

Haberdashers' Aske's Federation Child Protection Policy

A RATIONALE

1. All children deserve the opportunity to achieve their full potential. They are only able to achieve this if they live in a safe environment and are protected from harm. In recognising this, the Federation has procedures of which all staff should be aware for the protection of students and the handling of suspected cases of the abuse of students. These include procedures to be followed if a member of staff is accused of abuse.
2. In recognising the duties placed upon it the Federation seeks to positively promote the welfare of the students and prevent radicalisation and extremism through the topics presented to students in the PSHCE curriculum and policies in other areas such as bullying. The Federation seeks to play a preventive role in developing awareness and resilience and in preparing young people for their future responsibilities as adults, parents and citizens.

B AIMS

1. Ensure that all staff of the Federation understand they have a duty to keep students safe and promote their welfare, including:
 - a. To be aware of possible abuse of students
 - b. To identify children who may be vulnerable to radicalisation
 - c. The procedures to be followed
 - d. To whom they should report any suspicions (the Designated Safeguarding Lead – below).
2. Promote the duty laid upon the Governors of the Federation pursuant to Section 175 Education Act 2002, that is; ..[the]governing bodies...shall make arrangements for ensuring that the functions conferred on them are exercised with a view to safeguarding and promoting the welfare of children [s.175(1)].
3. Ensure that anyone connected to the school, including parents and carers, know who to contact at each school if they have a concern about a child protection issue (the Designated Safeguarding Lead – below).
 - a. **The 'Designated Safeguarding Lead' [Keeping Children Safe in Education – DfE 03/15] at each academy is as follows:**
 - **Hatcham College: Tien Wilde (Vice Principal)**
 - **Knights Academy: Marvin Charles (Vice Principal)**
 - **Crayford Academy: Terry Millar (Vice Principal)**
 - **Hatcham Free School: David Welsh (Head of Free School)**

These members of staff are directly responsible in these matters to the Principals, the CEO and the Governing Body in exceptional cases. They will undergo updated child protection training every two years.

IMPLEMENTATION

C1 REPORTING SAFEGUARDING CONCERNS

All staff of the Federation have a professional duty to take action on any safeguarding concern, or reported allegations of a safeguarding concern concerning students, by following the procedure laid down below. Staff are under no duty to become involved directly in such cases and should confine themselves to reporting their concerns or allegations made to them, as required by the procedure.

With regards to abuse, staff should be aware that abuse can take many forms and guidance is set out in Appendix A on possible warning signs and the definition of abuse being adopted by the Federation. In cases of doubt, best policy is to follow the procedure in preference to harbouring concerns. All cases of possible abuse must be treated sensitively and only be disclosed to those who need to know about it as outlined below.

1. If a member of staff becomes aware of a safeguarding concern affecting a student they must immediately inform the **Designated Safeguarding Lead (DSL)** of their academy:
 - a. Hatcham College: Tien Wilde (Vice Principal)
 - b. Knights Academy: Marvin Charles (Vice Principal)
 - c. Crayford Academy: Terry Millar (Vice Principal)
 - d. Hatcham Free School: David Welsh (Head of Free School)

Staff must not attempt to interview the student.

2. **Staff cannot promise confidentiality to the student.** Should the matter proceed to a Local Authority investigation the alleged perpetrator and the child's family may well be informed of the source of the complaint. Staff must explain to the child that the allegation will be passed to the DSL and the appropriate authorities. It is essential that the child be reassured that the information will only be disclosed to those who need to know about it.
3. Any discussion of such matters must be handled with tact and sympathy and an awareness that the way in which they talk to a child may affect the evidence should the matter proceed to any subsequent court proceedings.
4. Any allegations must be listened to without leading questions being made and the information must be immediately passed to the DSL.
5. Suspicions must be recorded in writing immediately and retained by the member of staff until they have spoken to the DSL. Records may be required to be disclosed in court proceedings and must include the date, time, place of discussion and the names of others who are present. Records relating to child protection must be kept secure and in such a way that protects their confidential nature.
6. The DSL will investigate and assess. If appropriate a referral will be made to the relevant children's social care services or the police, and a discussion may be held with the local authority designated officer. When such a referral is made the DSL will if appropriate inform the parent/carer of the child and seek their agreement. 'Working Together to Safeguard Children' (DfE 03/15) requires this to be done and it is good practice unless any such discussion will place the child at increased risk of significant harm. Serious and urgent matters will be referred immediately, others by the appropriate referral form. The DSL will keep the informant apprised of action taken. Appendix B shows in diagram form what action should be taken and who should take it.
7. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the relevant children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. (Keeping Children Safe in Education, 2015)

