



SAFEGUARDING AND CHILD PROTECTION POLICY - 2017

At The Premier Academy children and young people have a fundamental right to be protected from harm. Children and young people have a right to expect the Academy to provide a safe and secure environment.

Any fears that children and young people bring into the classroom must not go unnoticed by staff. It is a guiding principle of the law and child protection procedures that the safeguarding and welfare of the child must always be the first priority. The safeguarding of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help safeguard and promote the welfare of all children within our care.

The Premier Academy fully recognises its responsibilities for child protection.

The designated child protection officers at The Premier Academy are: Sarah Daniells, Susan Watson and Collette Butler.

Aims: We aim to provide a caring environment which will underpin the whole academy aims and a curriculum where self-esteem can be nurtured and children empowered to protect themselves. Our policy applies to all staff and volunteers working in the Academy. There are seven main elements to our policy:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children.
2. The Academy will provide all staff and volunteers with safeguarding training in accordance with Milton Keynes Safeguarding Board's requirements.
3. Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
4. Implementing procedures for identifying and reporting cases, or suspected **significant harm** (as defined by the Children' Act 1989 Section 31 (9)).
5. Supporting pupils who have been harmed in accordance with his/her agreed child protection plan.
6. Establishing a safe environment in which children can learn and develop.

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

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

The Academy's behaviour policy encourages positive reinforcement of good behaviour leading children towards an understanding of 'treat others as you would be treated'. Opportunity is given for children to voice their feelings and understand that it is right to say 'No' in certain situations. For example: Assemblies and circle times. During the Academy day the children are supervised at all times. Mid-day supervisors take care of the children during break and lunch times with the support of teachers. Parents and carers should always collect and bring their children to the Academy and we ask parents to inform the Academy if there is a change in this situation.

All visitors to the Academy must come to the front door and be let in by a member of staff who will require the visitor to sign the visitors' book with their time of arrival and departure. This excludes parents.

In line with LA and DfE procedures we will:

- a) Ensure we have a designated member of staff for the safeguarding of children who has received appropriate training and support for this role.
- b) Ensure we have a deputy responsible for this role.
- c) Ensure every member of staff and volunteers knows the name of the designated people responsible for the safeguarding of children and their role.
- d) Provide training to ensure all staff and volunteers understand their responsibilities in being alert to the signs of harm and responsibility for referring any concerns to the designated people responsible for child protection.
- e) Ensure that parents have an understanding of the responsibility placed on the Academy and staff for safeguarding and promoting welfare by setting out its obligations in the Academy prospectus and including details of parental responsibilities within the admission pack.
- f) Notify the Local Authority Children's Social Care teams if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Plan.
- g) Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance of case conferences, as defined in the Children Act 2004.
- h) Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- i) Ensure all records are kept securely; separate from the main children's files.
- j) Share with the appropriate professionals and then follow procedures where an allegation is made against a member of staff or volunteer.
- k) Ensure safer recruitment practices are always followed.

We recognise that children who have been harmed may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children at risk. When at the Academy their behaviour may be challenging and defiant or they may appear withdrawn. The Academy will endeavour to support the child through:

- The content of the curriculum.
- The Academy ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- The Academy behaviour policy which is aimed at supporting vulnerable children in the Academy.
- The Academy ensuring that the individual child knows that some behaviour is unacceptable but they are valued and not to blame for any abuse which has occurred.
- Liaison with other agencies that support children, such as Social Services, Child and Adult Mental Health Service and Educational Psychology Service.
- Ensuring that, where a pupil with a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Targeted wellbeing interventions.

Types of Child Abuse and Neglect

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

As a school, we assess risk regularly in regards to radicalisation and extremism. This can be found in our Prevent Risk Assessment. Our Designated Safeguarding Leads, teaching staff and key support staff will be Prevent trained. The DSL is to carry out their role in accordance with their responsibilities outlined in Annex B of 'Keeping Children Safe in Education' and As part of this responsibility, they will act as the point of contact within our school for any concerns relating to radicalisation and extremism. The 'Prevent Awareness' trained DSL will make referrals in accordance with the Local Authority MASH Team and Channel Programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

Female Genital Mutilation (FGM)

At The Premier Academy, we believe that all our children should be kept safe from harm. Female Genital Mutilation (FGM) affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison. At the Premier Academy, we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

Indicators that a girl may be at risk of FGM:

- Her parents originate from an FGM-practicing country.
- She is out the country for a prolonged period of time.
- She is taking a long holiday to her country of origin or another country where the practice is prevalent.
- She refers to a 'special procedure' or 'special occasion' or 'becoming a woman'.
- She and her family have a low level of integration into the local community.

Indicators that a girl may have experienced FGM:

- She is in pain when walking or sitting or has restricted movement.
- She has repeated or prolonged absence from school.
- She spends a lot of time in the bathroom or toilet.

- She has bladder or menstrual problems.
- She is reluctant to undergo medical examinations.
- She does not want to participate in Physical Education.
- Her behaviour / demeanour has changed.

All Teaching staff and key staff members who work closely with children, carry out the relevant training on FGM by the Home Office. If staff have concerns regarding Female Genital Mutilation they must inform the Designated Safeguarding Lead immediately.

