

The Highcrest Academy



Safeguarding Policy

*There **has not** been a change to the policy and this policy has now been reviewed in July 2015*

Approved by Pupil Welfare Committee: 12 July 2015

Signed by Chair of Committee: SAMcMillan

Ratified by the Full Board of Governors on: 14 October 2015

Signed Chair of Governors: C Turner

Review Date: Annually from above date

This is to be read in conjunction with the Child Protection Policy and Code of Confidentiality Policy.

Policies and British Values

In line with our mission statement, The Highcrest Academy believes in equal opportunities for all. A fully rounded education will equip our pupils properly for the challenges of Twenty First Century life. We acknowledge the expectation that the key British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, will be routinely emphasised as part of academy life, both inside and outside the classroom. It is the expectation that all our pupils will leave the academy prepared to serve the community positively, fully imbued with a balanced view of society and its differences. This encompasses the UNCRCs rights for the child.

THE HIGHCREST ACADEMY

Safeguarding Policy

1. Introduction

All adults who come into contact with children and young people in their work have a duty of care¹ to safeguard and promote their welfare.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme², places a duty on organisations to safeguard³ and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organizations are competent, confident and safe to do so.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally it must be recognized that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

Some concerns have been raised about the potential vulnerability of adults in this area of work. It was suggested that there was a need for clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. This document has been produced in response to these concerns. It was written by a team of individuals from various backgrounds who are knowledgeable about allegation procedures and the circumstances in which allegations might arise and provides practical guidance for anyone who works with, or on behalf of children and young people regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising

¹ The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally, to owe them a duty of care

² www.everychildmatters.gov.uk

³ Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables them to have optimum life chances ... "Keeping Children in Education 2014"

awareness of illegal, unsafe and inappropriate behaviours, that could happen anywhere.

Whilst every attempt has been made to cover a wide range of situations, it is recognized that this guidance cannot cover all eventualities. There may be times when professional judgments are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

It is also recognized that not all adults who work with children and young people work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with children and young people.

The guidance contained in this document has due regard to current legislation and statutory guidance.

Everyone working with children and young people should be familiar with local procedures and protocols for safeguarding the welfare of children and young people. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in their organization and/or report any concerns to the local social care office.

2. Purpose of Guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided
- Assist adults working with children to work safely and responsibly and to monitor their own standards and practice
- Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided
- Support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken

- Support safe recruitment practice
- Minimize the risk of misplaced or malicious allegations made against adults who work with children and young people
- Reduce the incidence of positions of trust being abused or misused.

Employers should be familiar with, and know how to access, their Local Safeguarding Children's Board's policy and procedures for managing allegations against staff.

3. Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

This means that adults should:

- have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm
- protect all students from the immediate risks of Female Genital Mutilation (FGM) forced marriages, and child sexual exploitation, immediately referring any concerns to the Child Protection Team/Designated Safeguarding Lead – DSL.
- looked after children are particularly vulnerable regarding safeguarding matters.
- understand the responsibilities which are part of their employment or role and be aware that sanctions will be applied if these provisions are breached.
- always act and be seen to act in the child's best interests.
- avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- take responsibility for their own actions and behaviour.

4. Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their every day responsibilities.

This means that staff:

- are expected to treat information they receive about children and young people in a discreet and confidential manner

- in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff.
- need to be cautious when passing information to others about a child/young person.

5. Making a Professional Judgment

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff.

This means that where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with a senior manager
- always record discussions and actions taken together with their justifications.

6. Power and Positions of Trust

As a result of their knowledge, position and/or authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults 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.

This means that adults should not:

- engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity
- use their position to gain access to information for their own advantage and/or a child's or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with children, which are of a sexual nature, or which may become so.

7. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people.

This means that adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model
- make sexual remarks to a pupil (including email, text messages, phone or letter)
- discuss their own sexual relationships with or in the presence of pupils
- discuss a pupil's sexual relationship in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

8. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different from that adopted in their personal life.

This means that adult should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- may not be viewed as offensive, revealing or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- may not be considered discriminatory.

9. The Use of Personal Living Space

No young person should be invited to a home of a member of staff in the school.

10. Gifts, Rewards and Favouritism

Staff should be aware of their Authority's guidance and/or school's policy including arrangements for the declaration of gifts received and given.

This means that adults should:

- ensure that gifts received or given in situations which may be misconstrued are declared

- generally, only give gifts to an individual young person as part of an agreed reward scheme
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally.

11. Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned.

This means that adults should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff on a copy of the attached incident recording sheet.

