

# THE PREMIER ACADEMY



## CHILD PROTECTION AND SAFEGUARDING POLICY

Effective: January 2018  
Review Term: January 2019

### INTRODUCTION

The Premier Academy is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. The Premier Academy implements a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Chief Executive officer (CEO) and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the CEO and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

### Key Contacts

Designated Safeguarding Lead	Sarah Daniells
Deputy Designated Safeguarding Lead	Susan Watson
Senior Leader for Safeguarding (SLS)	Collette Butler
Governor for Safeguarding	June Mason
CEO	Warren Harrison
Chair of Governors	Paul Ayres

In the absence of the DSL, child protection matters will be dealt with by the Deputy DSL Susan Watson or by the SLS Collette Butler.

Children's Social Care Services (CSCS) 01908 253169/253170 / [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)  
Multi-Agency Hub (MASH)

### 1. Definition

1.1 For the purpose of this policy, The Premier Academy will define “**safeguarding and protecting the welfare of children**” as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all pupils to have the best outcomes.

## **2. Legal framework**

2.1 This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

### **Legislation**

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (as amended)
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Children and Families Act 2014
- Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Data Protection Act 1998
- The Childcare (Disqualification) Regulations 2009

### **Statutory guidance**

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2016) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2017) 'Sexual violence and sexual harassment between children in schools and colleges'

2.2 Other relevant school policies include:

- Allegations of Abuse Against Staff Statement
- Behaviour Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- E-Safety Policy
- Staff Acceptable Use of ICT Agreement
- Exclusion Policy
- Staff Code of Conduct
- Parent-Academy Agreement
- Physical Chastisement Agreement

## **3. Roles and responsibilities**

3.1 The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2015).
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and LA Designated Officer (LADO) and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the CEO or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBT.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

### 3.2 The CEO has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

### 3.3 The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care Services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the CEO to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body and Senior Safeguarding Lead to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the LSCB (MKSCB) to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

**NB.** The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

### 3.4 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.

- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to CSCS and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.

#### **4. Inter-agency working**

4.1 The Premier Academy contributes to inter-agency working as part of its statutory duty.

4.2 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

4.3 The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.

4.4 In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

#### **5. Abuse and neglect**

5.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and that multiple issues often overlap one another.

5.2 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

5.3 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Poor concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

- 5.4 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- 5.5 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.
- 5.6 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- 5.7 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

## **6. Types of abuse and neglect**

- 6.1 Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.
- 6.2 Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- 6.3 Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 6.4 Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 6.5 Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

## **7. Female genital mutilation (FGM)**

- 7.1 For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 7.2 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with the DSL who will share it with social care and/or the police.
- 7.3 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil. All concerns will be followed up by the DSL, generally with the family in the first instance.
- 7.4 Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

7.5 Indicators that may show FGM could take place soon include the following:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

7.6 Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

7.7 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

7.8 All forms of HBV are forms of abuse, and will be treated and escalated as such.

## **8. Child sexual exploitation (CSE)**

8.1 For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

8.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

8.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of CSE, they will speak to the DSL and local safeguarding procedures will be followed.

## **9. Preventing radicalisation**

9.1 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

9.2 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

## **Training**

9.3 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

## **Risk indicators**

9.4 Indicators of an identity crisis; personal crisis; vulnerability through personal circumstances, unmet aspiration or criminality.

## **Making a judgement**

9.5 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

9.6 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

## **Channel programme**

9.7 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

9.8 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

9.9 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from name of school The Premier Academy.

9.10 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

## **Building children's resilience**

The Premier Academy will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.

- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## Resources

The Premier Academy will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

## 10. A child missing from education

- 10.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 10.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- 10.3 The Premier Academy will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 20 school days or more.

