

Hummersknott Academy Trust



9 – Safeguarding Children Policy

Including Statutory Guidance issued September 2021

Review Date: September 2022

Adopted/V1	V2	V3	V4	V5	V6	V7	V8
Oct 2012	Mar 2014	Dec 2014	Dec 2015	Sept 2016	Sept 2017	Dec 2018	Mar 2020
V9	V10						
Sept 20	Dec 21						

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy and procedure applies to all Academies equally.

PURPOSE

The Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

SCOPE

Legislation and statutory guidance

Statutory guidance

Working Together to Safeguard Children

Departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners

Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). The Trust complies with this guidance and the procedures set out by the local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Departmental advice [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#)
- Departmental advice [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)

Hummersknott Academy Trust adheres to locally agreed inter-agency procedures that have been put in place by Darlington Safeguarding Partnership.

This policy also complies with Trust funding agreements and articles of association.

Objectives

This policy is based around three main objectives:

Prevention

- Providing an environment in which students/pupils feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Ensuring safe recruitment practice is implemented through effective Disclosing and Barring Service checks of all adults within schools who have access to children

Protection/Procedures

- A systematic means of monitoring students/pupils, known or thought to be at risk of harm will be maintained
- Procedures will be followed by **all members** of staff in cases of suspected abuse
- Through the development of effective working relationships with all other agencies, involved in safeguarding children
- Taking account of the procedures set out by the Local Safeguarding Children Board

Support

- Ensuring that key concepts of child protection are integrated within the curriculum via PSHE, and that students/pupils are educated about risks associated with internet use and new technology
- Ensuring that students/pupils are listened to and their concerns taken seriously and acted upon
- Working with others to support students/pupils who may have been abused to access the curriculum and take a full part in school life
- Ensuring that students/pupils receive age appropriate relationship and relationships and sex education

Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. The Safeguarding procedure explains the different types of abuse.

Neglect is a form of abuse and is 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. The Safeguarding procedure defines neglect in more detail.

Children includes everyone under the age of 18.

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. The Trust is committed to anti-discriminatory practice and recognise children's diverse circumstances. The Trust ensures that all children have the same protection, regardless of any barriers they may face.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

Roles and Responsibilities

Safeguarding and child protection is **everyone’s** responsibility.

Key Contact Personnel

Hummersknott Academy

Designated Safeguarding Lead	Kay Kelly
• Prevent “SPOC” (Single Point of Contact)	Kay Kelly
Deputy Lead Officer for Safeguarding -	Fiona Cairns, Emma Kirby, Debra Craggs, Julie Garnett, Max Merifield, Dee Wrightson
Named Safeguarding Governor -	Mike Fryer (trained to Level 3), Anita Tarn
Staff trained to Level 3 Safeguarding	Stephen Cheeseman, Vicky Franks, James Keating, Nick Merrifield, Tracey Tipton, Judith Bailey, Rachel Raper, Joanne Woods, Jo Barrett
On Behalf of Hummersknott Active	James Robertson Taylor
Designated Looked After Co-Ordinator	Clare Chapman

Skerne Park Academy

Lead Officer for Safeguarding -	Sarah Hardy
Deputy Lead Officers for Safeguarding	Paula Humphries, Jamie Dillon, and Leanne Wilson
• Prevent “SPOC” (Single Point of Contact)	Paula Humphries
Named Safeguarding Governor –	Nicola Boggon
Designated Looked After Co-Ordinator	Leanne Wilson

The Trust takes seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within each Academy to identify, assess, and support those children who are suffering harm. The Trust also acknowledges its responsibility under section 157 of the Education Act 2002 and the Independent Schools Standards (England) Regulations 2014 to safeguard children. Academies have in place policies and procedures that satisfy and comply with the guidance issued by the Secretary of State (Keeping Children Safe in Education – September 2021).

The Trust recognises that safeguarding extends to issues such as student/pupil health and safety, arrangements to meet the needs of children with medical conditions, Looked After Children, providing first aid, Health and Safety, school security, education in drugs and substance misuse, the prevention of bullying, including cyber-bullying and e-safety, PSHE and relationships and sex education.

Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children. The Trust will ensure that its Governors, senior leadership teams and Designated Safeguarding Leads (DSL) are aware of and follow local safeguarding arrangements and that they understand the local protocol for assessment and ensure that these are reflected in Trust policies and procedures. Academies within the Trust work with social care, the police, health services and other services to promote the welfare of children and protect them from harm including providing a coordinated offer of early help when additional needs are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Allegations against staff

All staff must take care not to place themselves in an inappropriate position with a student. If a member staff has a concern about another staff member then this should be referred to the Principal.

