



Harmonize Academy

Safeguarding Policy

Document Information	
Safeguarding Policy	
Version Number	1.2
Policy operational date	Reviewed August 2014
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Date approved by Governing Body	December 2014
Signed (by or on behalf of Governing Body)	
Policy review date	December 2015

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INTRODUCTION

'THE WELFARE OF THE CHILD IS PARAMOUNT'

Harmonize Academy strives to create a culture of security for its students which demonstrates its concern for their welfare and safety. We aim to develop an ethos where students and staff can keep themselves and others safe, where they trust, have good relationships, and can share their thoughts and feelings with those who respect them, listen to them and take appropriate action, in their interests.

A printed copy of the Safeguarding Policy can be obtained from Harmonize Academy on request and is available on our website. *The Safeguarding Statement and Guidelines are displayed in every main working area of the building.*

The Safeguarding Policy provides guidelines to everyone in Harmonize Academy, whether working in a professional or voluntary capacity. Everyone in Harmonize Academy has a duty of care towards children and young people to help to protect them from abuse. Harmonize Academy's approach to Safeguarding is based on the principles recognised within UK and International legislation and Government guidance. The following has been taken into consideration:

- The Children Act 2004
- The Protection of Children Act 1999
- The Children Act 1989
- Keeping Children Safe in Education 2014
- Working Together to Safeguard Children 2013
- Liverpool Safeguarding Children's Board Manual 2011
- The Human Rights Act 1998
- All amendments to these Acts and all regulations made under them

Harmonize Academy is committed to working in partnership with all agencies to ensure that information and training opportunities are available to ensure best practice when working with young people. Adopting best practice will help to safeguard these participants from potential abuse as well as protecting staff and other adults in positions of responsibility from potential false allegations of abuse. The Harmonize Academy Safeguarding Policy and Implementation Procedures will allow young people to excel in a safe environment.

Harmonize Academy is committed to ensuring that everyone working with children or young people:

- Has undergone a Disclosure and Barring Service (DBS) check
- Is adequately trained and supervised
- Understands and follows the organisation's Safeguarding Policy

1. POLICY STATEMENT

1.1 Responsibilities for All

Harmonize Academy will

- Accept the moral and legal responsibility to implement procedures to provide a duty of care for young people, safeguard their well-being and protect them from abuse.
- Respect and promote the rights, responsibilities, wishes and feelings of young people
- Recruit, train and supervise its employees and volunteers so as to adopt best practice to safeguard and protect young people from abuse, and themselves against false allegations
- Require staff and volunteers to adopt and abide by the Safeguarding Policy and Implementation Procedures which incorporate the Harmonize Academy Code of Conduct (see pg 17)
- Respond to any allegations appropriately.

1.2 Principles

The guidance given in the procedures is based on the following principles

- This policy recognises and builds on the legal and statutory definitions of a child
- The distinction between ages of consent, civil and criminal liability are recognised but in the pursuit of good practice in the delivery and management of ministry, a young person is recognised as being under the age of 18 years (Children's Act 1989 definition)
- An adult has a moral and statutory duty for the care, custody and control of any child under the age of 18 under their supervision
- The child's welfare is paramount
- All young people, whatever their age, culture, any disability they may have, gender, language, racial origin, religious belief and sexual identity have the right to protection from abuse
- All incidents of poor practice or suspicions of poor practice and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- All young people have a right to participate in the relevant activities of Harmonize Academy in an enjoyable and safe climate
- Young people have a right to expect appropriate management, support, personal and social development with regard to their involvement in the relevant activities of Harmonize Academy, whether it be on a short or long term basis
- It is the responsibility of the Safeguarding experts and agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns
- Confidentiality should be upheld in line with the Data Protection Act 1984 and the Human Rights Act 2000. Working in partnership with young people, their parents and other agencies is essential for the protection of young people. All those involved in the management of young people in Harmonize Academy have a duty to ensure that they are: -

1. Allowed access to relevant services and activities in a way that is appropriate for their age and ability
2. Mentored and trained by appropriately qualified staff
3. Not required to engage in so many activities, as to become a threat to their well being
4. Not subjected to verbal or racial abuse from any source, including references to height, weight etc
5. Not subjected to bullying or undue pressure from any source
6. Encouraged to achieve their full potential at all levels
7. Instructed on how to behave when they are with us or outside of our environment

WHAT IS SAFEGUARDING?

Safeguarding has two elements:

- a duty to protect children and young people from maltreatment
- a duty to prevent impairment of health and development

There are 5 categories of harm:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse
- Domestic Violence

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

Any form of physical injury to a child, including deliberately poisoning, attempted drowning or suffocation, misuse of medication and accidents which occur when a child has been left unattended or inadequately supervised.