C2 ALLEGATIONS MADE AGAINST ADULTS WORKING IN SCHOOL

Because of their daily contact with children in a variety of situations including the caring role, staff are vulnerable to allegations of abuse. Allegations may come from students, parents or another member of staff. They may also come from students, parents or staff who have heard about allegations regarding a member of staff. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The following definitions will be used when determining the outcome of allegation investigations (Keeping Children Safe in Education 2015):

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In acknowledging the above the following procedures shall be adhered to:

1. All reports of abuse must be listened to.
2. Such reports must be referred to the Designated Safeguarding Lead (DSL). The DSL will immediately inform the Principal of the allegation.
3. The DSL shall investigate the matter in consultation with the Principal, and together they will decide on what action is required. The Principal will be kept informed at all stages of the investigation.
4. If the allegation is substantiated and it is appropriate to do so the DSL will inform the relevant Local Authority Children's Social Care Services, the local authority designated officer, and the police and in doing so keep the Principal informed of the actions being pursued. It is for the Principal alone to consider what actions should be taken to protect the students as a body and what disciplinary action is appropriate.
5. In the case of the DSL being the subject of an allegation, the Principal must then relieve the DSL of his/her duties as the 'designated person' and act in his place or delegate the role to another appropriate member of staff.
6. Where the Principal is the subject of an allegation, the DSL will consult the CEO. Should the complaint be against the CEO then the DSL will consult the Chairman of Governors for the Federation Trust Board.
7. In these matters the procedures for promoting the welfare of students as outlined in (C1) above should be adhered to.
8. It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
9. Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

It should be noted that the procedure above applies to any adult working with children and young people, whether in a paid or voluntary position including those who work with children on a temporary, supply or locum basis.

The Federation has a duty of care to its employees. It will ensure that effective support is provided for anyone facing an allegation and provide the employee with a named contact if they are suspended.

If required, a referral will be made to the Disclosure and Barring Service (DBS) if a member of staff has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (Section 35 of the Safeguarding Vulnerable Groups Act, 2006)

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it, once any other agencies involved have been consulted and it is agreed what information can be disclosed. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002.

C3 GUIDELINES ON PROFESSIONAL BEHAVIOUR

Members of staff should not become too closely involved with students as problems can arise. It is important for all staff to be aware of the professional basis of their relationship with students so that the students' best interests are always promoted and staff members are protected from allegations of inappropriate behaviour.

1. The general advice to staff is to avoid touching students where possible. It is acknowledged that some contact may be appropriate, for example in EYFS, and there are specific exceptions where it may be reasonable for come contact to take place:
 - PE lessons, where the Department has its own code of conduct;
 - the administration of First Aid;
 - the use of physical restraint, for which there are separate guidelines for staff which can be accessed on the DfE website (Department advice).To prevent conflict between students, verbal reprimands should be used in the first instance. In cases where students are upset, staff are advised that their presence can be supportive by sitting beside a student, and talking to them, but physical contact (e.g. a hug) should be avoided.
2. Interviews between staff and students on a one-to-one basis should always take place in a room which is part of the usual College/Academy/Free School area, (accessible to staff and students) and if in an office, the door should be left open whenever possible.
3. Individual music lessons should take place in the designated practice rooms.
4. Other extra tuition should take place in designated rooms.
5. Members of staff should not visit the homes of students, unless agreed by the Principal.
6. Lifts in cars should not be offered by staff to students unless they are accompanied by another appropriate adult. Students must only travel in vehicles that are specifically insured for business use and the carriage of students.
7. Staff should be familiar with and working towards meeting the Federation Professional Standards for their respective role.
8. During their use of the Internet and other communication technologies, staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