12. Communication with Children and Young People (Including the use of Technology)

This means that where no specific guidance exists, adults should

- discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer if not working for an organisation
- report any actions which could be misinterpreted to their senior manager
- always discuss any misunderstanding, accidents or threats with a senior manager
- always record discussions and reason why actions were taken
- record any areas of disagreement about course of action taken and if necessary referred to a higher authority
- ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken
- ensure that any films or material shown to children/young people are age appropriate.

This means that adults should not:

- display or distribute images of children unless they have written consent to do so from parents/carers
- use images which may cause distress

- use mobile telephones to take images of children
- take images “in secret”, or taking images in situations that may be construed as being secretive.

13. Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

This means that adults should:

- have no secret social contact with children and young people or their parent/guardian
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parent/guardian with senior colleagues
- advise senior management of any social contact they have with a child or a parent/guardian with whom they work, which may give rise to concern
- report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing
- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager
- understand that some communications may be called into question and need to be justified
- always seek approval of any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- advise senior management of any regular social contact they have with a pupil which may give rise to concern
- report and record any situation, which they feel, might compromise the school or their own professional standing.

14. Sexual Contact with Young People

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal.

This means that adults should:

- not pursue sexual relationships with children and young people either in or out of school
- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, ie, verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a child/young person
- discuss their own sexual relationships with or in the presence of children or young people
- ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

15. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their profession role.

This means that adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch the child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact should be open to scrutiny
- never indulge in horseplay, tickling or fun fights.

This means that schools should:

- ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care

- make staff aware of the DofE guidance in respect of physical contact with pupils and meeting medical needs of children and young people in school.

16. Physical Education and other activities which require physical contact.

This means that adults should:

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.
- be familiar with and follow recommended DofE guidance
- always explain to a pupil the reason why contact is necessary and what form that contact will take.

17. Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools.

This means that adults should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- keep parents informed of any sanctions
- adhere to the school's behaviour management policy.

18. Use of Control and Physical Intervention

The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil 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. (See Physical Restraints Policy)

This means that schools should:

- regularly acquaint staff with their relevant school policy and DofE Guidance
- ensure that staff are provided with appropriate training

This means that staff should:

- adhere to the school's policy on physical restraint of pupils
- always seek to defuse situations
- always use minimum force for the shortest period necessary.

19. Children and Young People in Distress

There may be occasions when a distressed pupil needs comfort and reassurance.

This means that adults should:

- consider the way in which they offer comfort to a distressed pupil
- always tell a colleague when and how they offered comfort to a distressed child
- record situations which may give rise to concern
- never touch a child in a way which may be considered indecent.

20. Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur.

This means that adults should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour

Where there are changing rooms: - See appendix 1 in addition to:

- announce their intention of entering
- avoid remaining in the room unless pupils require it

This means that adults should not:

- change in the same place as children
- shower with children.

21. Overnight Supervision and Examinations

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students perhaps in the student's home.

This means that:

- a full health and safety risk assessment should have been undertaken
- all arrangements should be made in partnership and agreement with the student and his/her parent/guardian
- arrangements involving one to one supervision should be avoided wherever possible.
- as much choice, flexibility and contact with the 'outside world' should be incorporated into any arrangements so far as is consistent with appropriate supervision
- wherever possible, independent oversight of arrangements should be made
- any situation which gives rise to complaint, disagreement or misunderstanding should be reported
- LA and schools should ensure that all arrangements reflect a duty of care towards pupils and staff.

22. First Aid and Administration of Medication

All schools must have trained first aiders/appointed persons. Teachers may volunteer to undertake this task but it is not a contractual requirement. Staff should receive appropriate training before administering first aid or medication.

This means that adults should:

- adhere to the school's Health and Safety policy
- adhere to the school's intimate care policy
- make other staff aware of the task being undertaken
- explain to the child what is happening
- if such unforeseen circumstances arose, written permission must be obtained from the Principal in advance.

23. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

This means that adults should:

- have clear written lesson plans.

This means that adults should not:

- enter into or encourage inappropriate or offensive discussion about sexual activity.

Please make sure you complete the attached proforma and pass it on to one of the Designated Safeguarding Leads.

If, at any point, there is a risk of immediate serious harm to a child referral should be made to children's social care immediately. Anybody can make a referral. (34 of keeping Children Safe in Education April 2014)

24. One to One Situations

This means that adults should:

- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed
- avoid meetings with a child or young person in remote, secluded areas
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- avoid use of "engaged" or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situations where a child becomes distressed or angry to a senior colleague
- carefully consider the needs and circumstances of the child/children when in one to one situations

25. Home Visits

Teachers are not expected to make home visits under any circumstances

26. Transporting Children

In certain situations, eg out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements after a risk assessment has been completed and respond to any difficulties that may arise.

