors completion. This is then followed up with an annual update on specific key issues for example CSE, radicalisation and extremism. Catch-up sessions are provided throughout the year for staff who are not present.

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedure and are informed of school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

2.8 Support, Advice and Guidance for Staff

Staff will be supported by the DSL in *school, LA and professional associations*.

The designated safeguarding lead for Safeguarding/Child Protection will be supported by Kate Sanderson (Principal).

Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also a standard agenda item for all meetings in school and therefore there is an opportunity for discussion and to raise concerns on a weekly / fortnightly basis depending on the faculty.

It is recognised that staff should receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive supervision through liaising with each other on regular basis and attending termly DSL meetings within the authority.

Section 3 Ensuring that Children are Safe at School and at Home

3.1 Child Protection Procedures

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and the Calderdale Safeguarding Children Board guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and this Child Protection Enquires may be needed.

3.2 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Trinity Academy Sowerby Bridge is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further School Child Protection and Safeguarding Policy TASB

March 2017

training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. The Prevent Coordinator is Sadia Hussain who can be contacted on sadia.hussain@calderdale.gov.uk, or on 07702656834.

School also incorporates the promotion of fundamental British Values into the Curriculum in order to help build pupils' resilience and enable them to challenge extremist views. This is done through the RE curriculum, P6, assemblies (staff and student led) and cultural events and days such as United Colours Day and Interfaith Week.

Radicalisation will also be considered within current E-Safety policies, procedures and curriculum in terms of having suitable filtering in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and gaming.

3.4 Child Sexual Exploitation

Sowerby Bridge School is aware that Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities. Staff *have/will* be made aware of some of the key indicators of CSE through their certified training. In addition, school appreciates that it has a role to play in the prevention of CSE within the PSHE programme / curriculum.

If staff do identify children for whom CSE may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) which can be done via Pastoral Managers. The DSL can then refer cases where relevant to Early Intervention Panels or MAST, including a CSE Risk Assessment. School also appreciates that it has a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police (through regular liaison with the Calderdale CSE Hub).

3.5 Female Genital Mutilation

Trinity Academy Sowerby Bridge understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FG is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and of they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

3.6 Children Missing from Education

Trinity Academy Sowerby Bridge appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

School understands that it is essential that contact is made with the Education Welfare Service (Lindsay Cummings 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, school will contact the Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

Section 4 Managing Allegations

4.1 When an allegation is made against a member of staff, the set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that both children and staff are protected. Suspension is a neutral act that may facilitate the progression of an investigation.

Allegations against staff should be reported to the Principal. Allegations against the Principal should be reported to the Chair of Governors and the Head of Children's & Young People's Services (01422 392567). The full procedures followed for dealing with allegations against staff are those found in Keeping Children Safe in Education Sep 2016.

In future this Policy will be ratified annually at the Governors' Compliance sub-committee.

Date adopted by Governing Body/IEB	March 2017
Date for full implementation	March 2017
Date for review	March 2019
Lead Professional	AK