

Safeguarding Policy

2016/2017

Policy reviewed by Academy Transformation Trust on

September
2016

This policy links to:

- Child Protection Policy and Procedure
- Whistle Blowing Policy
- Disciplinary Procedure
- E-Safety Policy
- Anti-Bullying Policy and Procedure
- Behaviour Policy
- Equalities Policy
- Keeping children safe in education Information for all schools and college staff September 2016
- Safer Recruitment Policy

REVIEW DATE: Jan 2017



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Introduction

Purpose and Aims

The purpose of the Academy Transformation Trusts Safeguarding Policy is to provide a secure framework for our academies in safeguarding and promoting safeguarding to those pupils and adult learners who attend our academies (collectively known within this policy as pupils). The policy aims to ensure that:

- All pupils are safe and protected from harm
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices
- Staff, pupils, governors, visitors, contractors, volunteers and parents are aware of the expected behaviours and the Trust's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils

Ethos

Safeguarding in the academy is considered everyone's responsibility and as such we aim to create the safest environment within which every pupil has the opportunity to achieve their potential. The Trust recognises the contribution it can make in ensuring that all pupils registered at our academies feel that they will be listened to and appropriate action taken, particularly in ensuring procedures are in place to minimise the risk of peer on peer abuse; We will do this by endeavouring to work in partnership with all staff and other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our pupils with the skills they need. This will include materials and learning experiences that will encourage our young people to develop essential life skills and protective behaviours. Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

In safeguarding and promoting the welfare and wellbeing of children, we will act in accordance with the following legislation and guidance:

- Health and Safety at Work Act 1974
- The Children Act 1989
- Mental Health Act (amended 2007)
- Management of Health and Safety at Work Act (amended 1994)
- Human Rights Act 1998
- Data Protection Act 1998
- Education Act 2002 (section 175/157)
- The Children Act 2004
- Mental Capacity Act 1993 amended 2005
- The Education (Pupil Information) (England) Regulations 2005
- Equalities Act 2010
- Teachers' Standards 2012
- Dealing with Allegations of Abuse Against Teachers and Other Staff (2012)
- The Local Authority Safeguarding Children Board Inter-Agency Procedures
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)

- What to do if you're worried a child is being abused (2015)
- Information Sharing (2015)
- Counter-Terrorism and Security Act 2015
- Children Missing Education- statutory guidance for local authorities *2015*

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1 Responsibilities and Expectations

1.1 The Academy Transformation Trust will:

- 1.1.1 Be responsible for ensuring that each academy has an effective safeguarding policy and procedure in place and that proper procedures are in place for managing allegations of staff committing abuse (including the Principal and volunteers). See 'Managing Allegations of abuse against Teachers and other staff' (included within the Disciplinary Procedure).
- 1.1.2 We recognise the possibility that adults working in academies that may harm children. Any concerns about the conduct of other adults in the academy should be taken to the Principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Principal should go to the Chair of Governors. Where there are concerns about the proprietor the member of staff should contact the local authority Designated Officer without delay.
- 1.1.3 Amend the policy as safeguarding requirements change as directed by government guidance and legislation.

1.2 The Local Governing Body will:

- 1.2.1 Be responsible for monitoring the implementation of the safeguarding policy and procedures and ensure that the academy complies with them.
- 1.2.2 Ensure all staff members are aware of their duty to raise concerns where they exist and use whistle blowing procedures as necessary (see Whistle Blowing Policy).
NSPCC Whistleblowing helpline **0800 028 0285**.
- 1.2.3 Ensure that the policy is made available to parents and carers if requested and that all staff, contractors and volunteers are properly vetted to make sure they are safe to work with the pupils who attend the academy.
- 1.2.4 Ensure that proper procedures are in place for managing allegations of abuse against pupils (see Child Protection Policy and Procedure).
- 1.2.5 Ensure that there is a Safeguarding Link Governor, a Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, Designated Teacher for LAC and PREVENT Lead who have lead responsibility for dealing with all safeguarding issues in the academy. In the case of an allegation against a member of staff the principal will deal with any such allegation except in the case of an allegation against the principal where the Chair of Governors will be involved. Designated Safeguarding Lead and the Designated Teacher for LAC will work closely together to protect the needs of looked after children.
- 1.2.6 Governors and Senior leaders will ensure the Designated Safeguarding Lead is a member of the leadership team and has this role specified in their job description. They will also ensure that the responsibilities of the Designated Safeguarding Lead are not delegated.

