Status – Statutory

1.   Purpose of policy and guiding principles

1.1.   At Trinity Academy the welfare of our students and their environment is paramount and we fully recognise our responsibilities to protect and safeguard the welfare of children.

1.2.   Everyone who works in, and for the academy and comes into contact with children and their families has a role to play in safeguarding children.

1.3.   We recognise that all adults, including staff volunteers and Governors, have a full and active part to play in protecting young people from harm and that the child's welfare is paramount.

1.4.   We are committed to working together with other agencies to ensure adequate arrangements within the academy to identify, assess and support those children who are suffering, or likely to suffer, harm.

1.5.   Our policy applies to all staff, Governors and volunteers working in the academy. We will:

- Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development of children and young people.
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children and we will keep a Single Central Record for audit. (see Recruitment Policy).
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe. (See Bullying and BFL Policies).
- Raise awareness of all staff of the need to safeguard children and their responsibilities towards child protection.
- Develop and then implement procedures for identifying and reporting cases or suspected cases, of abuse.
- Make clear all staff have a responsibility to take action should they identify a child who is, or likely to suffer harm.
- Support students who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which children can learn and develop.

1.6.   Appendix 1 provides the definitions of terms, relevant to our child protection procedures.

2.   Links with other policies or legislation

2.1.   This policy links to the academy's legislative duties, as defined by the Education Act 2002 and The Children's Act 1989 and 2004.

2.2.   This policy links, and refers to advice and guidance issued by the Department of Education. This includes:

- Keeping Children Safe in Education 2016.
- Working together to safeguard children (March 2015).
- What to do if you are worried a child is being abused – Advice for Practitioners (March 2015).
- Information sharing: Guidance for practitioners (March 2015).
- Improving the spiritual, moral, social and cultural (SMSC) development of students.

2.3.   This policy links to local safeguarding procedures and local authority statutory responsibilities.

2.4.   The academy has a range of Child Protection and Safeguarding policies.
These are detailed in Section 9.

2.5.   The academy's staff code of conduct refers to expectations and safer working practice guidance.

3.   Safeguarding and child protection responsibilities

3.1. We recognise that because of the day-to-day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from abuse.

3.2. We will take account of guidance issued by the Department for Education to:

- Have in place a Child Protection policy and a staff code of conduct.
- Ensure we have a designated senior designated lead for child protection (DSL) who has received appropriate training and support for this role.   This is Rob McGinty (Vice Principal). We also have two Deputy DSL's, they are: Gemma Bailey (Child Protection Officer) and Liam Dyson (Lead House Manager).
- Ensure that the DSL works as part of a team. This team consists of the Student Wellbeing Managers, Education Welfare Officer and the House Manager team.
- Ensure there is a nominated Governor responsible for child protection. This is David Baker.
- Ensure every member of staff (including temporary and supply staff, Governors and volunteers) knows the name of the designated senior person responsible for child protection and their role. This will be by the use of appropriate posters so all staff can recognise that person and the other members of the team.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Have in place a robust internal process for recording and communicating referrals or other cause for concerns to the DSL and CP team.
- Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out its obligations in the academy prospectus.
- Notify social services if there is an unexplained absence of more than one day of a student who is on the Child Protection Register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Ensure the records comply with the Guidance on Safeguarding in Academies (issued by Ofsted in 2009).
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Ensure a monthly meeting is led by the DSL to give the Child Protection team the opportunity to discuss cases and help standardise or enhance good practice. Minutes will be produced and held centrally.
- Have in place a policy for dealing with allegations of abuse against staff and volunteers and follow these agreed procedures in the event an allegation is made.
- Make a referral to the DBS where allegations against staff or volunteers are substantiated.
- Ensure safe recruitment practices are always followed and at least one member of the panel has completed Safer Recruitment training.
- Appendix 2 outlines the duties of a DSL.
- Appendix 3 outlines the referral process.

4.   Training

4.1. To support our child protection and safeguarding procedures we will ensure that the following training is in place:

- The DSL and Deputy DSL will undergo designated person training at least every two years.
- All new staff will have basic child protection training as part of their induction.
- All staff will have child protection regular training, including an annual update and refresher session.
- The CP Governor will receive Governor training at least every three years.