## Admissions register

- 10.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 10.5 The school will ensure that the admissions register is kept up-to-date and accurate at all times.
- 10.6 If a parent notifies the school that their child will be attending a different school, or is already registered a different school, the name of the new school and the date on which the pupil first attended, or is due to attend, that school will be recorded on the admissions register.
- 10.7 Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
- 10.8 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) where they:
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
  - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend.
  - Have been permanently excluded.
- 10.9 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

10.10 The school will highlight any other necessary, contextual information, including safeguarding concerns.

## **11. Pupils with SEND**

11.1 The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

11.2 Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

11.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

11.4 When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate to ensure that the pupil's needs are effectively met.

## **12. Concerns about a pupil**

12.1 When identifying concerns, staff members will use their professional judgement and decisions will be made on a case-by-case basis.

12.2 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 16 of this policy.

12.3 If a staff member has any concerns about a pupil, they will raise them with the DSL as soon as possible or, if necessary, refer the case to specialist or early help services.

12.4 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

12.5 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

12.6 The CSCS will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.

12.7 Staff are required to monitor a referral if they do not receive information from the CSCS regarding what action is necessary for the pupil.

12.8 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

12.9 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

- 12.10 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded by the DSL and kept securely in a locked cabinet in the HELPAS Hub.
- 12.11 If a pupil is in immediate danger, a referral will be made to CSCS and/or the police straight away.
- 12.12 If a pupil has committed a crime, the police will be notified without delay.
- 12.13 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 12.14 When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.
- 12.15 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

### **13. Managing referrals**

- 13.1 The reporting and referral process outlined in appendix A will be followed accordingly.
- 13.2 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- 13.3 When making a referral to CSCS or other external agencies, information will be shared in line with section 16 of this policy and will only be shared where necessary to do so.
- 13.4 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- 13.5 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- 13.6 The school will not wait for the start, or outcome, of an investigation before protecting the victim and other pupils; this applies to criminal investigations as well as those made by CSCS.
- 13.7 Where CSCS decides that a statutory investigation is not appropriate, the school will give consideration to referring the incident again if it is believed that the pupil is at risk of harm.
- 13.8 Where CSCS decides that a statutory investigation is not appropriate and the school agrees with this decision, the school will give consideration to the use of other support mechanisms, such as early help and pastoral support.
- 13.9 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- 13.10 Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.
- 13.11 The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

## **14. Concerns about staff members and safeguarding practices**

If a staff member has concerns about another member of staff then it will be raised with the DSL and CEO.

If the concern is with regards to the CEO, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at The Premier Academy will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Statement.

## **15. Allegations of abuse against other pupils**

All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".

The school is aware that peer-on-peer abuse can be manifested in many different ways, which aims to cause physical, emotional or psychological harm.

All allegations of abuse, not including sexual violence, made against other pupils, and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy. All allegations of sexual violence will be managed in line with the DfE's 'Sexual violence and sexual harassment between children in schools and colleges' 2017 guidance, including offering ongoing support to both the victim and alleged perpetrator.

In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions.

## **16. Communication and confidentiality**

- 16.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- 16.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- 16.3 Concerns will only be reported to those necessary for its progression (e.g. the pupil's teacher, if it's not safe for the pupil to be a certain relative following a safeguarding concern raised), and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- 16.4 During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 16.5 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. If doing so would prejudice the prevention, detection or prosecution of a serious crime.

- Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

16.6 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

- Where discussion with the parents could potentially put a pupil at risk of harm, this will not be done.
- Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- External agencies will be invited to these discussions where necessary.

16.7 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

## **17. Online safety**

17.1 All pupils will be made aware of online risks and taught how to stay safe online.

17.2 All staff members will, through training, be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

17.3 The Premier Academy will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's E-Safety Policy.

17.4 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the E-Safety Policy and the Staff Acceptable Use of ICT Agreement.

17.5 The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

## **18. Safer recruitment**

18.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

### **Pre-employment checks**

18.2 The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.uk website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

18.3 A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

18.4 An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

18.5 An enhanced criminal records DBS check will be carried out for each member of the governing body.

18.6 The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

18.7 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

### **Barred list check**

18.8 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity, but does not have a barred list check.