1.3 The Designated Safeguarding Lead will:

- 1.3.1 update their safeguarding training every two years and keep up to date with safeguarding developments as they arise.
- 1.3.2 Ensure that all safeguarding issues raised in the academy are effectively responded to, recorded and referred to the appropriate agency. The Designated Safeguarding Lead will keep secure, accurate records. Record keeping procedures should be quality assured at least annually.
- 1.3.3 Ensure staff understand the difference between a 'concern' and 'immediate danger or at risk of harm' and are aware of the Early Help processes and keeps accurate records of those children accessing this support.
- 1.3.4 Arrange safeguarding training for all staff, contractors and volunteers who work with children and young people in the academy.
- 1.3.5 Ensure that academy safeguarding training takes place at least annually, which they can deliver within the academy, provided they are linked in to the support and quality assurance process offered by the Local Authority.
- 1.3.6 Attend or ensure that the Designated Safeguarding Lead, who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a pupil at the academy and to contribute to multi-agency discussions to safeguard and promote the pupil's welfare.
- 1.3.7 The Designated Safeguarding Lead must work with external agencies and professionals on matter of safety and safeguarding and ensure that child protection information is transferred to the pupil's new school
- 1.3.8 Complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the academy are being met, and report annually to the Local Governing Body.
 - 1.3.8.1 If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Safeguarding Link Governor to ensure these improvements are implemented. Safeguarding targets will be set that will be included in Principal's performance management. The Trust will review the self-review and safeguarding procedures annually.
 - 1.3.8.2 The Trust has an auditing role in ensuring the academy is meeting safeguarding requirements under sec 175/157 of the Education Act 2002.
- 1.4 Duties:
 - 1.4.1 Academies will vet visitors and speakers to ensure that pupils are not exposed to extreme views and radicalisation.
 - 1.4.2 All Child Protection concerns need to be acted on immediately (ensuring appropriate cover is arranged.) If staff are concerned that a pupil may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead (or Designated Safeguarding Lead Deputy, if the Designated Safeguarding Lead is unavailable)

immediately. All concerns should be reported to the Designated Safeguarding Lead as soon as possible so they can carry out their duties.

- 1.4.3 All adults, including the Designated Safeguarding Lead, have a duty to refer all known or suspected cases of abuse to children's social care or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Nurse, it is the responsibility of that agency staff to formally report the disclosure to the academy's Designated Safeguarding Lead in the first instance. Where the disclosure is made by a pupil attending a Pupil Referral Unit (PRU) or Deputy provision, the disclosure should be recorded and referred to the on-site Designated Safeguarding Lead and a formal notification made to the academy Designated Safeguarding Lead where the pupil is on role for information or appropriate action to be taken. Any records made should be kept securely on the pupil's academy safeguarding file which should be kept in a locked and fire-proof cabinet.

2 Recognising concerns, signs and indicators of abuse

- 2.1 Safeguarding is not just about protecting children and young people from deliberate harm. For The Trust it includes such things as:
- pupil safety,
 - bullying, including cyber bullying,
 - racist abuse
 - harassment,
 - educational visits,
 - intimate care,
 - pupils missing education,
 - neglect,
 - Internet safety etc
- 2.1.1 The witnessing of abuse can have a damaging effect on those who are party to it, as well as the young person subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the young person. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.
- 2.2 The following indicators listed under the categories of abuse are not an exhaustive list.
- 2.2.1 **Physical Abuse** -this can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child or young person in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy
- 2.2.2 **Emotional Abuse**- emotional abuse is where a child or young person's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A

parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. Peer to peer emotional abuse, including gender related abuse may occur, this should be dealt sympathetically and dealt with appropriately. This abuse may be face to face or via social media. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders or self-harm.

2.2.3 **Sexual Abuse** – which involves forcing or enticing a child or young person to take part in sexual activities, whether or not the young person is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries, sexually transmitted diseases, inappropriate sexualised behaviour including words, play or drawing.

2.2.4 **Neglect** - is the persistent failure to meet a youngster’s basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

3 Procedures – What to do if you are concerned

3.1 If a pupil makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you follow the 6 Rs:

3.1.1 Receive

- Listen to what is being said, without displaying shock or disbelief.
- Take what is said seriously.
- Note down what has been said.

3.1.2 Reassure

- Reassure the pupil, as far as is possible.
- Don’t promise confidentiality: you have a duty to refer.
- Reassure and alleviate guilt.
- Reassure the child that information will only be shared with those who need to know.