In an emergency situation a child can only be transported after consultation with the Principal or Vice Principal.

This means that adults should:

- plan and agree arrangements with all pupils in advance, responding sensitively and flexibly to disagreements
- ensure that they are alone with a child for the minimum time possible
- be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer.
- Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety
- Take into account any specific needs that the child may have.

27 Educational Visits and After School Clubs, etc.

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

This means that adults should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- undertake a risk assessment
- have parental consent to the activity
- ensure that their behaviour remains professional at all times.

28. Photography, Videos and other Creative Arts

Many school activities involve the taking of images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

This means that staff should:

- Check with the office that permission for the pupils photograph to be taken and published has been sought.
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose. This must include the Head of Department.
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of pupils in their possession
- any staff wishing to take photos of children in their PR kit must discuss first with the Principal or Vice Principal
- avoid making images in one to one situations
- for photographs of any pupil wearing anything other than the standard school uniform, permission form the Principal or Vice Principal must be sought
- only use equipment provided or authorized by the organisation
- report any concerns about any inappropriate or intrusive photographs found.

This means that adults should not:

- take, display or distribute images of children unless they have consent to do so.

29. Internet Use

Schools should have clear policies about access to and the use of the Internet and may regard to DofE guidance.

This means that the school should:

- have clear e-safety policies in place about access to and use of the internet
- make guidance available to both adults and children and young people about appropriate usage

This means that adults should:

- follow the school policy on the use of IT equipment
- Ensure that children are not exposed to unsuitable material on the internet
- Ensure that any films or material shown to children and young people are age appropriate.

30. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The county has a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. This has been adopted by the school.

This means that staff should:

- report any issues of concern or behaviour by colleagues that raises concern in confidence
- for further guidance, please refer to the Whistleblowing Policy

31. Sharing Concerns and Recording Incidents

All staff should be aware of the school's child protection procedures, including procedure for dealing with allegations against staff, which are informed by the NEOST/Joint Union Guidance. Staff who are the subject of allegations are advised to contact their professional association.

This means that adults:

- should be familiar with their school/service system for recording concerns
- should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.

This means that schools/services:

- Should have an effective, transparent and accessible system for recording the managing concerns raised by any individual in school or the workplace.

32. Specific Safeguarding issues between pupils

Below are specific areas involving pupils

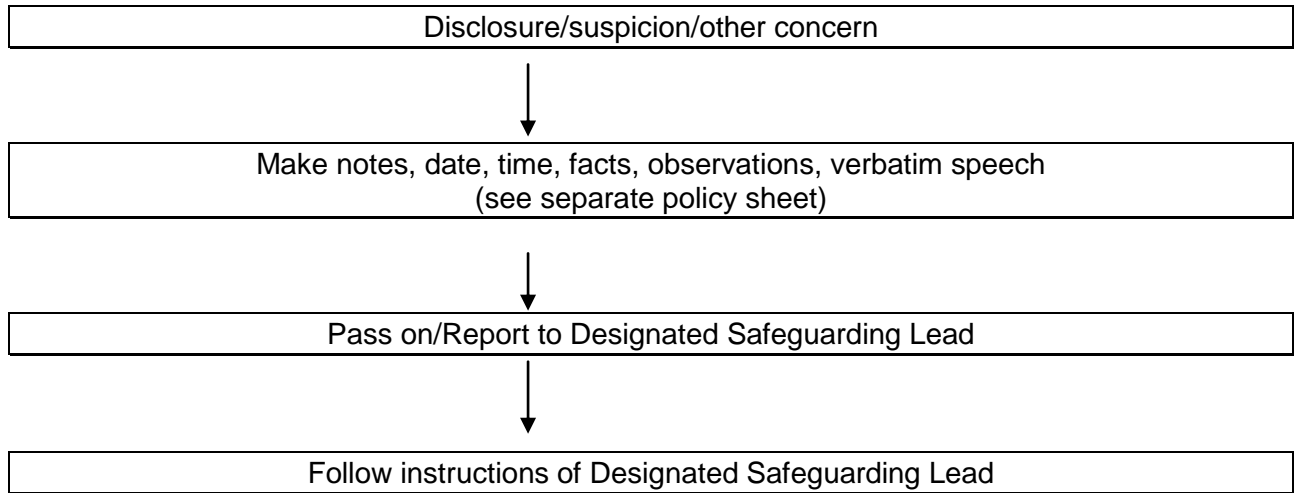
- Child sexual exploitation (CSE)
- Bullying including cyber bullying
- Drugs
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Radicalisation
- Sexting
- Teenage relationship abuse