18.9 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

18.10 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

18.11 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

18.12 References will be sought on all short-listed candidates, including internal ones, and checked on receipt to ensure that all specific questions were answered satisfactorily.

18.13 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

18.14 Checks will be conducted to ensure that the person presenting themselves for work is the same person on whom the checks have been made.

## **Volunteers**

- 18.15 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- 18.16 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 18.17 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 18.18 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- 18.19 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 18.20 The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 18.21 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 18.22 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 18.23 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.
- 18.24 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## **19. Single central record (SCR)**

19.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

19.2 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

19.3 For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

19.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

## 20. Staff suitability

20.1 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

20.2 A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

20.3 Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

20.4 All staff members are required to sign the staff disqualification declaration provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

20.5 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

## 21. Training

21.1 Staff members will undergo safeguarding and child protection training at induction, and in line with advice from the LSCB.

21.2 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

21.3 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

21.4 The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

21.5 The DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

21.6 The deputy DSL, they will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

## 22. Monitoring and review

22.1 This policy is reviewed annually by the DSL and the SLS.

22.2 Any changes made to this policy by the SLS and DSL will be communicated to all members of staff.

22.3 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

22.4 The next scheduled review date for this policy is **January 2019**.

# Contacts and Advice

## The Premier Academy Key Contacts

Designated Safeguarding Lead	Sarah Daniells
Deputy Designated Safeguarding Lead	Susan Watson
Senior Leader for Safeguarding (SLS)	Collette Butler
Governor for Safeguarding	June Mason
CEO	Warren Harrison
Chair of Governors	Paul Ayres

In the absence of the DSL, child protection matters will be dealt with by the Deputy DSL Susan Watson or by the SLS Collette Butler.

## SCSC: Milton Keynes Local Authority (MKCSB)

To make a referral or consult Children's Services regarding concerns about a child:  
Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or  
Emergency Social Work Team 01908 265545 out of office hours  
email: [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)

For allegations about people who work with children:

Contact the MASH as above

Or:

Local Authority Designated Office (LADO)

Tel: Jo Clifford 01908 254300

email: [lado@milton-keynes.gov.uk](mailto:lado@milton-keynes.gov.uk)

For information about safeguarding training for schools and education settings contact the secretary to the Children & Families Head of Safeguarding:

Tel: 01908 254962 or email: [sue.butler@milton-keynes.gov.uk](mailto:sue.butler@milton-keynes.gov.uk)

For general queries regarding safeguarding, please feel free to contact the Children & Families Head of Safeguarding:

Tel: 01908 254307 or email: [jo.hooper@milton-keynes.gov.uk](mailto:jo.hooper@milton-keynes.gov.uk)

More information and guidance about safeguarding children, including inter-agency training opportunities, can be found on:

Milton Keynes Safeguarding Children Board website: [www.mkscb.org/mkscb/](http://www.mkscb.org/mkscb/)