All staff are referred to the Code of Conduct for Employees, with reference to conduct.

If a student makes an allegation against a member of staff, the member of staff receiving the allegation will immediately inform the Principal or the most senior member of staff if the Principal is not present. Allegations will always involve a discussion with Darlington Safeguarding Partnership, Designated Officer.

Darlington Borough Council has appointed a Designated Officer who is:

Marian Garland

Telephone: 01325 406451

Secure e-mail: designatedofficer@darlington.gov.uk

Roles and responsibilities within the Trust

All staff

All staff must read and understand **part 1 and Annex A** of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse including sexual harassment
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

All staff will be aware of:

- Trust systems which support safeguarding, including the staff expectations (Staff Handbook), the role of the DSL, the behaviour policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Child Criminal Exploitation (CCE)
- Female Genital Mutilation (FGM)
- Mental Health
- Peer on peer abuse (child on child) including sexual harassment
- Serious violence

The Safeguarding Procedure outlines in more detail how staff are supported to do this.

Headteacher/Principal is responsible for:

- Ensuring that the safeguarding policy and procedure are fully implemented and followed by all staff
- Ensuring that resources are allocated to enable the DSL and other staff as required, to attend strategy discussion, inter-agency meetings, contribute to assessments etc

- Ensuring that appropriate members of staff have received training on the use of the Common Assessment Framework (a standardised early assessment), and that they are able to identify any additional needs that a student may have so that they may receive appropriate support at an early stage
- Ensuring that appropriate staff participate and liaise in multi-agency safeguarding arrangements and processes
- Ensuring that there is an identified senior manager to take on the above responsibilities in the absence of the Headteacher/Principal
- Being responsible for receiving allegations against staff and volunteers
- Recording details of all allegations against staff and volunteers and report them to the Trust
- Being responsible for carrying out any actions agreed by the Trust and reporting on outcomes

The Designated Safeguarding Lead is responsible for:

Managing referrals

- Refer cases of suspected abuse to the local authority children’s social care (Early Help) as required
- Support staff who make referrals to local authority children’s social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the police as required

Working with others

- Liaise with the Principal/Headteacher to inform of issues, especially ongoing enquiries, under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff

Multi-agency working

- Schools play pivotal role to play in multi-agency safeguarding arrangements. Governing bodies will ensure that the Academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- The Trust understands their role in the three safeguarding partner arrangements. Governing bodies and their senior leadership teams, especially their designated safeguarding leads, must make themselves aware of and follow their local arrangements.
- Safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. The Trust will always work closely with these partners and endeavor to fulfil expectations placed upon them.

Undertaking training

- The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- The DSL will undertake Prevent awareness training

- In addition to the formal training stated above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
 - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
 - Have a working knowledge of how local authorities 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, especially new and part time staff, has access to and understands this policy and related procedure
 - Are alert to the specific needs of children in need, those with special educational needs and young carers
 - Keep detailed, accurate, secure written records of concerns and referrals
 - Understand and support the relevant Academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
 - Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
 - Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
 - Obtain access to resources and attend any relevant or refresher training courses
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures an Academy may put in place to protect them

Raising Awareness

- The DSL should ensure their relevant Academy's Safeguarding Policy and Procedure are known, understood and used appropriately
- Ensure this Policy and related Procedure are reviewed annually (as a minimum) and reviewed regularly, and work in collaboration with any local safeguarding board or agency
- Ensure the Safeguarding Policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made, and the role of the Trust in this
- Link with the Darlington Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Information sharing

- Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the Trust and with safeguarding partners, other organisations, agencies and practitioners as required. The Trust should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.
- It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Online safety

- Should the Trust set work that is online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and keep their children safe online (including when they are online at home) is provided in Annex C.

Opportunities to teach safeguarding

- Governing bodies should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here:

[Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges:

DfE advice for schools:

[teaching online safety in schools](#)

- UK Council for Internet Safety (UKCIS)27 guidance: [Education for a connected-world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Parental Involvement

It is important that all parents/carers understand the responsibilities placed on the Academy and staff for child protection, and in particular the need to:

- Safeguard and promote the welfare of children
- Share information and work in partnership with other agencies when there are concerns about a child's welfare

The Academy sets out its obligations for child protection on the website. Information will be provided so that students and parents/carers will be made aware of how the child protection system works and with whom they can discuss any concerns. Information will also be made available about local and national telephone help-lines including the relevant local authority Duty Team.