Physical abuse may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating
- Extreme, inappropriate physical chastisement
- Deliberate, malicious injuries
- Otherwise causing physical harm to a child
- Factitious illness by proxy

Neglect

The persistent failure to meet a child's basic physical, or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve:

- Failing to provide adequate food, shelter and clothing
- Failing to protect a child from physical harm or danger
- Failing to ensure access to appropriate medical care or treatment
- Neglect of, or unresponsiveness to, a child's basic emotional needs
- Substance misuse during pregnancy

Emotional Abuse

The persistent, emotional, ill-treatment of a child, such as to cause severe and persistent adverse effects on a child's emotional development. Emotional Abuse is involved in all types of ill treatment, but may occur alone.

Emotional Abuse may involve:

- Conveying to children that they are worthless, unloved, inadequate or not valued.
- Age or developmentally inappropriate expectations
- Causing children to feel frightened or in danger frequently
- Exploitation or corruption
- Seeing or hearing the mistreatment of another person
- Severe bullying

Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware.

Sexual Abuse may involve:

- Physical contact, including penetrative or non-penetrative acts.
- Non-physical contact e.g. looking at or making pornographic material, watching sexual activity, encouraging a child to behave in sexually inappropriate ways.

Domestic Violence / Abuse

Domestic Violence can have an impact on the safety and welfare of children in a number of ways including:

- Children receiving blows or sustaining injuries during episodes of domestic violence
- Children being emotionally harmed by witnessing the physical and emotional suffering of parents
- The safety of an unborn child being threatened, where a pregnant woman is assaulted
- Impairment suffered from seeing or hearing the ill treatment of another.

The experience of domestic violence can have a serious impact of the ability of the adult victim to look after the children in the family.

Support for Domestic Violence Preventative Work can be obtained from Elaine Benson, Domestic Violence Co-ordinator for Education / Children's Services Practitioner -NSPCC
Phone 0844 892 0264 e-mail elainebenson@nspcc.org.uk

Advice can also be obtained from the NSPCC on the free 24 hour Helpline 0808 800 5000

POSSIBLE SIGNS OF ABUSE - WHEN TO BE CONCERNED

- When a child has frequent or untypical injuries, not normally associated with the explanation given
- When a child exhibits untypical behaviour or his behaviour, progress, relationships or attitude at school changes significantly
- When a child indulges in sexual behaviour, either verbal or non-verbal that is unusually explicit or inappropriate to their age.
- When there are signs of neglect, lateness or truancy, when a child is 'missing from education'
- When their play / written work or art work expresses distress/ unusual messages.
- We must however, also be aware that signs can be misleading and that some children show no signs at all.

SPECIFIC SAFEGUARDING ISSUES

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

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): 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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

RESPONSIBILITIES - THE STATUTORY FRAMEWORK

The basis for the policy followed by this school is the 'Keeping Children Safe in Education' (DFE 2014) plus the Safeguarding INSET guidance provided.

The Code of Practice requires all schools to follow its stated procedures for protecting children from abuse and to ensure that they have appropriate internal procedures in place to do so. The school has a statutory obligation to refer cases of suspected child abuse, including physical injury, emotional and sexual abuse, neglect or domestic violence. These procedures also cover circumstances where there is an allegation involving a member of school staff. The school's copy of the Code of Practice is held by the designated teacher and is to be found in the school offices. All staff (teaching and non-teaching) are required to comply with this Code of Practice.

Staff are reminded that there is a statutory requirement to act on suspicions of child abuse and that they should notify the Safeguarding /Child Protection Co-ordinator, immediately of any concerns. Otherwise, the information is strictly confidential and should not be discussed with anyone else.

DESIGNATED SENIOR PERSON FOR SAFEGUARDING: ROLES AND RESPONSIBILITIES

The Code of Practice states that every school must designate a senior member of staff who is appropriately trained to co-ordinate action within the school and liaise with other agencies.

This role is undertaken by: Mrs Marie McConville – Vice Principal

Other designated persons are: Mr Gerard Tiernan - SENCo

The designated senior person will fulfill the following areas of responsibility identified by the LEA:

- To know and follow the practices and procedures regarding Safeguarding / Child Protection as laid down in the Code of Practice.
- To ensure that all staff, including non-teaching staff, are aware of these procedures by facilitating appropriate training.
- To keep updated and secure records and inform staff on a 'need to know' basis.
- To work with the LA and other agencies – to make referrals where child abuse is likely to occur or is suspected or a disclosure has been made.
- To meet with the agencies involved and monitor 'Children at Risk' and 'Children In Need'.
- Attend case conferences (or to ensure that the appropriate member of staff attends) ensure a report is prepared and take part in core groups as required.
- Inform the Principal and Governing Body of any significant developments or concerns with regard to Safeguarding / Child Protection.