## Other Contacts:

NSPCC: <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

CEOP: <https://www.ceop.police.uk/safety-centre/>

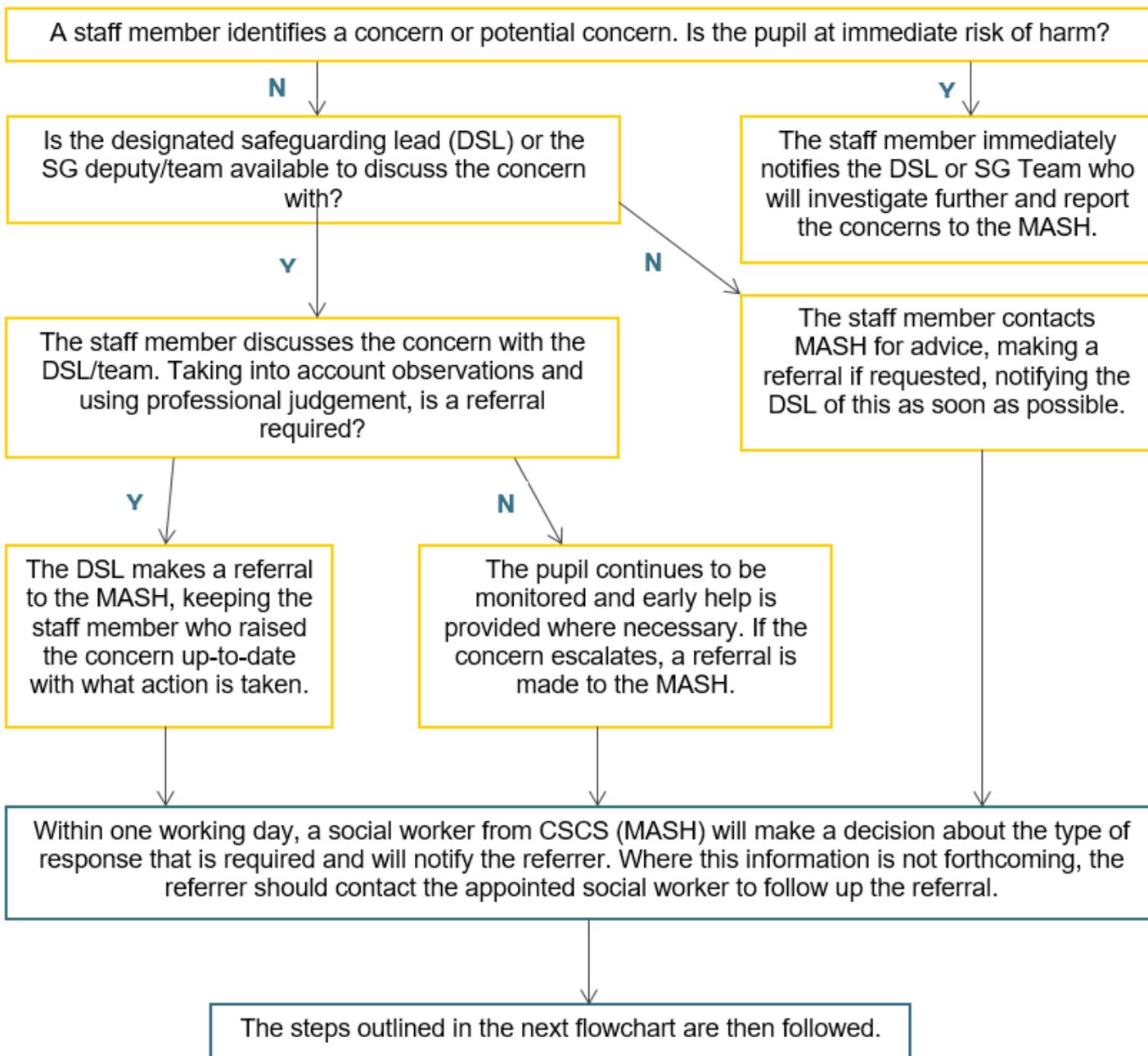
Prevent Advice: <https://educateagainsthate.com/>