4.2. All staff will be asked to read Part 1 of 'Keeping Children Safe in Education' at regular intervals.

4.3. Regular training will be delivered throughout the year, this will include receiving regular updates (via briefing notices, email or staff meetings) on safeguarding and child protection issues.

4.4. Training records will be maintained within the Single Central Record and the HR team will retain copies of any notices or updates.

4.5. Child protection and safeguarding procedures and the staff code of conduct will be provided to all staff during induction and any updates communicated clearly.

4.6. All staff and visitors are informed of where they can report a concern by way of visitor information and posters displayed throughout the academy showing names and photographs of the DSL and Deputy DSL.

4.7. Safer recruitment training should be renewed every five years.

5. Support for students

5.1. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children who have been abused or are at risk of harm. When at the academy their behaviour may be challenging and defiant or they may be withdrawn. The academy will endeavour to support the student through:
- A personalised approach to pastoral support.
- The content of their curriculum.
- The academy ethos; which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- Encouraging self-esteem and self-assertiveness, through the curriculum and pastoral care.
- The academy Behaviour policy; which is aimed at supporting vulnerable students in the academy. The academy will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies that support the student such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service, referral to the Early Intervention Panel.
- Ensuring that, where a student on the Child Protection Register leaves, their information is transferred to a new academy/school immediately and that the child's social worker is informed.

5.2. We recognise that our most vulnerable students (including those with SEN and/or disabilities) can face additional safeguarding challenges and our Student Wellbeing team receives additional training so they can support students who have these additional needs.

6. Bullying and peer on peer abuse

6.1. The academy has in place an Anti-Bullying policy which explains how the academy defines and deals with incidents of bullying. Bullying will always be taken seriously and acted upon, with appropriate measures taken.

6.2. Bullying will not be dismissed as 'banter' or 'part of growing up' and the Anti-Bullying policy outlines how the academy minimises the risk of peer on peer abuse through a range of strategies and education.

6.3. To reduce incidents of bullying and abuse (including cyber bullying and sexting) the academy does not allow students to use their mobile phones during the academy day. This is supported by the Behaviour for Learning policy.

6.4. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:
- There is a large difference in power (for example age, size, ability, development) between the young people concerned.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator.

6.5. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

6.6. Named Child Protection officers are aware that there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

7. Named (designated child protection) persons

7.1. The academy has the following staff as named Child Protection Officers:
- Rob McGinty - Senior Designated Lead
- Gemma Bailey – Deputy DSL and Child Protection Officer
- Liam Dyson – Deputy DSL/Lead House Manager

7.2. The above people are nominated on behalf of Trinity Academy to act on its behalf in referring allegations of suspicions of neglect or abuse to the statutory authorities. In the unlikely case that all of the above are absent then the Principal or any member of the Senior Leadership team should be contacted. Once a child has made a disclosure of abuse, the designated person will consider if it is safe for a child to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact MAST (social services) and/or the police to discuss putting into effect safety measures for the child, so they are at no risk of harm.

7.3. Allegations against staff or volunteers will be dealt with under the 'Managing Allegations Against Staff' policy. Where there is a concern that a child has been put in danger of abuse or has suffered abuse owing to the actions of a member of staff or volunteer, social services or the police will be contacted. Please refer to the policy for more information.

7.4. If suspicions relate to a named person, then Social Services should be contacted through the Principal and information will be passed on to the Local Authority Designated Officer (LADO). Suspicions should not be discussed with anyone, other than those named above.

7.5. It is the right of any individual to make direct referrals to the child protection agencies. We would hope that an individual would use the academy's procedure. However, if it is felt that the organisation has not responded appropriately to concerns, then the individual can contact the child protection agencies directly.

8. Confidentiality

8.1. Members of staff may have access to confidential information about students in order to undertake their everyday responsibilities. In some circumstances, staff may be given additional highly sensitive or private information.