ROLE OF THE TUTOR

The tutor is often the best person to notice signs of concern and all tutors are encouraged to work at developing good relationships with their class to foster a climate whereby pupils are able to approach them and talk freely.

TAKING REGISTERS

Registers must be taken at the start of lessons. This is important so that teachers can report any student who appears to be absent when they have been marked present for the previous lesson that day. In the event of a student or students being absent, without explanation (having attended the previous lesson) staff should inform the school office, without delay, as this could be a Safeguarding issue (truancy etc).

WHAT TO DO IF A CHILD MAKES A DISCLOSURE

A concerned member of staff should:

- Record in factual, precise notes, giving times, dates, and diagrams of injuries if possible, the exact nature of the concerns and then notify the designated senior person for safeguarding who will offer guidance on Safeguarding /Child Protection issues and know what to do next.
- Listen without displaying shock or disbelief, accepting what is being said without asking leading questions, and allowing the child to talk freely.
- Remain non-judgmental.
- Reassure the child that it is right to tell, explain what has to be done next, and do not promise confidentiality.

All staff have been issued with further guidelines -sheet attached (Appendix D)

SUPPORT FOR STAFF

Dealing with child protection is always difficult and stressful. Members of staff should consider seeking support for themselves, initially from the Designated Senior person.

INVOLVING / CONTACTING PARENTS AND CARERS

The school will endeavour to inform parents before making a referral, but recognises that there may be occasions when this is not appropriate / possible.

In all cases advice (regarding the involvement of parents /carers) will, therefore, be sought, by phone, from 'Careline' prior to formal referral.

Parents / Carers will be made aware of the Safeguarding / Child Protection Policy and relevant Procedures on a regular basis. Parents /Carers will receive a letter informing them who is responsible for Safeguarding / Child Protection, including contact details and reminding them that it is the duty of every adult (including them) to report any concerns.

Information will be given to parents on how to report concerns through the school and how they can refer directly to the agencies with regard to 'Concerns within the Wider Community', if they would prefer to report any concerns themselves.

These details will be displayed, in reception, at Parents Evenings and on 'Review Days', to draw attention to the responsibilities of parents with regard to Safeguarding / Child Protection both within school and the 'wider community'.

Throughout the year, additional opportunities will be utilised to promote Safeguarding / Child Protection e.g. themed Parents Coffee Mornings etc.

Parents will be informed that copies of the Safeguarding / Child Protection Policy are available on request.

SOURCES OF ADDITIONAL ADVICE AND GUIDANCE

Guidance for all staff, including ancillary staff is given in policies and procedures available to staff on the school website, staff guidelines, staff handbook and in training information and displayed in the staff rooms. Any member of staff, pupil or governor can ask the designated senior person for further advice or discuss concerns.

DFE guidelines "Working together to Safeguard Children" (2013) forms the basis of this advice, particularly with regard to signs of "significant harm" (one traumatic event or compilation of events that interrupt, change or damage the child's physical or psychological development).

'Careline' (telephone 0151 233 3700) is the 24 hour service to give advice, answer queries and give guidance to staff with regard to referrals.

WHISTLEBLOWING- Concerns over the Behaviour of Colleagues

Adults have a duty to report any behaviour by colleagues that raises concerns, regardless of source. Staff should be able to voice their concerns without fear of repercussions. Staff have a duty to report any behaviour or concern to the Principal {unless the concern is about the Principal} and to the safeguarding / child protection officer (designated senior person). Staff should also make a record of their concerns (signed, dated cc: to the Principal/safeguarding officer).

It is everyone's duty to pass information regarding actual or suspected abuse to the designated senior person and / or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Safeguarding/Child Protection Procedures and Liverpool Local Authority advice will be followed where there is an allegation involving a member of staff. The Principal will be notified immediately as will Paul Fillis, the Liverpool Authority Designated Officer, charged to deal with allegations against staff. He can be contacted through 'Careline' on 0151 233 3700(24 hour service).

In the event of the Principal being involved in allegations of abuse the Local Authority Designated Officer-Paul Fillis will be informed via 'Careline' 233 7000.

The Governor with responsibility for Safeguarding / Child Protection, Rebecca Ross-Williams, will also be informed.

INSET

The Child Protection Co-ordinator will provide appropriate annual INSET for all staff (teaching and non-teaching).

Staff will all be issued with a personal copy of 'Keeping Children Safe in Education' (DFE 2013), notes from the presentation 'Safeguarding Children in Education' (Sept 2014) plus the Guidelines -'What to Do if a Child Discloses' (Updated 2014).