## Safeguarding Reporting Process

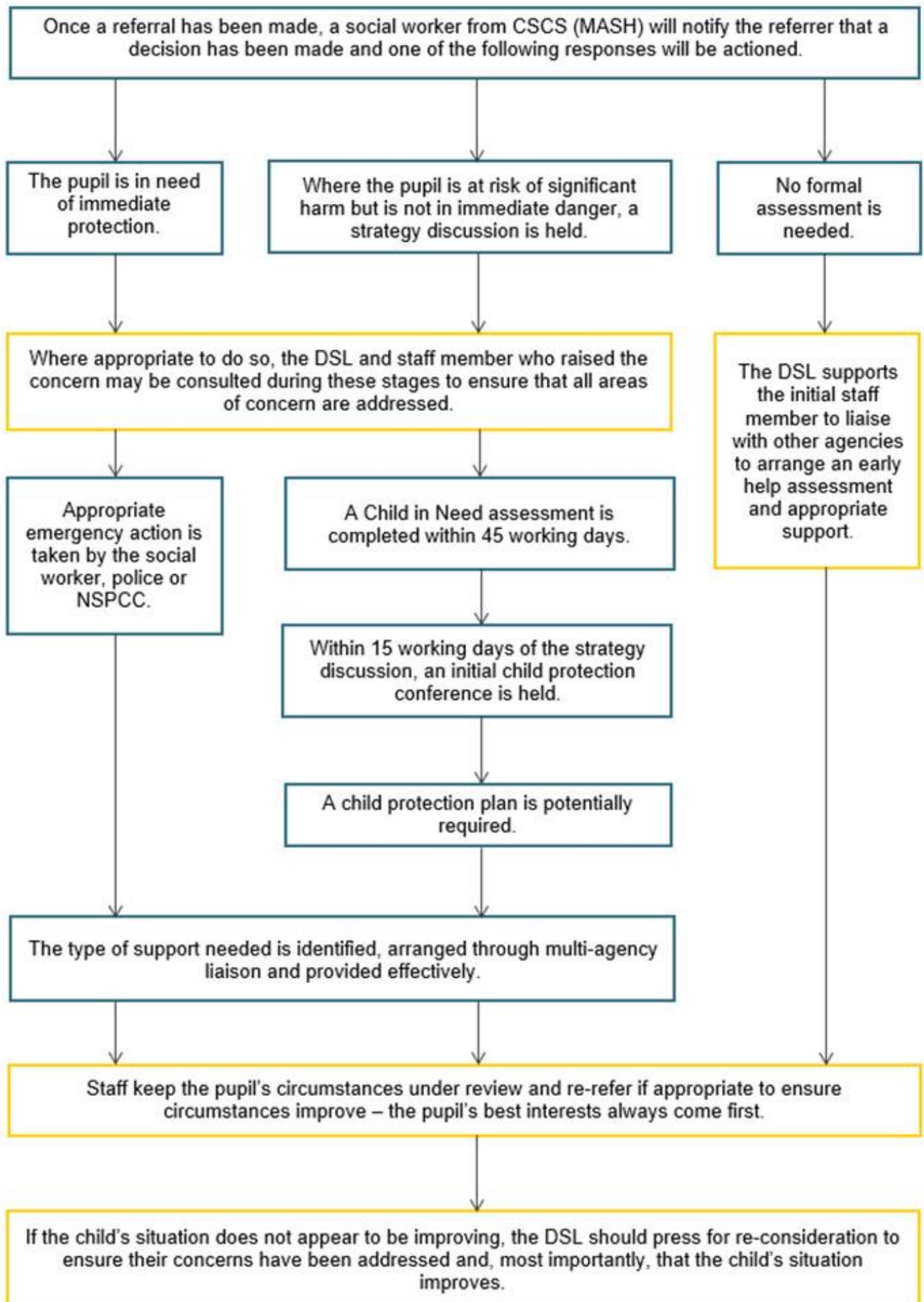
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue. CSCS in Milton Keynes is represented by the MASH (Multi Agency Safeguarding Hub).