8.2. All matters relating to child protection are confidential.

8.3. The DSL or senior leaders will only disclose information on a need to know basis. Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

8.4. All staff must be aware that they have a responsibility to share information with other agencies in the interests of safeguarding children.

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

8.6. If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff.

8.7. We will undertake to share our intention to refer children to social care with their parents, unless to do so would put the child at a greater risk of harm.

9. Care, control and physical intervention

9.1. The circumstances in which staff can intervene with a student are covered by the 2006 Education Act. Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

9.2. The academy will:
- Have regard to the Education Act 2006 in relation to the use of physical intervention.
- Ensure that staff are provided with appropriate policies and training.
- Always seek to defuse situations.
- Always use minimum force for the shortest period necessary.
- Identify key pastoral staff to have further specific training in regard to physical intervention.

9.3. Staff should ensure that parents are informed of any sanctions and adhere to the academy's Behaviour Management policy.

9.4. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported to a member of senior leadership.

10. Promotion of British Values

10.1. British Values play an important part in education and Trinity Academy recognises the multi-cultural, multi-faith makeup of the modern day United Kingdom. As an academy we have a vital role in ensuring that groups or individuals within the academy are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

10.2. 'British Values' are promoted in everything that we do. This includes assemblies, Religious Education, tutor sessions and throughout our curriculum. Specifically we will ensure that our PHSE curriculum, delivered through 'Curriculum for Life' will educate and promote British Values.

10.3. As well as actively promoting British Values, the opposite also applies: we actively challenge students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views and opinions.

10.4. Our British Values Statement is shown in full in Appendix 4.

11. Safeguarding across all areas

11.1. The academy understands our responsibility to safeguard all students, staff and parents and these responsibilities go beyond statutory child protection procedures.

11.2. To promote safeguarding in its widest sense the academy has in place a number of policies, procedures and guidance documents to promote the safety, safeguarding and welfare of all stakeholders. These include:
- Recruitment and selection – procedures on the academy's recruitment practices written in conjunction with statutory guidance on regulated activity.
- Safeguarding and visitors – specific guidance on arrangements for welcoming and checking the identity of visitors. This is written in conjunction with statutory guidance on regulated activity.
- Health and safety policies – covering off-site activities, educational visits, medical needs (including First Aid), risk assessments and site security.
- Lettings policy – ensuring the suitability of users of the academy facilities.
- Intimate care – this policy outlines our responsibilities and ensures staff work safely and compassionately with students with specific needs.
- Behaviour for Learning policy and Home Academy Agreement – documents for students and their parents outlining our expectations of students
- Anti-Bullying policy – outlining how the academy deals with bullying issues and handles peer on peer abuse. See section 6.
- Whistle Blowing – where staff have a concern about a policy or practice they can exercise their rights under this policy.
- Managing allegations against staff – our policy and procedures outlining how we deal with allegations made against staff and volunteers, including where to report allegations against the Principal.
- Attendance procedures – we have a dedicated Attendance Officer responsible for ensuring students attend on time and who monitors daily registers.
- Online activity. The academy has in place online filtering software which monitors and reports any unacceptable use.
- Safeguarding vulnerable adults – we recognise that as an 11-16 education provider our older students may have needs as vulnerable adults. Our approach is outlined in Appendix 5.

11.3. In addition to these policies we have pastoral staff trained as CEOP (Child Exploitation and Online Protection Centre) Ambassadors. These staff, using their knowledge and access to resources around online exploitation, deliver regular assemblies, advise staff and provide a resource for the academy.

11.4. Lead Teachers are used to deliver the Talk for Life programme, through assemblies, VT resources or arranging guest speakers.

12.   Monitoring and reporting

12.1. Weekly meetings are held with the internal CP team to support effective communication and develop clear strategies ensuring information is shared where appropriate.

12.2. Safeguarding group (HR Director, AP, VP and Child Protection Officer) meet three times a year to review strategic CP and safeguarding matters.

12.3. Regular case reviews chaired by a senior leader will identify weaknesses in procedures and develop a 'lessons learnt' approach.