Use of the Academy Premises by Other Organisation

Where services or activities are provided separately by another body using the Academy premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Cross Reference to Other Policies

The Premier Academy recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Anti-bullying policy
- E-safety policy
- Health and safety policy
- Procedures for accessing risk e.g. school trips
- Safer recruitment policies and practice
- Induction and Code of Conduct for Staff/Handbook

Local Child Protection Procedures

The Premier Academy is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) and which are based on statutory guidance Working Together 2015.

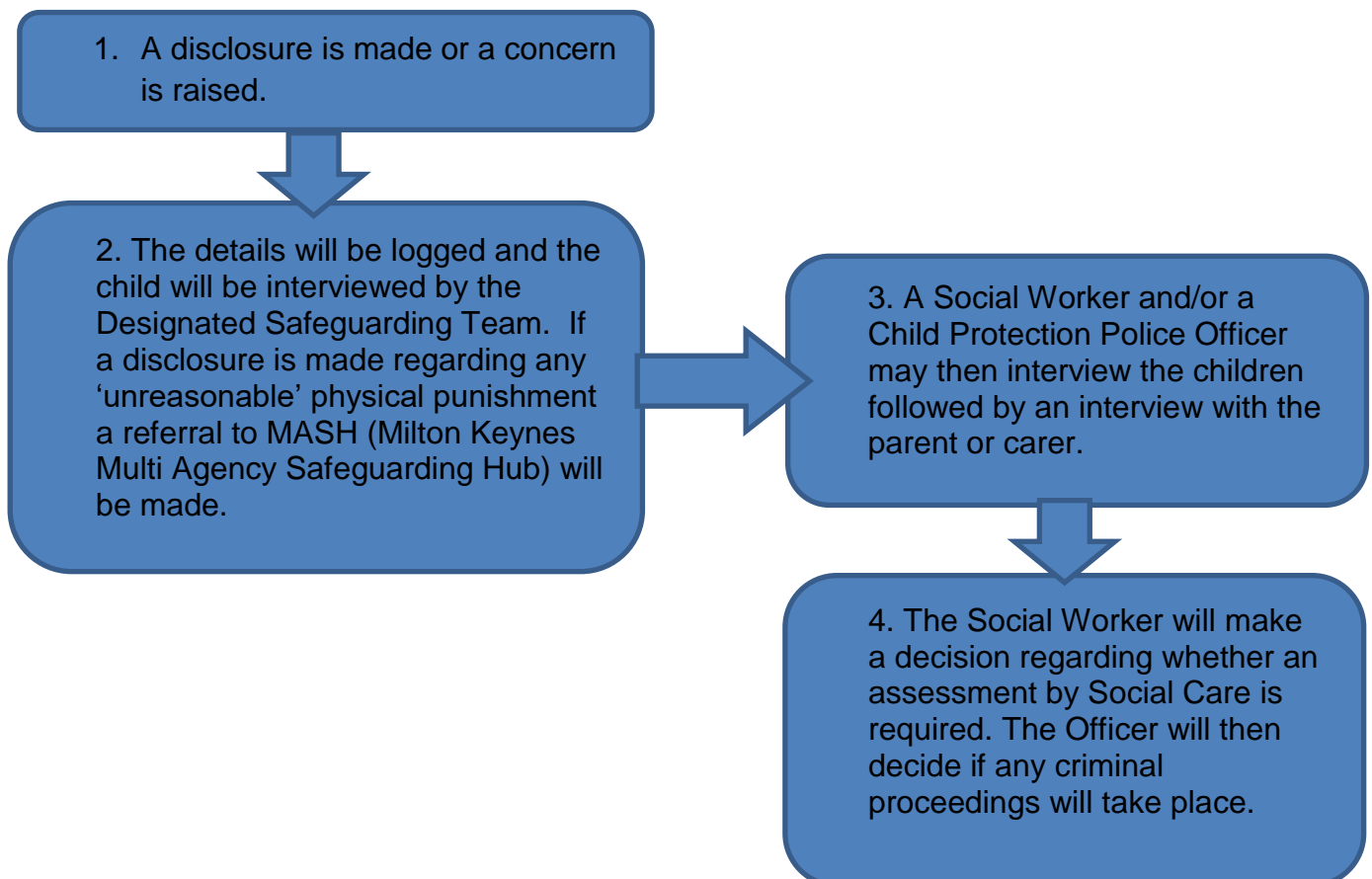
Milton Keynes Safeguarding Children Board Procedures:

MKSCB procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance; and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics.

All designated teaching staff and governors must be aware of this guidance and its implications. Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly Children's Social Care, via the MASH. The Academy recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings.

The Premier Academy's Safeguarding Procedures

Our Safeguarding Team **must** follow procedure outlined by the MK Safeguarding Board if a disclosure is made or a concern has been logged. For example, if you choose to hit your child the procedure outlined below will be followed:-



Policy Review

The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice. Also for ensuring that the school maintains an up to date list of key contacts and related policy and procedures are kept up to date.

Contacts and Further Information

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

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

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

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

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/

Safeguarding and Child Protection Policy Review

This policy will be reviewed and updated on an annual basis.
This report will be reviewed and updated in **June 2018**.