- Staff should be familiar with the Federation Acceptable Use of IT policy, Communication Standards, Data Protection Policy and Email policy.
- Where staff use social network sites they should ensure they are not put to any use whatsoever in connection with their work at the Academy with students, parents or staff (other than for purely social reasons in the case of staff). In particular:
 - All staff, particularly new staff, should review their social networking sites when they join the Federation to ensure that information available publicly about them is accurate and appropriate. This includes any photographs that may cause embarrassment to themselves and the Federation if they are published outside of the site.
 - Staff should never ‘friend’ a pupil or former pupil under the age of 18 at the academy where they are working onto their social networking site.
 - Staff should never have a parent of a pupil or parent of a former pupil as a ‘friend’ on a social networking site, unless they were already friends before the pupil attended the school or before the member of staff worked here.
 - Staff should never use or access social networking sites of pupils or parents and should never accept an invitation to ‘friend’ a pupil or parent.

The Federation wants members of staff to build positive professional relationships with students: these guidelines will minimise the risk of misunderstandings for students and staff, and staff are advised to adhere to them.

C4 THE PREVENT DUTY: IDENTIFYING STUDENTS WHO MAY BE VULNERABLE TO RADICALISATION

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

In order for the Federation to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the Federation should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

If a member of staff has a concern about a particular pupil they should follow the guidance in section C1 for the reporting of safeguarding concerns, including discussing with the school’s DSL.

C5 CONFIDENTIALITY

In the context of the Federation, there are several areas in which confidentiality is expected.

1. Personal information about a student's family circumstances which should be kept private except in so far as they may affect the student's work, and in this case, the form tutor should let other members of staff know discreetly e.g. marital problems such as separation, or impending divorce, certain medical problems which may be embarrassing.
2. Discussions in meetings - Staff Meetings or Briefings - whether regarding students or other members of staff, should be kept private and not disclosed to other students. e.g. information about which staff are leaving or retiring, lists of prefects or officers, or prizes before this is made public.
3. Staff should not discuss other members of staff with students. If in doubt, disclaim all knowledge. In the case of concern play down a situation in public but pass on details in private to a senior member of staff who can decide whether any further action is needed.
4. Records pertaining to child protection should be kept separate from the main school file. They should be securely locked away and only accessible to the Principal, the DSL, and the DSL's designated deputy.

C6 SAFER RECRUITMENT

1. A Single Central Record (SCR) will be maintained for each school of recruitment and vetting checks for staff and others identified as having regular contact with pupils, including volunteers. There will be a separate SCR for Federation staff.
2. All new staff appointed will undergo an enhanced Disclosure and Barring Service (DBS) check prior to them taking up employment. Volunteers (including governors) who have regular contact with pupils will also undergo a DBS check.
3. In the case of supply staff, the Academy will receive written notification from a proposed supply staff member's employment business that an enhanced DBS check has been made or an enhanced DBS certificate has been obtained.
4. The Federation Recruitment Policy contains further details, including:
 - ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children;
 - ensuring that the person specification includes specific reference to suitability to work with children;
 - obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;
 - obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
 - a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post;
 - verifying the successful applicant's identity;
 - verifying that the successful applicant has any academic or vocational qualifications claimed;
 - checking his or her previous employment history and experience; and
 - verifying that s/he has the health and physical capacity for the job.

C7 SITE SECURITY

External security

1. All sites are surrounded by perimeter fencing and wherever possible, access into the site is via remote control.
2. The federation has invested in high specification external CCTV systems on all sites
3. All sites have security lighting systems.
4. All security gates are checked for security at the end of each day.
5. The security of each site is reviewed regularly by the principal, school business manager and premises manager.

Entry into buildings

1. All reception areas have security doors which prevent unauthorised access to the building. Also, these areas are designed to include a security 'lobby' area which prevents unauthorised access via the front of the school.
2. In the secondary phase, students and staff gain access by a controlled access card system. For increased security, this has now been extended to include individual classrooms.
3. Primary playground areas are secure and no external access is possible.

Internal security

1. CCTV cameras are in use at all times inside federation buildings.
2. All sites are fully alarmed. Each site has an active maintenance contract for the system. The alarm system is linked directly to essential services and to the premises team for each academy.
3. All secondary pupils have an individual security locker.
4. All computers and other IT equipment is password protected for increased internet security
5. All student files are stored electronically. In addition, hard copies are also filed and stored in a secure area.
6. Examination papers are stored in a safe within a locked secure room. There are a limited number of key holders for this room.