12.4. The CP Governor presents a report to Governors, at least annually, following an audit visit.

12.5. All CP policies (including code of conduct) are reviewed regularly.

12.6. The Child Protection policy is available on the academy website or available on request.

13.   Roles and responsibilities

13.1. Governors will ensure that:
- A CP/safeguarding Governor is appointed and receives regular appropriate training.
- A regular safeguarding visit is undertaken and reported to the Governing Body.

13.2. The Principal will ensure that:
- All staff in the academy have a commitment to child protection and safeguarding and that this commitment is underpinned in everything we do.
- All staff are aware of their responsibilities towards child protection and safeguarding.
- All staff are aware of where to seek advice or support in relation to child protection and safeguarding.
- Policies, procedures and practices, including training, are regularly reviewed ensuring that the needs of all students are met.
- Student welfare is regularly reviewed, using appropriate planning and monitoring practices.

13.3. The role of staff:
- All staff in the academy understand their responsibility towards child protection and safeguarding.
- All staff know where to seek advice and support from, should they identify a child at risk or who may be at risk, from harm.
- The Vice Principal, Student Support will manage the Child Protection team ensuring a DSL is appointed.
- The Vice Principal Student Support will ensure that the curriculum offers opportunities for students to learn to take responsibility for their own welfare and safety.
- The HR Director will ensure pre-employment checks are carried out and be responsible for the Single Central Record.
- Staff with designated responsibilities towards child protection and safeguarding will ensure that they keep up-to-date with relevant best practice and legislation and attend relevant training.

Date adopted by Governing Body	**March 2018**
Date for full implementation	**March 2018**
Date for next review	**March 2019**
Policy owner	**Mr Rob McGinty**

Appendix 1 – Definitions

('Working Together' 2013 and 'Keeping Children Safe in Education' 2016)

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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, 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 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 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: 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.

Appendix 2 – Role of the designated safeguarding lead

Governing bodies and proprietors should ensure that the academy designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the academy to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals
- Refer all cases of suspected abuse to the local authority children's social care and:
  - The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member).
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
  - Police (cases where a crime may have been committed).
- Liaise with the Principal to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training
- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
  - Ensure each member of staff has access to and understands the academy's Child Protection policy and procedures, especially new and part-time staff
  - Be alert to the specific needs of children in need, especially those with special educational needs and young carers.
  - Be able to keep detailed, accurate, secure written records of concerns and referrals.
  - Obtain access to resources and attend any relevant or refresher training courses.
  - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