Should an allegation of this type be made, please refer to the recommended school procedure for Child Protection

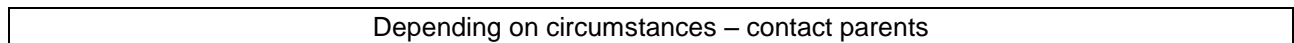
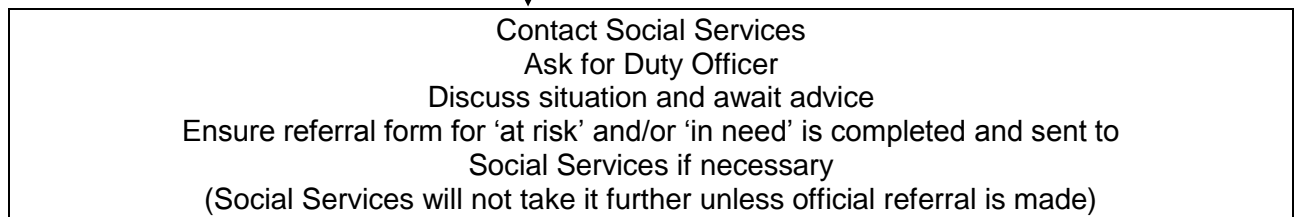
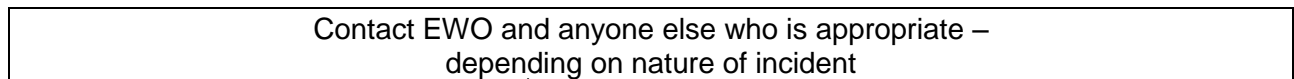
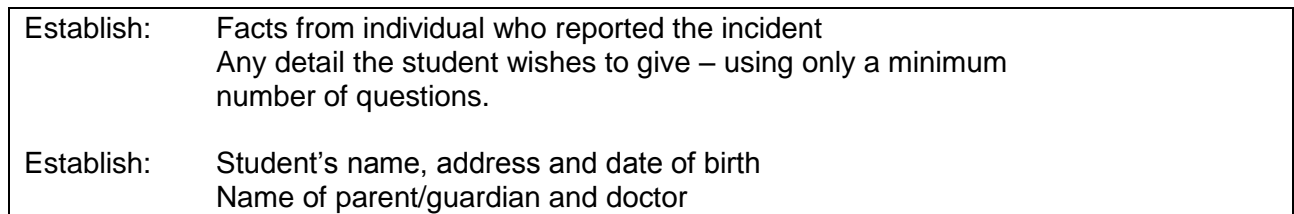
33. All staff sitting on a recruitment panel must either have the Safer Recruitment qualification or ensure that at least one other person on the panel holds the Safer Recruitment qualification.
34. All staff, Governors/Volunteers have a responsibility to provide the most current information to enable Single Central Register – SCR is kept up to date.