C8 TRAINING

All Academy and Federation staff must undergo regular safeguarding training, which they are required to attend. For new staff the statutorily required training happens during the first session of their induction course. For established staff it takes place during the first all staff meeting of the autumn term. A register will be taken to ensure that all staff have attended. Should any staff miss this training, an additional session will be arranged which they must attend. Failure to attend the training without good reason will be regarded as a disciplinary matter.

In addition to the statutory training described above, which is required by law, the Federation requires all its staff to undertake additional online training every academic year, to consolidate their learning. Staff can undertake this at a time of their choosing.

The Keeping Children Safe in Education statutory guidance requires that all staff are provided with a personal copy of Part One of the guidance. This will be distributed to all staff annually at the start of term briefing meeting.

D MONITORING AND EVALUATION

1. Child protection issues will be regularly reported in the agreed format at each Academy Governors' Committee by the Principal / Vice Principal
2. There will be a section on Child Protection in the Learning and Progress (L&P) management report prepared collaboratively by the Vice Principals in each Academy and reported to the last L&P meeting prior to Christmas, Easter and the summer holidays.
3. This policy forms part of the Safeguarding Audit, which is updated annually in September. Any required changes to the policy will also be made at this time. The audit has eight sections:
 - a. Safer Recruitment
 - b. Child Protection
 - c. Behaviour, Attendance and Anti-bullying
 - d. Risk-Taking Behaviour
 - e. Learning Beyond the Classroom
 - f. Premises – Security
 - g. Premises – Health and Safety
 - h. Safer Working Practices
4. The Safeguarding Audit for each academy will be completed in the September of each academic year by the appropriate academy Vice Principal. The results of this and any issues arising from it are reported to the relevant Academy Governors' Committee which normally takes place in October / November.
5. On each Academy Governors' Committee there should be a designated Governor with responsibility for safeguarding.
6. All members of Federation staff should undergo regular safeguarding training as described in section C8. Records will be kept by the DSL of each academy, and will be checked as part of the Safeguarding Audit each academic year to ensure 100% compliance. It will be reported to the Staffing Committee for the Academy by the DSL in the autumn term of each year.

*TNM
September 2015*

References:

Children Act 1989 HMSO
Education Act 2002 HMSO
Working Together to Safeguard Children 2015 HMG
Keeping Children Safe in Education 2015 DfE
Prevent Duty Guidance: for England and Wales 2015 HMG
The Prevent Duty: Departmental advice for schools and childcare providers 2015 DfE
What to do if you're worried a child is being abused: Advice for practitioners 2015 HMG

APPENDIX A

1 Signs of abuse

The following list is not prescriptive as many signs listed are not necessarily indicators of abuse and others have been omitted for the sake of clarity. These act as a guide:

- Unexplained injuries, bruising etc.
- Absences from school that do not have a reasonable explanation or exhibit a suspicious pattern
- Significant change of behaviour
- Watchful cautious response to adults
- Inability to be spontaneous
- Aggressive or abusive
- Bullying other children or being bullied
- Underachieving, unable to concentrate
- Avoiding the removal of clothing in PE etc.
- Truancy, lying, stealing
- Unable to trust others and make friends

Specific to sexual abuse also:

- Loss of self esteem
- Significant lack of self-care i.e. dirty clothing
- Inappropriate use of sexual talk or sexualised behaviour
- Wetting/soiling
- Fearful of physical contact
- Eating disorders, substance/drug use, cutting etc.