3.1.3 React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don’t ‘interrogate’ for full details.

- **Do not ask ‘leading’ questions, for example, “Did he/she ,** Such questions may invalidate your evidence (and the child’s) in any later prosecution.
- Ask open questions, like “Anything else you want to say?”.
- Do not criticise the perpetrator; the pupil may have an affection for him/her.
- Do not ask the pupil to repeat it all for another member of staff.
- Explain what you have to do next and who you have to talk to.

3.1.4 Record

- Make some brief notes at the time on any paper, which comes to hand. Write them up on the safeguarding form as soon as possible and pass a copy to the Designated Safeguarding Lead.
- Do not destroy your original notes, attach these to the safeguarding form. Record the date, time, place any noticeable non-verbal behaviour, and the words used by the child. Record the actual words used by the child.
- Record statements and observable things, rather than your ‘interpretations’ or assumptions.

3.1.5 Remember

- Follow your establishment’s guidelines and consult as appropriate
- Procedures require the designated teacher (staff) to make appropriate records to Social & Health Care.

3.1.6 Reflect

- Try to get some support for yourself if you need it. This support should be available through your designated teacher.

3.2 If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Principal in the first instance. Where those concerns relate to the Principal the concerns should be reported to the Chair of Governors using the Whistle Blowing Policy and will be addressed using the procedure for dealing with allegations of abuse against staff (See Disciplinary Procedure).

3.3 If you are concerned about a Child Protection issue then you should follow the procedures outlined in the academy Child Protection Policy and Procedure. Each academy has their own Child Protection Policy and Procedure which links into the Local Authority arrangements.

4 Training

4.1 All members of staff, volunteers and contractors will have access to whole academy safeguarding training at least every **year**, however best practice would suggest this is ongoing throughout the year. As part of the Trust’s induction, information will be issued in relation to the Safeguarding Policy (and any policy related to safeguarding,) and promoting pupils’ and adult learners’ welfare to all newly appointed staff and volunteers. This also applies to contractors who have regular contact with children.

4.2 All members of staff (including contractors who work with children) and volunteers are issued with and asked to read a copy of ‘Keeping children safe in education Information

for all school and college staff September 2016 and sign to say that they have read it. Those staff working directly with children must also have read Appendix A "Further Information" and academy leaders should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the guidance'.

- 4.3 The Designated Safeguarding Lead and Deputy will undertake further safeguarding training in addition to the whole academy training. This will be undertaken as often as is appropriate and will include updates to help staff improve their awareness and understanding of the impact of the wide agenda of safeguarding issues. The Designated Safeguarding lead should ensure all staff understand the role he/she carries out in the academy. This will support both the Designated Safeguarding Lead/Deputy to be able to better undertake their role and support the academy in ensuring safeguarding arrangements are robust and achieving better outcomes for the pupils in the academy. This includes taking part in multi-agency training in addition to safeguarding training.
- 4.4 The Designated safeguarding Lead will ensure all staff understand what 'early help' is and how to identify children in need of 'early help'.
- 4.5 The Local Governing Body will have access to safeguarding training and the Safeguarding Link Governor will also undertake additional training at least every **two years** to support their role in handling allegations against adults who work with children and young people, including staff and volunteers.
- 4.6 Safeguarding arrangements are reported on a termly basis to the Local Governing Body and the Safeguarding Policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.
- 4.7 The Safeguarding Policy will be available on the academies websites. We are also able to arrange for the policy to be made available on request to parents whose first language is not English.

5 Current Safeguarding Issues

- 5.1 Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. The academy does not condone practices that are illegal and which are harmful to children.
 - 5.1.1 **Forced Marriage** - The academy does not support the idea of forcing someone to marry without their consent and will follow procedures to refer any child and young person immediately to Children's Social Care.
 - 5.1.2 **Honour Based Violence** - 'a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from the academy and truancy, isolation from peers, being monitored by family, not participating in academy activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from honour

based violence the academy will report those concerns to the appropriate agency in order to prevent this form of abuse taking place

- 5.1.3 **Radicalisation and Extremism** -Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is the process by which an individual or a group comes to adopt extremist views. Children can be exploited by people seeking to involve them in terrorism or in activity in support of terrorism, through radicalisation. All pupils are educated on fundamental British values including the importance of mutual respect and tolerance. Where it is suspected that a child/young person is at risk from radicalisation the DSL will follow local procedures.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

For non-urgent concerns, the local police can be called on 101. Dedicated telephone helpline for extremism:

Telephone: 020 7340 7264

Email: counter.extremism@education.gsi.gov.uk

Academies will vet visitors to ensure that pupils are not exposed to extreme views and radicalisation.