Raising Awareness
- The designated safeguarding lead should ensure the academy policies are known and used appropriately:
  - Ensure the academy Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
  - Ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
  - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
  - Where children leave the academy ensure their child protection file is copied for any new academy, school or House as soon as possible but transferred separately from the main student file.
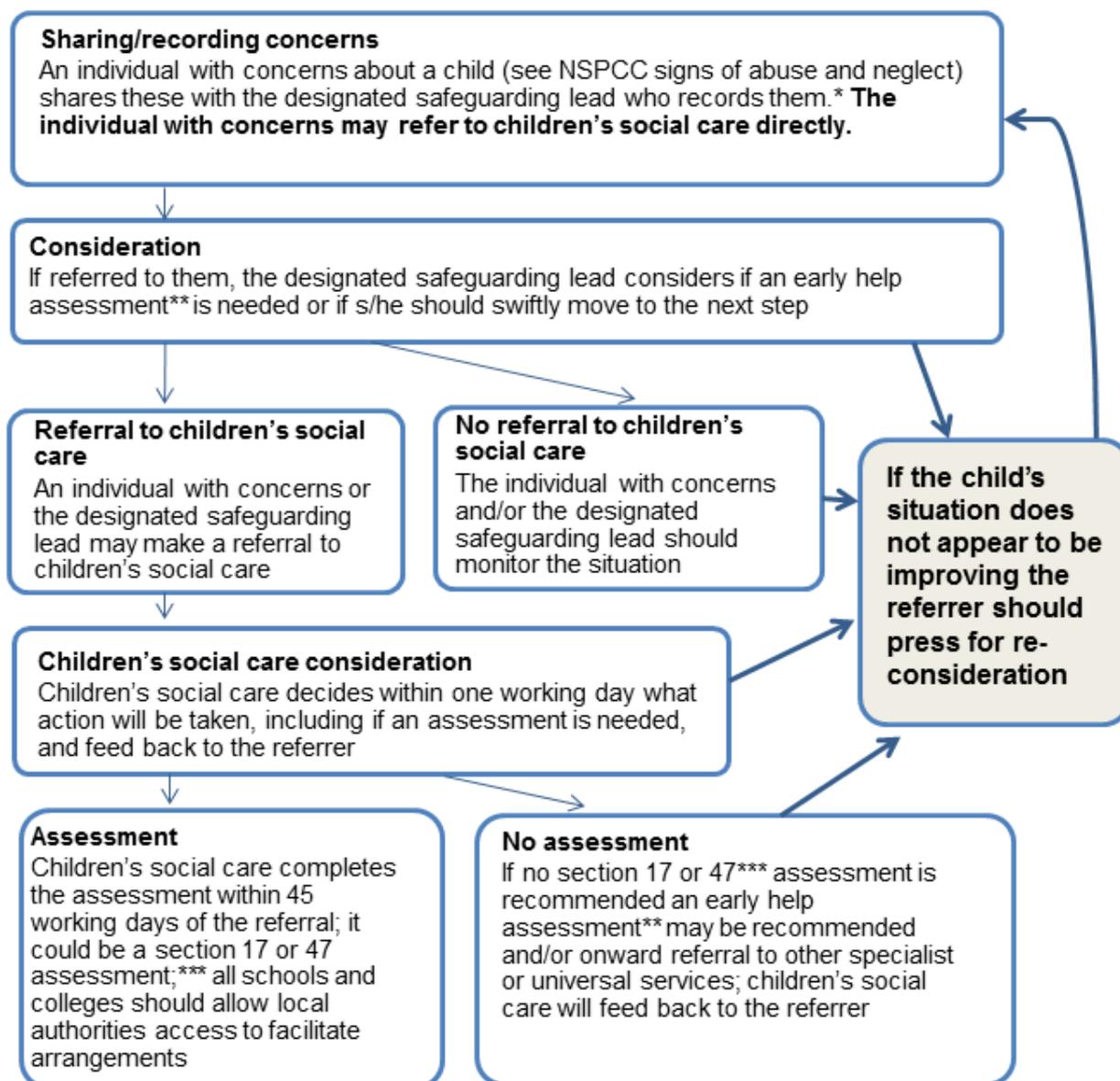
Other

- Keeping written records of concerns about a child/ren and ensuring the confidentiality of such records.
- Attending, or ensuring appropriate representation at, case conferences, planning and multi-agency meetings, and ensuring the assessments and reports are completed.
- Taking part in regular internal meetings relating to CP and safeguarding issues.

Appendix 3 – the referral process

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

Sharing/recording concerns
An individual with concerns about a child (see NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.* **The individual with concerns may refer to children's social care directly.**

Consideration
If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step

Referral to children's social care
An individual with concerns or the designated safeguarding lead may make a referral to children's social care

No referral to children's social care
The individual with concerns and/or the designated safeguarding lead should monitor the situation

If the child's situation does not appear to be improving the referrer should press for re-consideration

Children's social care consideration
Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer

Assessment
Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment;*** all schools and colleges should allow local authorities access to facilitate arrangements

No assessment
If no section 17 or 47*** assessment is recommended an early help assessment** may be recommended and/or onward referral to other specialist or universal services; children's social care will feed back to the referrer

* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 4 – British Values statement

Trinity Academy Sowerby Bridge is committed to serving its community. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom.

We promote 'British Values' through our spiritual, moral, social and cultural education (SMSC) which is evident in our Christian values of Empathy, Honesty, Respect and Responsibility and throughout our academy ethos and vision.

Our curriculum offer promotes these values and supports the development of the 'whole person'. The academy admissions policy makes clear that students from all faiths and none are eligible for a place in the academy and our inclusion policies support students from a range of backgrounds, putting in place specific support where required. The academy also has in place robust equal opportunities policies, ensuring that there is no discrimination against an individual or group, regardless of their faith, ethnicity, gender, sexuality, political or financial status, or similar. We seek to serve all.