### Before A Referral Is Made



## After A Referral Is Made



## Staff Disqualification Declaration

The Premier Academy:	
Name of Staff Member:	Position:
<b>Orders and other restrictions</b>	
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the DBS?	Yes/No
Are you prohibited from teaching?	Yes/No
<b>Specified and statutory offences</b>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> <li>• Any offence against or involving a child (person under the age of 18)?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>• Any violent or sexual offence against an adult?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>• Any offence under The Sexual Offences Act 2003?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>• Any other relevant offence?</li> </ul>	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
<b>Disqualification by association</b>	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No
<b>Provision of information</b>	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
<b>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.</b>	
<b>Declaration</b>	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that: <ul style="list-style-type: none"> <li>• I understand my responsibilities to safeguard children.</li> <li>• I understand that I must notify my CEO immediately of anything that affects my suitability to work within the setting. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.</li> </ul>	
Signed:	
Print name:	
Date:	



# Safeguarding Induction Sheet



We **all** have a statutory duty to 'safeguard and promote the welfare of children', this means:

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

If you have **any** concerns about the wellbeing and safety of a child or feel that something may be troubling them, you should share this information with an appropriate member of school staff straight away. Some issues e.g. a child's appearance, hygiene and general behaviour can be shared with any teacher or member of support staff in the school.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must report your concerns to the people below **immediately**:

Sarah Daniells – Designated Safeguarding Lead, HELPAS Hub  
Susan Watson – Designated Safeguarding Deputy, HELPAS Hub  
Collette Butler – Head of Education

**Physical abuse** is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

**Sexual abuse** is when a child is forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online.

**Emotional abuse** is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

**Neglect** is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

- A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.
- A child may be put in danger or not protected from physical or emotional harm.
- They may not get the love, care and attention they need from their parents.

**Do not** investigate or question the child yourself and do not discuss or seek advice from any other member of staff. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

Shortly after joining us you will receive full Safeguarding Training, however, in the interim, if you would like more information about policies and procedures about Safeguarding, please do not hesitate to ask.

**Thank you for supporting and safeguarding the children at our school**



# Annual Safeguarding Refresher



We **all** have a statutory duty to 'safeguard and promote the welfare of children', this means:

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

If you have **any** concerns about the wellbeing and safety of a child or feel that something may be troubling them, you should share this information with an appropriate member of school staff straight away, ensuring that you observe the appropriate levels of confidentiality. Some issues e.g. a child's appearance, hygiene and general behaviour should initially be shared with your line manager.

However, if you think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must report your concerns to one of the people below **immediately**:

Sarah Daniells – Designated Safeguarding Lead, HELPAS Hub  
Susan Watson – Designated Safeguarding Deputy, HELPAS Hub  
Collette Butler – Head of Education

Below is a list of definitions of the different types of abuse and what to look out for:

**Physical abuse** is deliberately hurting a child. This may cause injuries such as bruises, broken bones, burns or cuts.