TEMPORARY STAFF

Temporary Staff e.g. supply staff will be issued with the Guidelines 'What to Do if a Child Discloses'. The department staff will ask each person whether they have encountered any 'Safeguarding / Child Protection Issues' before temporary staff leave at the end of the day.

HOW CAN CHILDREN KEEP THEMSELVES SAFE?

Every opportunity for teaching children to keep themselves and others safe will be utilised. Parents/carers will also be involved in this process.

Children will be taught 'How to keep themselves Safe', as follows:

- Through House Group Time. Themes throughout the year e.g. 'The 7 Safe Messages' (via Assemblies/ Mentor Time etc)
- Through the PSHE Curriculum
- Through student INDUCTION on e-Safety and Cyber-Bullying (delivered by Mrs M McConville or CEOP Representative)
- Helplines and Contact numbers and web-sites included in Student Handbook also displayed in student areas around the school.
- Theatre Companies delivering Messages on Safety e.g.'Chelsea's Choice' and 'Knife Crime' and Drama department working through 'Safeguarding Themes' e.g. Anti-Bullying / Homophobic Bullying etc.-through the curriculum, in role-play etc
- Letters home to Parents / carers will contain 'Safeguarding / Child Protection' messages and information and contact numbers.

Safeguarding Policy will be distributed to Parents and help-lines/ contacts numbers and web-sites for parents will be distributed at Parents Meetings.

THE ROLE OF GOVERNORS

Mrs Ross-Williams is the designated governor for Safeguarding and has undertaken the relevant specific Safeguarding / Child Protection Training, provided by the LA.

It is the duty of this governor to liaise with the Safeguarding / Child Protection Coordinator in order to lead and advise the Governing Body in all matters relating to Safeguarding / Child Protection.

In particular the Designated Governor has a duty to ensure that:

Safer Recruitment /Vetting and Barring Strategies are in place and effective.

List 99 / Enhanced CRB Checks / Single Central Record completed

Safeguarding / Child Protection Policies and strategies are in place, effective, reviewed, evaluated and monitored.

The Governors are updated and aware of Safeguarding / Child Protection issues

VISITORS TO THE SCHOOL-SCREENING PROCEDURES

In accordance with our Screening Procedures Document the following applies:

ALL VISITORS WILL COMPLETE THE SCREENING DOCUMENT / SAFEGUARDING DECLARATION. They will then be issued with a 'Visitors Badge' but must be supervised by staff at all times. Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day or performance.) The Principal will use his professional judgment about the need to escort or supervise visitors.

One-off visits including working with children

Only those visitors who have produced a current DBS Certificate plus photographic proof of Identity are allowed to work unsupervised with Harmonize Academy students. All other visitors must be escorted and supervised at all times.

Regular visitors to the school

e.g. Educational Psychologist, School Nurse etc

Only those visitors who have produced a current DBS Certificate plus photographic proof of identity are allowed to work unsupervised with Harmonize Academy students. Once their DBS Certificate {or letter from the Local Authority line manager, confirming that checks have been made} and photographic proof of identity have been presented, regular visitors can be issued with a photo-ID badge indicating that they are a DBS Checked Visitor. This badge must be collected from, and returned to reception on each visit to school and signed for in the 'Regular Visitors' Book each time they visit.

The 'Regular Visitors Book' will contain a declaration to the effect that, 'Since producing the DBS Disclosure Certificate and identity photo card, the safeguarding status of the visitor has remained unchanged'.

CONFIDENTIALITY / DATA PROTECTION

For all staff, once DBS and I.D. documents have been presented, a record will be taken of the DBS certificate number and the date when the DBS was issued, the date when it was seen by the school staff and the initials of the member of staff who saw it. These details will be kept on the school 'Single Central Record'.

For visitors to school, their details are recorded on the screening document, including DBS certificate number, date of issue, copy of photographic ID and initials of the member of staff who saw it, will be kept in one central file (not the school single central record) and subject to data protection regulations. (N.B. Persons signing the 'Screening Document' may disclose their work address-providing they are in school on behalf of their service-rather than their home address, if they wish).

ANYONE REFUSING TO COMPLETE THE SCREENING DOCUMENT OR COMPLY WITH THE ABOVE CONDITIONS WILL BE REFUSED ENTRY TO THE SCHOOL

Proprietors of independent schools including academies and free schools or alternative provision academies and free schools

Before an individual becomes either the proprietor of an independent school or the chair of a body of people which is the proprietor of an independent school, the Secretary of State will:

- carry out an enhanced DBS check;
- confirm the individual's identity; and
- if the individual lives or has lived outside of the UK, making an enhanced check insufficient, such other checks as the Secretary of State considers appropriate.

The Secretary of State also undertakes these checks in respect of the chair of governing bodies of a non-maintained special school.