In general, the Academy will seek to discuss any concerns about a student/pupil's welfare with the family and, where possible, seek their agreement to making referral to Children's Social Services. **However, this will only be done where it will not place a student at increased risk of significant harm.**

Availability

- During term time the DSL (or a deputy) will always be available (during school hours) for staff to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable
- The DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

The DSL will act as the Prevent Duty Single Point of Contact (SPOC) and fulfil the role and responsibilities associated with this role and in line with the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#) and the Prevent Duty Risk Assessment/Action Plan (Appendix 2) in the procedure.

Responsibilities of Designated Looked After Children Co-ordinator

The Designated Looked After Children Co-ordinator will promote the educational achievement of children. They will ensure that staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL (where they are different) will, through the Designated Looked After Children Co-ordinator, have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. They will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The Designated Looked After Children Co-ordinator should also work with the virtual school head to promote the educational achievement of previously looked after children. The Designated Looked After Children Co-ordinator will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. They will support the local authority Personal Advisor appointed to guide and support the care leavers, and will liaise with them as necessary regarding any issues of concern affecting a care leaver.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share

this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children requiring mental health support

The Trust understands it has an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The Trust will access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

Responsibilities of the Trust Board of Directors

The Trust will:

- exercise overall responsibility for the health, safety and welfare of all staff, students/pupils and visitors to Trust premises and in Trust activities
- be responsible for developing an in depth understanding of the Safeguarding Policy and Procedure
- ensure that the Safeguarding Policy and Procedure are up to date
- champion child protection and safeguarding issues
- ensure that Directors and members of Local Governing Body receive regular safeguarding and child protection training

Responsibilities of the Local Governing Body

The Local Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children and young people.

The named Safeguarding Governor will:

- work with staff to monitor the relevant Academy's practice regarding safeguarding and specific child protection, including checking that the single central record for staff is complete and up to date, and checking that all staff have received appropriate training in child protection.
- champion child protection and safeguarding issues
- draft the annual safeguarding report with the DSL

Responsibilities of the teaching, volunteer and non-teaching staff in each Academy

The *Teacher Standards 2012* state that teachers, including Principals/Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The responsibilities of the teaching, volunteer and non-teaching staff are:

- Providing a safe environment in which children can learn
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed

- Undertaking appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years
- Be aware of systems within their Academy which support safeguarding and these must be explained to them as part of staff induction
- If staff have **any concerns** about a child's welfare, they must act on them immediately and speak to the DSL (or Deputy).
- Options will then include:
 - managing any support for the child internally via the Academy's own pastoral support processes
 - an early help assessment
 - a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming
- All incidents must be dealt in line with the Safeguarding Policy and Procedure and with the flowcharts at Appendix 1 and 5 in the procedure that outline staff actions and those of agencies receiving the referral

Visitors to the Academy

During the hours of 8.30am and 4.30pm, visitors will be issued with a visitor's pass at reception when they sign in.

Passes with a **green lanyard** will be issued to visitors for whom we hold appropriate documentation – they can move about the building unaccompanied by staff.

Passes with a **red lanyard** will be issued to visitors for whom we don't hold appropriate documentation – they **must** be accompanied by a staff member.

Hummersknott Active will monitor visitors after 4.30pm.

- On Parents' Days parents will be issued with a parents' badge and should only be in allocated areas of the school.
- Hummersknott Active will monitor visitors after 4.30pm.

Security

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. The Trust operate within a whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what is done well.

The Trust will not accept the behaviour of any individual (parent or other) who threaten the security of the Academy which leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

Safeguarding students against inappropriate adults entering school

Appropriate and comprehensive checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors are expected to sign in and out via the office visitor's log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The Use of Trust Premises by Other Organisations

Where services or activities are provided separately by another body using Trust premises, the Principal/Headteacher and Local Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in an Academy's safeguarding regime. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed they should follow the Confidential Reporting (Whistleblowing) Policy. **The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.**

In all cases relating to child protection the DSL will work with other staff who know and work with the child in question, in order to identify the most successful way of dealing with the child protection need. Relevant staff may, depending on the nature of the child protection issue, be asked to support social workers to take decisions about individual children including attendance at children's social service reviews and case conferences in relation to named children, although the DSL will need to have accurate information and feedback in relation to these meetings. Decisions regarding child protection will ultimately rest with the DSL.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, or if the DSL is not available then staff members can speak to another member of the Senior Leadership team or directly to children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible. The Trust will ensure that the Designated Looked After Children Co-ordinator receives appropriate training and the relevant qualifications and experience.