- 5.1.4 **Female Genital Mutilation (FGM)** - the partial or total removal of female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna and

has been a criminal offence in the UK since 1985. Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work, to the police. The duty applies from 31 October 2015 onwards. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003. It is important to be alert to signs such as having difficulty walking, sitting or standing, spending longer than usual in the toilet, having unusual behaviour after an absence from the academy, being particularly unwilling to undergo normal medical examinations or asking for help but not being explicit about the problem. If any member of staff has any concerns they must personally report to the police, after informing the Designated Safeguarding Lead.

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

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit

new victims. This serious organised activity can involve the buying and selling of young people

- 5.1.6 **Trafficked Children** - Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where the academy is made aware that a child is suspected of or actually being trafficked /exploited concerns will be reported to the appropriate agency. This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of those concerned will be reported to the appropriate agency in order to prevent this form of abuse taking place.
- 5.1.7 **Ritualistic Abuse** - some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.
- 5.1.8 **Children Missing Education** - “Children missing education- statutory guidance for local authorities (*DfE January 2015*)*Pupils missing out on education Ofsted 2013*). Children are best protected by regularly attending the academy where they will be safe from harm and where there are professionals to monitor their well-being. Full attendance is encouraged for all of our pupils. Where there are concerns that a pupil is missing education because of suspected abuse, this will be reported to children social care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.
- 5.1.9 **Sexually Active under eighteen year olds** - It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Local Authority Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. If sexual activity in pupils is brought to the attention of the academy, Local Authority Protocol will be followed.
- 5.1.10 **Domestic Abuse** - The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, the academy will report concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

- 5.1.11 **Private fostering** - an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation for more than 28 days and where the care is intended to continue by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority.

It is a statutory duty for the academy to inform the Local Authority when made aware of a child or young person who may be subject to private fostering arrangements.

5.2 Safeguarding Disabled Children

- 5.2.1 Disabled children have exactly the same human rights, as non-disabled children, to be safe from abuse and neglect, to be protected from harm and to achieve the very best they can.
- 5.2.2 Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (*Safeguarding Children, DCSF, July 2009*). The academy will ensure that disabled pupils are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this, staff, contractors and volunteers will receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

5.3 Bullying

- 5.3.1 Children may be bullied for a number of reasons including the protected characteristics: gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. The Equalities Policy outlines our commitment to ensuring our academies are inclusive academies where the focus is on the well-being and progress of every child and where all members of our community are of equal worth.
- 5.3.2 As a Trust we do not support any form of bullying. We ensure that our pupils are educated about the impact of bullying. There is a Behaviour Policy in place and each academy has a personalised Anti-Bullying Policy and Procedure which is used to address any issues raised in relation to bullying. Children with special educational

needs may be disproportionately impacted on by bullying so consequently may require additional support in these matters.

5.4 Child Exploitation and E-Safety

- 5.4.1 Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to children and young people the academy will ensure that there are appropriate measures in place such as security filtering, and an acceptable use policy linked to the E-Safety Policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the academy and are aware of the dangers associated with social networking sites.
- 5.4.2 Mobile phone or electronic communications with a pupil at the academy is not acceptable other than for approved academy business e.g. coursework, mentoring.
- 5.4.3 Where it is suspected that a child is at risk from internet abuse, cyber bullying or grooming concerns will be reported to the appropriate agency.

5.5 Other Safeguarding Issues

- 5.5.1 The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, the policy will be renewed and updated as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure the academy is a safe place in which to learn and work.

6 Education

- 6.1 Educating pupils about current safeguarding issues is essential in equipping pupils with the knowledge and skills to identify risks and take appropriate action. All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

7 Safer Recruitment and Selection

- 7.1 It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. There will be at least one member on every recruitment panel who has received safer recruitment training and that all panel members have received appropriate recruitment and selection training. All staff will be appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children and young people in compliance with the Key Safeguarding Employment Standards.
- 7.2 Staff employment is subject to a satisfactory enhanced Disclosure and Barring Service check (with barred check list where applicable), carried out before taking up the post and is subject to the requirements set out in the Education (Prohibition from Teaching or Working with Children) Regulations 2003 (as amended). For staff working with early years they are required to inform us immediately if they become aware that they or any person living or working in their home are the subject of a police investigation or receive any



conviction or caution or any occurrence that may disqualify them from providing childcare under the Childcare (Disqualification) Regulations 2009. Failure to immediately report such information will result in disciplinary action, up to and including dismissal. For staff that have lived in another country in the last 5 years additional checks will be carried out.