The requirement for an enhanced DBS check is disapplied for the chair of an academy trust if the academy is converting from a maintained school and the person has already been subject to a check carried out by the local authority.

Where the proprietor is a body of people, the chair must ensure that enhanced DBS certificates are obtained for the other members of the body and that identity checks are completed before, or as soon as practicable after, any individual takes up their position. Further checks as the chair considers appropriate should be undertaken where, by reason of the individual's living or having lived overseas, obtaining an enhanced DBS check is not sufficient to establish his or her suitability to work in a school.

In the case of an academy trust newly established to operate a free school, the DfE will ask the DBS to conduct checks on all members and directors of the new trust. Academy trusts, including those established to run a free school, have the same responsibilities as all independent schools in relation to requesting enhanced DBS certificates for permanent and supply staff

MONITORING AND EVALUATION OF THE SAFEGUARDING / CHILD PROTECTION POLICY

This policy will be subject to an annual, formal review.

This review will involve LA Officers, Governors the Safeguarding / Child Protection Coordinator and any other staff, as appropriate.

During the year additional information may be added, information may be modified or altered, according to any additional advice, guidance or developments. Where this is the case revised policy / guidelines will be issued to staff, as appropriate.

SAFE WORKING PRACTICE; STAFF CODE OF CONDUCT

Introduction

Harmonize Academy seeks to provide a safe and supportive environment where the welfare of pupils is paramount. Staff seek to act professionally at all times but we recognise that tensions and misunderstandings can occur in the context of interactions between staff and pupils. This guidance aims to help staff safeguard pupils and reduce the risk of improper conduct or false allegations.

Clear guidance for professional practice is given on pages 3-8 of the document 'Keeping children safe in education: information for school and college staff' issued to staff and discussed with them in September 2014 (Appendix C).

The induction safeguarding guidelines document (Appendix D) gives specific, practical advice on significant aspects of professional conduct - including the Do's and Don'ts of 'Safer Working Practice'.

Harmonize Academy staff must read these guidelines and then return the pro-forma signing the declaration that 'they have received, read and agree to comply with the Guideline's'. Any member of staff who does not comply with this requirement will not be allowed to work in Harmonize Academy.

A SUMMARY OF THE GUIDELINES

Principles

- Staff are responsible for their own actions
- Staff should be seen to work in a transparent way
- All staff should report any incident which may give rise to concern to a senior member of staff
- All staff should be aware of and follow the school's child protection procedures
- Staff need to be aware that criminal or disciplinary action can be taken when professional guidelines are breached

Guidelines

1. Duty of Care

All staff have a duty to keep pupils safe and are accountable for the way in which they use their authority and position of trust. This duty can best be exercised through the development of caring but professional relationships. Staff should avoid situations where their motives can be questioned. Record discussions and actions taken. Report any incidents causing concern.

2. Confidentiality

Staff should never share information about pupils casually or allow pupils access to staff computer user privileges. However, concerns about Child Protection issues should be reported to the senior safeguarding/CP designated person.

Treat information about pupils discreetly seek advice when concerned

Do not give out personal details to other pupils and be careful with email addresses
Remember to log off whenever leaving your computer unattended; do not allow pupils to use your computer unless you have logged off

3. Behaviour

Staff should adopt high standards of personal conduct at all times. This means:

- Do not swear or use abusive language to or within the hearing of a pupil
- Do not use demeaning or racist or sexist comments (directly or indirectly)
- Never make sexual remarks to a pupil or discuss personal sexual relationships
- Do not lose your temper
- Dress appropriately in a smart and professional manner which will avoid attracting inappropriate comments
- Never make personal comments which humiliate or scapegoat a pupil or may seem to do so
- Be punctual at all times
- Not to use mobile phones for personal use in work time

4. Social Contact

Staff should not seek to make contact with a pupil outside school for the purpose of friendship. This is particularly important when there is the possibility of a pupil becoming infatuated with a member of staff.

Do not accept gifts that can be construed as bribes (inexpensive end of term gifts are acceptable)

Never give out personal telephone numbers or email address

All contact e.g. homework must be through the school email address only

Report any suspected infatuation to your SLT Line Manager and the Safeguarding Officer

Report any situation which you feel may compromise your professional standing

5. Physical Contact, Intervention and Control of Pupils

It is not usually necessary to have physical contact with pupils, even when they are distressed and this should be avoided at all times. If physical contact of any kind is made, this should be entirely age appropriate and reported to a senior member of staff.

The circumstances in which staff can intervene to restrain a pupil are covered by the 1996 Education Act. These include intervention to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or behaving in a way that threatens discipline. However, staff must always have regard to their own and others' safety.