2. What is abuse?

The Federation has adopted the definition of 'abuse' as described in The Children Act 1989 under the term '**Significant Harm**'. Staff should be aware that this definition is wide-ranging and covers a number of areas as outlined below:

Harm is defined under S.31 (9) as:

'the ill treatment or impairment of health and development'

Health means physical or mental health

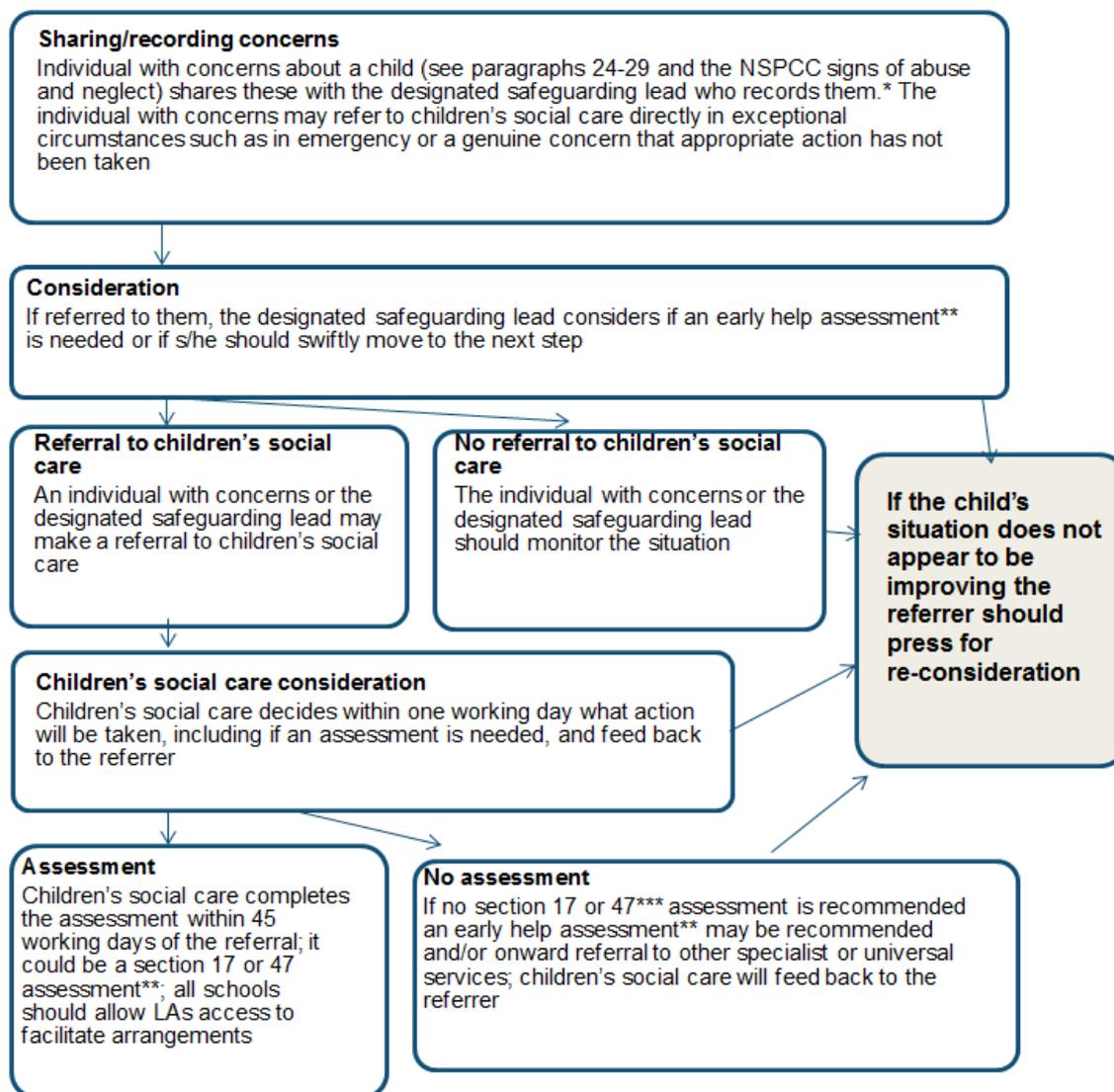
Development means physical, intellectual, emotional, social, or behavioural

Ill-treatment includes sexual abuse and forms of ill treatment which are not physical such as:

- neglect
- emotional abuse
- bullying – specifically highlighted in 6.8 of 'Working Together'
- witnessing domestic violence

APPENDIX B: 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 where 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.



*In cases which also involve an allegation of abuse against the staff member, see section C2 which explains action the school should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. 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.

Keeping Children Safe in Education 2015