Training and Support

There is at least one another member of staff who is ready to act in the DSL's absence, who has also received training which is regularly updated (at least every 2 years).

All staff and governors undertake Level 1 training (at least every year) to develop their understanding of:

- types of abuse and neglect, their signs and indicators of abuse
- how to respond to a student/pupil who discloses abuse or neglect
- the procedure to be followed in sharing a concern of possible abuse/neglect or a disclosure of abuse or neglect including knowing how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care
- the process for making referrals to Children's Social Care
- how to identify children who may benefit from early help and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment
- the local early help processes and their role within it
- what to do if a child is in immediate danger or is at risk of harm
- how to record all concerns, discussions and decisions made and the reasons for those decisions which should be in writing

In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

New staff, supply staff and volunteers are advised of the respective Academy's safeguarding arrangements, and contact details of the DSL, as part of their induction into the school. **All** staff will be made aware of systems within their Academy which support safeguarding and these will be explained to them as part of induction. This will include the:

- Safeguarding Policy (this policy)
- Behaviour Management Policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education
- Role of the DSL (including the identity of the DSL and their deputies).

Safer Recruitment and Selection

Preventing unsuitable people from working with children and young people is essential to keeping children and young people safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Board of Directors, Local Governing Body and Principal/Headteacher. Safe staff recruitment ensures that the following areas are addressed:

- Recruitment advertisements include a child protection statement
- At interview candidates are asked to account for any gaps in their employment history
- DBS checks are carried out on all potential employees and volunteers where deemed appropriate
- Pre-appointment checks are also carried out in accordance with Keeping Children Safe in Education (Part 3)
- References are taken up and verified
- A central record of checks is maintained in each Academy and reviewed regularly by named Safeguarding Governor

Records

The Trust recognises that well-kept records are essential to good child protection practice. Hummersknott Academy Trust uses CPOMS and therefore all safeguarding and child protection records are kept secure and only designated personnel has access.

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

Confidentiality

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but consent to share information if a child is suffering, or at risk of, serious harm is not needed
- Staff must never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

Related Policy Areas

This policy is part of a coherent to approach to safeguarding children and young people within the Trust and a number of other policies are either in existence or under development that support its implementation including:

- Physical Interventions
- Anti-harassment and Bullying
- Health and Safety
- On line Safety

- Off-site Educational Visits
- Supporting Children with Medical Conditions
- First Aid
- Confidential Reporting
- Complaints
- Hire of Facilities and Lettings
- Sex and Relationships Education
- Drugs Education
- Behaviour Management Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Attendance Policy

If any member of the public is concerned that a young person is being sexually exploited in this manner they can either call their local police station, Children Services or call us at the CATE Project.

Barnardos CATE Project Pease House 12A Horsemarket Darlington DL1 5PW

Email: janet.pickersgill@barnardos.org.uk

Telephone: 01325 406160

Fax: 01325 406024

Pease House

12a Horsemarket

DARLINGTON

County Durham

DL1 5PW

[Email this service](#)

Phone: 01325 406024

ERASE is a website (Educate and Raise Awareness of Sexual Exploitation) to find more advice on sexual exploitation. The website can be found at www.eraseabuse.org

Children need to know being in a relationship and thinking about having a sexual relationship is normal, but sexual exploitation is not normal and is a form of abuse.

If there are worries/concerns children should be encouraged please talk to an adult they trust.

Children can talk to someone in confidence if they contact ChildLine – free on 0800 1111 and this number won't appear on a telephone bill. Available 24 hours a day.

To find out more about sexual exploitation by visiting the Barnado's website.

If staff have concerns about a child's welfare they can also contact Children's Social Care.

- County Durham 03000 267979
- Darlington 01325 406222

This policy links with Values 3 – Nothing but the best for all, 4 – Taking Responsibility, 5 – Foundations for Future Success, and 6 – The Human Spirit, of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated annually by the Vice Principal Student Support, Guidance Welfare and Progress at Hummersknott Academy and approved for adoption by the Board of Directors.

PUBLICISING THE POLICY

A copy of this policy and related procedure will be available on each Academy's website and the X-drive/intranet where applicable. Staff will be advised of amendments to this policy via the Staff Bulletin/Briefing and are expected to familiarise themselves with the content.

POLICY STATUS

This is a statutory policy.