Physical punishment must never be used and unwarranted force can be construed as a criminal offence. Any physical intervention must always be reported and documented.

- Avoid all physical contact with a pupil, even horseplay
- Never hit a pupil; if you lose your temper and do so, report this straight away to the Principal
- Try to diffuse situations before they escalate
- If possible, seek help before restraining a pupil and remove others from the scene. Never endanger your own safety.
- Treat pupils with dignity and follow the School Behaviour Policy

6. Sexual Contact

Any kind of sexual contact with, or comment to, a pupil is both inappropriate and illegal. This is reinforced by the prohibition on adults in a position of trust. The sexual activity includes non-contact activities such as causing children to watch sexual activity or be involved in producing pornographic material. The Sexual Offences Act 2003 makes it clear that where positions of trust are concerned, offences apply to a young person under 18, not 16. If the trust of a child is gained with the sole purpose of manipulating the relationship so that sexual abuse can occur, this is known as "grooming" which is illegal, and applies to both online and offline grooming.

No sexual relationship with a pupil should ever be pursued in or out of school. Avoid any communication which could be interpreted as sexually provocative.

Sometimes the curriculum can raise subject matter which is sexually explicit or sensitive. Care must be taken to ensure that resource materials and discussions relate to learning outcomes. Careful judgment is necessary in responding to pupils' questions:

- Have clear lesson plans
- Refer to the school's Sex Education Policy
- End the discussion if it becomes uncomfortable or embarrassing
- Using images of children for publicity purposes requires the consent of the pupil and his / her parents. Images should not be displayed on websites or publicly without such consent.
- Under no circumstances should staff access inappropriate images in school. Making, storing or disseminating such material is illegal and if proven will lead to the individual being barred from working with young people.

7. One to one situations

Staff are more vulnerable to accusations when alone with a pupil and any arrangements which require this (e.g. counselling) should be reviewed regularly.

If possible leave the door of a room open or use a room where there is a window in the door.

Tell someone about your intention to meet a pupil alone (use your common sense)

If a pupil becomes agitated when you are speaking to him, end the meeting and report your concerns. Never arrange to meet a pupil away from the school site unless permission has

been given by the Principal. Avoid travelling in a car with one pupil- take a colleague along instead or call a taxi. Plan and agree arrangements involving students in advance and ensure safety procedures are followed. If a pupil is known to be difficult, have a colleague close at hand.

8. Educational visits and after school activities

Staff should take extra care in a less formal atmosphere and remember that they are still in a position of trust. The school follows the advice of its Outside Trips and Visits Policy. Risk Assessments should always be carried out, prior to any trips or visits.

The LA Officer for trips and visits, Mr Frank Thyer, should be consulted where advice or guidance is required.

Name:

Signed:

APPENDIX A - SAFER RECRUITMENT

This document highlights those aspects of the recruitment and selection process that impact on the school's commitment to safeguarding and it should be read in conjunction with the school's Safer Recruitment and Selection procedure.

The process described below will apply to permanent and temporary vacancies as well as to volunteers.

Recruitment advertisements will include a statement about the school's commitment to safeguarding and will state that all posts are subject to an enhanced DBS check. Information packs to candidates will include the school's Safeguarding Policy.

Job descriptions will set out the post holders responsibilities with regard to safeguarding. Applicants will be required to complete standard application forms.

References will be sought from the most recent employer/s/educational establishment. At least one reference should be obtained from someone who can comment on the candidate's suitability to work with children. Where possible references will be sought prior to interview and will request confirmation of the candidate's period of employment/study and will also include specific enquiries about the applicant's background in relation to safeguarding. Due weight and consideration will be given to references during the recruitment process.

The application forms of all candidates short listed for interview will be scrutinized to ensure that there are no gaps in their employment/education history. Where gaps do occur then the candidate will be required to account for these periods.

The selection process will include as a minimum a face to face interview with a safeguard trained panel and where possible will include other selection methods, for example, lesson observation, presentation, role play, participating in activities with children under observation etc.

Interviews questions will establish motives, attitudes and behaviours with regard to safeguarding issues and candidates will be given an opportunity to disclose any convictions. Where possible, verification of identification and qualifications will be undertaken on the day of interview. Any offer of employment will be made subject to confirmation/verification of the following:-

- Identity
- Address
- Date of Birth
- Qualifications/Statutory induction – original certificates
- Permission to work in the UK
- Medical fitness
- References

- Satisfactory enhanced CRB disclosure
- List 99 checked where necessary

Where an appointee has changed their name since obtaining their qualifications then they will be required to provide both their Birth Certificate and Marriage Certificate.

Where a CRB disclosure is unlikely to be obtained before an appointee commences their employment then a Risk Assessment will be undertaken to establish whether they can commence with a List 99 check prior to the CRB clearance.