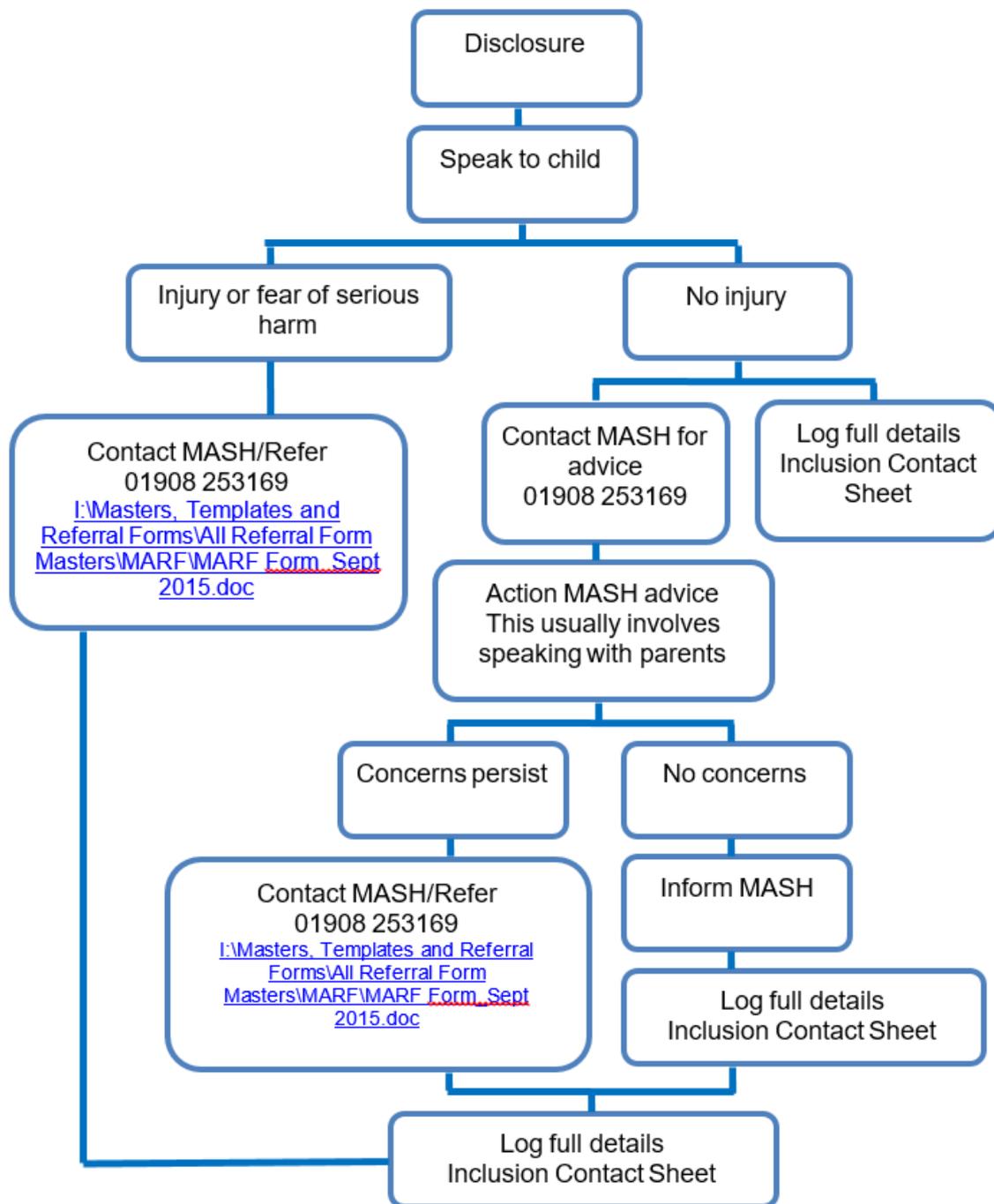
**Sexual abuse** is when a child is forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and includes being led to view sexual images. This can happen online.

**Emotional abuse** is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

**Neglect** is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

- A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.
- A child may be put in danger or not protected from physical or emotional harm.
- They may not get the love, care and attention they need from their parents.

If the child protection concern is during the Academy opening times, **do not** investigate or question the child yourself and **do not** discuss or seek advice from any other member of staff. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation. Please see the attached flow chart which outlines the steps the safeguarding team will take following receiving a safeguarding report/concern.



If you have concerns about a child outside of school hours or the child does not attend our school, you have a duty to refer your concern to the Milton Keynes Safeguarding Hub (MASH) yourself on 01908 253169. This can be done anonymously.

If a child chooses you to disclose to, you should never promise that you will not tell anyone about it, but explain that you need to pass the information on because you're worried for them.

If you have safeguarding concerns regarding a member of staff, you should speak to Sarah, Susan or Collette. If your safeguarding concern involves a member of the safeguarding team, you should speak to Warren. Ensure that you observe the appropriate levels of confidentiality.

If you would like more information about policies and procedures about Safeguarding, please do not hesitate to ask us in the HELPAS Hub.

**Thank you for supporting and safeguarding the children at our school**



# Annual Safeguarding Refresher



Please sign and print below and return to Sarah Daniells.

I confirm that I have read and digested the information sheets issued to me as an annual safeguarding refresher. I have retained them for my future reference.

Signed: \_\_\_\_\_

Print: \_\_\_\_\_

Date: \_\_\_\_\_