The Government emphasises that academies/schools are required to ensure that key 'British Values' are taught. The Government sets out its definition of British Values in the 'Prevent Strategy' – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The academy uses strategies within the curriculum and beyond to secure such outcomes for students. Below are a few of examples where the academy promotes and shares British Values:
- Our embedded values of Empathy, Honesty, Respect and Responsibility. These values run through everything we do.
- Curriculum themes and topics. Our curriculum is intended to prepare students for life, and themes include historical and geographical study in the context of the United Kingdom as well as national and international comparisons. In addition, our E-safety curriculum addresses keeping safe online.
- Behaviour for Learning policies are based on our values and the promotion of mutual respect, with all students operating in an environment where the rules and consequences are clear.
- RE curriculum. Tolerance of those of different faiths and beliefs is promoted in RE as students develop a greater understanding of religious diversity and practices for those religions represented in Britain.
- PE and extra curricular sports. The ethos and value of 'fair play' is promoted in all sporting activities. Following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote co-operation with others and inclusion are all evident in our PE offer.
- School Council: Through a democratic process student representatives are elected to voice and share the views of other students. This promotes the concept of freedom of speech and group action to address issues and ideas.

This list is not intended to be exhaustive and further information is available from the Vice Principal.

Appendix 5 – Safeguarding vulnerable adults statement

Whilst the academy has a responsibility to safeguard all children in its care there are additional measures that the academy may take to ensure the safety and wellbeing of older students, who could be considered 'vulnerable adults'. This appendix details additional actions that could be taken to protect students over 18 years old.

Vulnerable adults are defined as:
- People aged 18 or over.
- Who are receiving or may need community care services because of learning, physical or mental disability, age, or illness.
- Who are or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

Signs of Abuse could include:
- Physical abuse: including hitting, slapping, punching, burning, misuse of medication, inappropriate restraint.
- Sexual abuse: including rape, indecent assault, inappropriate touching, exposure to pornographic material.
- Psychological or emotional abuse: including belittling, name calling, threats of harm, intimidation, isolation.
- Financial or material abuse: including stealing, selling assets, fraud, misuse or misappropriation of property, possessions or benefits.
- Neglect and acts of omission: including withholding the necessities of life such as medication, food or warmth, ignoring medical or physical care needs.
- Discriminatory abuse: including racist, sexist, that based on a person's disability and other forms of harassment, slurs or similar treatment.
- Institutional or organisational: including regimented routines and cultures, unsafe practices, lack of person-centered care or treatment.

Abuse may be carried out deliberately or unknowingly. Abuse may be a single act or repeated acts.

It is important that staff who are dealing with vulnerable adults:
- Promote the freedom and dignity of the person who has or is experiencing abuse.
- Promote the rights of all people to live free from abuse and coercion.
- Ensure the safety and wellbeing of people who do not have the capacity to decide how they want to respond to abuse that they are experiencing.
- Manage services in a way which promotes safety and prevents abuse.

All staff should be aware that cause for concerns should be reported in the same way, this statement is to outline the different approaches the academy could take once a member of staff has reported their concern.

Once a concern is raised about a child or this could also be a vulnerable adult, a named Child Protection officer:
- Will seek advice from the MAST team and where recommended, work with other agencies within the framework of the Local Safeguarding Adults Board Policy and Procedures.
- May be asked to pass information to Adult Social Services when more than one person is at risk. For example: if the concern relates to a worker, volunteer or organisation who provides a service to vulnerable adults or children.
- Will usually gain permission from students before sharing information about them with another agency.

In addition our Child Protection officers and our Personal Progress Tutors will endeavor to keep up-to-date with national developments relating to preventing abuse and welfare of adults. The academy will offer regular training to these staff around adult safeguarding issues which particularly affect our student population.

Underpinning this approach the academy will enable young people to have optimum life chances and to

enter adulthood successfully, through support from their curriculum and a range of enrichment opportunities which will develop young people's understanding, awareness and resilience.