Where there is a positive disclosure then this will be referred by the Human Resource Manager to the Principal. At this stage, an assessment of the individual suitability to work with children will be made by the Principal in conjunction with the Safeguarding Officer and the Human Resource Manager.

When assessing applicants' criminal records, the following factors should be considered:

- Nature, seriousness and relevance of the offence
- How long ago it occurred
- If it was a one off or part of a history
- Circumstances of it being committed
- Changes in the applicants circumstances
- Country of conviction
- Remorse

The offence/s will be discussed with the applicant in order to obtain the above information.

The applicant will have the opportunity to challenge any information received and confirmation of the information will be sought before a final decision is made.

After these checks, where it is deemed that the conviction/s makes a person unsuitable to work with children, then the Chair of Governors will be consulted and the offer of employment withdrawn. Where the person is an existing employee then the employee will be suspended and the matter will be referred to the school's disciplinary procedure.

New appointees will be inducted on safeguarding and this will form the basis of at least one inset per year.

The school maintains a Single Central Safeguarding Record that records all the checks made on employees, governors, volunteers, external service providers and any other adults who regularly attend the school. It is a requirement that CRB's are reviewed on a three year rolling programme.

See also Appendix B ‘Keeping children safe in education (Statutory guidance for schools and colleges) (DfE 2014)

See also Appendix C ‘Keeping children safe in education: information for all school and college staff (DfE 2014)

APPENDIX D - HARMONIZE ACADEMY SAFEGUARDING GUIDELINES

All staff can access Harmonize Academy Safeguarding Policy via the intranet. All individuals must access the Safeguarding Policy within two weeks of taking up an offer of employment, a consultancy, a volunteering position or any other placement. Confirmation that you have read, understood and agreed to abide by the Guidelines is to be given in writing upon request.

A. If you **suspect** that a child/ young person is being abused:

- 1) Immediately inform relevant person: **Safeguarding Officer/ Child Protection Officer / Principal / Social Services/ Emergency Duty Team Police** (Only contact the next person on the list if the previous person is unavailable or implicated).
- 2) Record all known facts. Give them to relevant person. A copy must always be given to a Safeguarding Officer. You must not keep any copies.

B. **If a child or young person tells you that he/ she is being abused**
How to respond:

You must inform the child/ young person of your duty of disclosure. This is to be done outside of immediate need, then reinforced if need arises.

- 1) Allow him/ her to speak without interruption, accepting what is said;
- 2) Advise him/ her that you will offer support, but, you **must** pass on information to relevant person (s);
- 3) Immediately inform the relevant person (s), as listed above

Record **all the facts** as you know them inclusive of what the child/young person has said to you. Give a copy to the Safeguarding Officer. *Do not keep copies yourself.*

If you receive an allegation about another adult or about yourself:

- 1) Immediately tell a Safeguarding Officer;
- 2) Record the facts as you know them and give this to the Safeguarding Officer.

You must refer. You must not investigate. Remember confidentiality.

SAFEGUARDING GOOD PRACTICE GUIDE

You are encouraged to create a positive culture and climate within Harmonize Academy.

- Work in an open environment - avoid private or unobserved situations.
- **No secrets**; treat all young people equally and with respect and dignity.
- Build a balanced relationship with children and young people.

This is in no way a comprehensive list and you are referred to Harmonize Academy Safeguarding Policy Statement.

Do

- Treat everyone with respect;
- Be the example you would wish others to follow;
- Plan activities that involve more than one person;
- Always respect a young person's right to privacy
- Provide an environment in which children and young people are comfortable enough to point out attitudes or behaviour **they** do not like;
- Remember that someone else might misinterpret your actions, no matter how well intentioned;
- Act as an appropriate adult at all times.

Do not

- Permit abusive youth/ peer activities (eg: bullying, ridiculing);
- Play physical contact games, make inappropriate comments/ or have inappropriate verbal banter with young people;
- Jump to conclusions without checking the facts;
- Make suggestive remarks/ gestures or tell sexist/ homophobic "jokes";
- Rely on your good name to protect you, it may not be enough;
- Believe it could **not** happen to you. It could

Always remember our policy on confidentiality. Do not gossip.

Name:

Signed:

Safeguarding Officer:

APPENDIX E - ESSENTIAL CONTACTS

National contacts

The NSPCC National Centre,
42 Curtain Road, London EC2A 3NH.
Website: <http://www.sportprotects.org.uk>
Tel: 020 7825 2500, Free phone 24 hour helpline: 0808 800 5000

Childline UK
Freepost 1111, London N1 OBR.
Tel: 0800 11 11

Disclosure and Barring Service

0870 909 0811

Local Contacts

Careline – 0151 233 3700

Local Area Safeguarding Board (please note the Local Area Safeguarding Board, which can be contacted via your local authority, will be able to provide details of all local contacts re: Safeguarding)

Tel: 0151 225 4928/ 4929/ 4956

Email: Jacqueline.taylor2@liverpool.gov.uk

Local Social Services(including out of office hours contact) N.B. In an emergency, the Samaritans will hold the Social Services Duty Officer's contact number.