THE HIGHCREST ACADEMY

RECOMMENDED SCHOOL PROCEDURE FOR CHILD PROTECTION

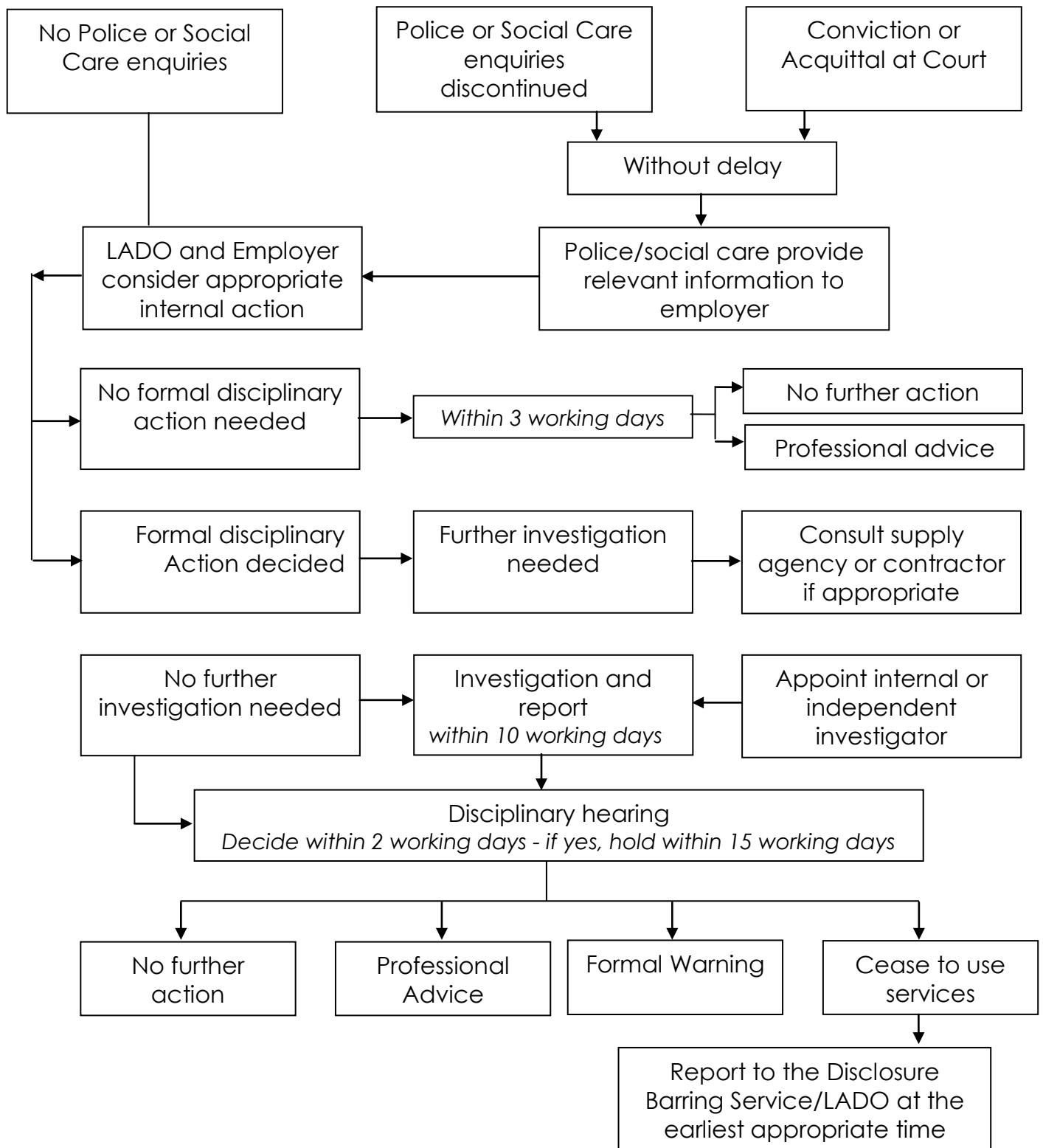


The Designated Safeguarding Lead will then:



EVERY CASE IS DIFFERENT. THIS IS THE RECOMMENDED PROCEDURE. HOWEVER, EACH CASE MAY BE HANDLED SLIGHTLY DIFFERENTLY, IF APPROPRIATE. If in any doubt you must ask for advice from one of the three Designated Safeguarding Lead referred to at the start of the policy.

ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS DISCIPLINARY/SUITABILITY PROCESS



Staff Incident Recording Sheet

(Please pass this form to the Principal or if not available one of the Designated Safeguarding Leads)

Nature of incident / concern

Witness _____

Date/s _____

Time/s _____

Details of who you may have already discussed your concerns with

Details of who you may already discussed your concerns with:

Name _____ **Date** _____

Signature _____

Appendix 1

In addition to the safeguarding Policy Section 20, 'Showers and Changing', the PE Department will ensure that:

- The changing rooms will be staffed from the start of the lesson until all pupils have changed and left the changing rooms
- The changing rooms will be locked by the allocated member of staff on duty in the changing rooms
- The changing rooms will only be opened by the allocated member of staff at the end of the lesson
- The allocated member of staff will remain in the changing rooms until all pupils have left
- The member of staff on duty will lock the changing rooms at the end of Lessons 2, 4 and 6.
- The changing rooms will be locked if there is no lesson taking place
- Where possible named kit that has been left in the changing room will be returned to the pupil before they leave the changing room

Appendix 2

As an Academy staff, we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have "due regard to the need to prevent people from being drawn into terrorism". This Duty is known as The Prevent Duty.

We have several members of staff who have Home Office accreditation to facilitate Workshops to Raise Awareness of Prevent (WRAP) who deliver training, advice and safeguarding in this area. This training equips staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Within the existing framework we promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Staff are trained to be aware of the importance of the role they play in recognising students at risk and sharing concerns with the Designated Lead Team through our Safeguarding procedures. Working with Prevent can then lead to the Channel process when a student has been identified.

Prevent is one of the organisations listed on our website, signposting students and parents to the 101 telephone number 365 days per year.