0151 220 2661

Social Services Emergency Duty Team for looked after children under 18 in the service to be used evenings and weekends.

0151 220 2661

Local Police Safeguarding Teams. 101

APPENDIX F – PHOTOGRAPHS/IMAGES AND ONLINE USAGE

There have been concerns about the risks posed directly and indirectly to children and young people through the use of photographs on websites. Photographs can be used as a means of identifying children when they are accompanied with personal information - this is X who likes music - this information can make a child vulnerable to an individual who may wish to start to 'groom' that child for abuse. Secondly the content of the photo can be used or adopted for inappropriate use and there is evidence of this adapted material finding its way onto child pornography sites. Organisations need to develop a policy in relation to the use of images of Young People on their website. The organisations will need to make decisions about the type of images they consider suitable and that appropriately represent their activities. They will want to ensure that parents support their policy. When assessing the potential risks in the use of images of Young People, the most important factor is the potential of inappropriate use of images of children. If organisations are aware of the potential risks and take appropriate steps, the potential for misuse of images can be reduced.

The advice is to:

- Consider using models or illustrations if you are promoting an activity
- Avoid the use of the first name and surname of individuals in a photograph. This reduces the risk in inappropriate, unsolicited attention from people outside the organisation

Easy rules to remember are:

- Ask for parental permission to use an image of a young person. This ensures that parents are aware of the way the image of their child is representing the Organisation. Parental Permission Forms are available for use.
- Ask for Young Person's permission to use their image. This ensures that they are aware of the way the image of themselves is to be used to represent the Organisation. A 'Young Person's Permission Form' is one way of achieving this.
- If the Young Person is named, avoid using his/her photograph
- If the photograph is used, avoid naming the Young Person
- Only use images of Young People in suitable dress to reduce the risk of inappropriate use. With regard to the actual content it is difficult to specify exactly what is appropriate. However there are clearly some activities – drama, swimming, gymnastic and athletics for example when the risk of potential misuse is much greater. With these activities the content of the photograph should focus on the activity not on a particular child, and should avoid full face and body shots. So for example shots of children in a pool would be appropriate or if poolside, waist or shoulder up. Age is also something that should be considered and this may affect what would be appropriate
- Create a recognised procedure for reporting the use of inappropriate images to reduce the risks to Young People.

First steps and things to think about:

- Establish the type of images that appropriately represent the activity for the Web medium. Think about the level of consideration you give to the use of images of Young People in other publications, for example, the processes involved in choosing appropriate images for the newsletter or magazine. Apply an increased level of consideration to the images of children young people used in the website.

N.B. For some young people, the Social Services take the parental role and must be consulted accordingly.

APPENDIX G – PHOTOGRAPHIC/FILMING EQUIPMENT AT EVENTS

There is evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young and disabled young people in vulnerable positions. If you are commissioning professional photographers or inviting the press to an activity or event it is important to ensure they are clear about your expectations of them in relation to Safeguarding:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Issue the photographer with identification which must be worn at all times
- Inform Young People and parents that a photographer will be in attendance at an event and ensure the consent to both the taking and publication of films or photographs
- Do not allow unsupervised access to Young People for one-to-one photo sessions at events
- Do not approve/allow photo sessions outside the events or at a Young People's home. If parents or other spectators/audience are intending to photograph or video at an event they should also be made aware of your expectations
- Spectators/audience should be asked to register at an event if they wish to use photographic equipment
- Young People and parents should be informed that if they have concerns they can report these to the organiser
- Concerns regarding inappropriate or intrusive photography should be reported and recorded in the same manner as any other Safeguarding concern.

How to deal with someone who is using photographic or filming equipment and has not sought permission

There will be occasions, from time to time, when someone that you do not recognise will be taking photographs or filming participants and/or spectators at a Harmonize Academy event. If this situation arises, you should have the confidence and courage to challenge the individual/s to ensure and maintain the safety of the event.

You should –

- Approach the individual
- Challenge the individual as to who they are and why they are using photographic or filming equipment without permission
- Make them aware that they should have sought permission from the organisers to use their equipment and advise them of the protocol
- Make them aware that if they are seen to be doing anything untoward, they will be reported to the Police.

N.B. For some young people, the Social Services take the parental role and must be consulted accordingly.