



## CHILD PROTECTION AND SAFEGUARDING POLICY FOR ALEC HUNTER ACADEMY

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## CHILD PROTECTION AND SAFEGUARDING POLICY FOR ALEC HUNTER ACADEMY

### 1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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.

*(Keeping Children Safe in Education – DfE, 2016)*

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safer Recruitment Policy, Staff Code of Conduct Policy, Use of Reasonable Force (DfE guidance July 2013), Anti-Bullying Policy, and Behaviour for Learning Policy, Health and Safety Policy, ICT Acceptable Use Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2016).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- 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;

### 2. Statutory Framework

Section 175 of the Education Act 2002 (Section 157 for Independent Schools) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.

The development of appropriate procedures and the monitoring of all good practice in Essex are the responsibilities of the Essex Safeguarding Children Board (ESCB). In Essex, all professionals must work in accordance with the SET Procedures (ESCB 2017).

Our school works in accordance with the following legislation and guidance:

Children Act 1989  
Children Act 2004

Keeping Children Safe in Education (DfE, 2016)  
Working Together (HMG, 2015) Effective Support for Children and Families in Essex (ESCB, 2017)  
Counter-Terrorism and Security Act (HMG, 2015)  
Serious Crime Act 2015 (Home Office, 2015)  
Sexual Offences Act (2003)  
Education (Pupil Registration) Regulations 2006  
Information sharing advice for safeguarding practitioners (HMG, 2015)  
Data Protection Act 1998  
[What to do if you're worried a child is being abused](#) (HMG, 2015)  
[Searching, screening and confiscation](#) (DfE, 2014)

### 3. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

#### The Governing Body

The Governing Body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The Governing Body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The Governing Body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The Governing Body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The Governing Body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

### **The Designated Safeguarding Lead (and Deputy)**

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

### **The Headteacher**

The Headteacher works in accordance with the requirements upon all school staff. In addition, he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

### **All School Staff**

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

### **Counsellor(s)**

The school Counsellor(s) will ensure that:

All personal records of what clients said, that are maintained and kept by the counsellor(s) WILL remain confidential and NOT BE automatically or routinely DISCLOSED to teachers or other agencies. Should disclosure be required by outside agencies this should only be done either:

- When the client gives signed consent for this to be done OR
- When a Court Order is served ordering them to be produced

Any Child Protection concerns will automatically be passed onto the Designated Safeguarding Lead.

## **4. Types of Abuse/Specific Safeguarding Issues**

Keeping Children Safe in Education (DfE, 2016) defines abuse as the maltreatment of a child.

*"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children"*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

#### Peer on Peer Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

- All staff will be aware that students are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- The school is aware that peer-on-peer abuse can be manifested in many different ways including bullying (including cyber bullying), on-line abuse, gender-based abuse, “sexting” or sexually harmful behaviour and students being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.
- All allegations of abuse made against other students and the disciplinary action necessary will be dealt with in accordance with the procedures outlines in the school’s Anti-Bullying Policy.
- The DSL or Deputy DSL will be informed of any allegations of abuse against other students. They will then decide what course of action is necessary, with the best interests of the student in mind at all times.
- If appropriate, a referral may be made to children’s social services and depending on the nature of the incident, the Police.
- The DSL/Deputy DSL will decide which safeguards, if any, are necessary for the student, e.g. counselling support or immediate protection.
- In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the student at further risk of harm.
- In order to prevent peer-on-peer abuse, the school will educate students about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and Learning for Life lessons regularly.
- The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Learning for Life lessons, ICT lessons and skills days.

The school has a clear anti-bullying policy for dealing with incidents of bullying that is based on the philosophy that the school is a place of learning and that students need to learn about the impact of bullying on each other. Our anti-bullying policy is based on a simple 3 point scale:

1. On the first occasion of bullying, the incident is fully investigated by the Pastoral Team to establish the circumstances. The matter is discussed with the student(s) involved and they are warned that this cannot continue and will not be tolerated. Parents/carers are informed of the incident and of any sanctions which are imposed – these may be any that are considered appropriate from the list below. The Anti-Bullying Policy will be referred to and

the next point on this 3 point scale will be explained in the event that the bullying should continue. The behaviour of the student who has bullied will be monitored and particularly his/her relationship with any other students involved.

2. On the second occasion of bullying, the student's parents/carers will be contacted and requested to meet with school leaders. It is likely that students who reach this stage will be considered for fixed term internal or external exclusion and counselling. A clear warning will be issued and a copy of the Anti-Bullying Policy will be given to the student/parent/carer. Should the bullying continue, the student and parents/carers will be summoned to a disciplinary meeting with Governors.
3. On the third occasion of bullying involving the same student, the student and parents/carers will be required to attend a disciplinary meeting with Governors. At this meeting, Governors will consider the most recent incident along with every aspect of the student's behaviour and performance record. The Governors have the authority to support permanent exclusion and persistent bullying is one of the possible reasons, cited by the Department for Education, for which a school may choose to impose the final sanction of removal of the student from the school.

### **Children with Special Educational Needs and Disabilities**

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs;
- Communication barriers and difficulties overcoming these barriers.

### **Children Missing From Education**

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school will inform the local authority of any student who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

### **Child Sexual Exploitation (CSE)**

CSE is a form of abuse where children are sexually exploited for money, power or status. It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### **Forced Marriage**

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

### **Prevent of radicalisation**

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology and learn how to challenge these ideas.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

## **5. Procedures**

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines – SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB 2017)
- Keeping Children Safe in Education (DfE 2016)

- Working Together to Safeguard Children (DfE 2015)
- “Effective Support for Children and Families in Essex” (ESCB 2017)
- PREVENT Duty – Counter-Terrorism and Security Act (HMG 2015)

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead). In the absence of either of the above, a pink slip should be filled in and given to Mrs Nadine Wright who will pass it on to the appropriate member of staff.

The designated safeguarding lead, the deputy or student Support Leader will immediately refer cases of suspected abuse or allegations to the Children and Families Hub by telephone and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in ‘Effective Support for Children and Families in Essex’ (ESCB, 2017).

The telephone referral to the Children and Families Hub will be confirmed in writing within 48 hours with the Children and Families Request for Support form. Essential information will include the student’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral plus any other relevant information or advice given.

The school will always undertake to share an intention to refer a child to Children’s Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice will be taken from the Children and Families Hub and / or Essex Police.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support.

## 6. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate.

## **7. Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a student and will not agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is treated confidentially.

## **8. Records and Information Sharing**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen, giving the date, time and location. This record is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly. In the absence of either of the above, a pink slip should be filled in and given to Mrs Nadine Wright who will pass it on to the appropriate member of staff.

Any records related to child protection are kept in a child protection file (which is separate to the student file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another school/educational setting.

If a student transfers from our school to another educational provision, their child protection records will be forwarded to the new educational setting.

These will be marked “Confidential” and for the attention of the receiving school’s designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## **9. Interagency Working**

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them.

Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.

If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child’s welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child’s key worker immediately and then record that they have done so and the actions agreed.

## **10. Allegations About Members of the Workforce**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (ESCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2016) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students and parents and HR. The school does not carry out any investigation before speaking to the LADO.

## **11. Whistleblowing**

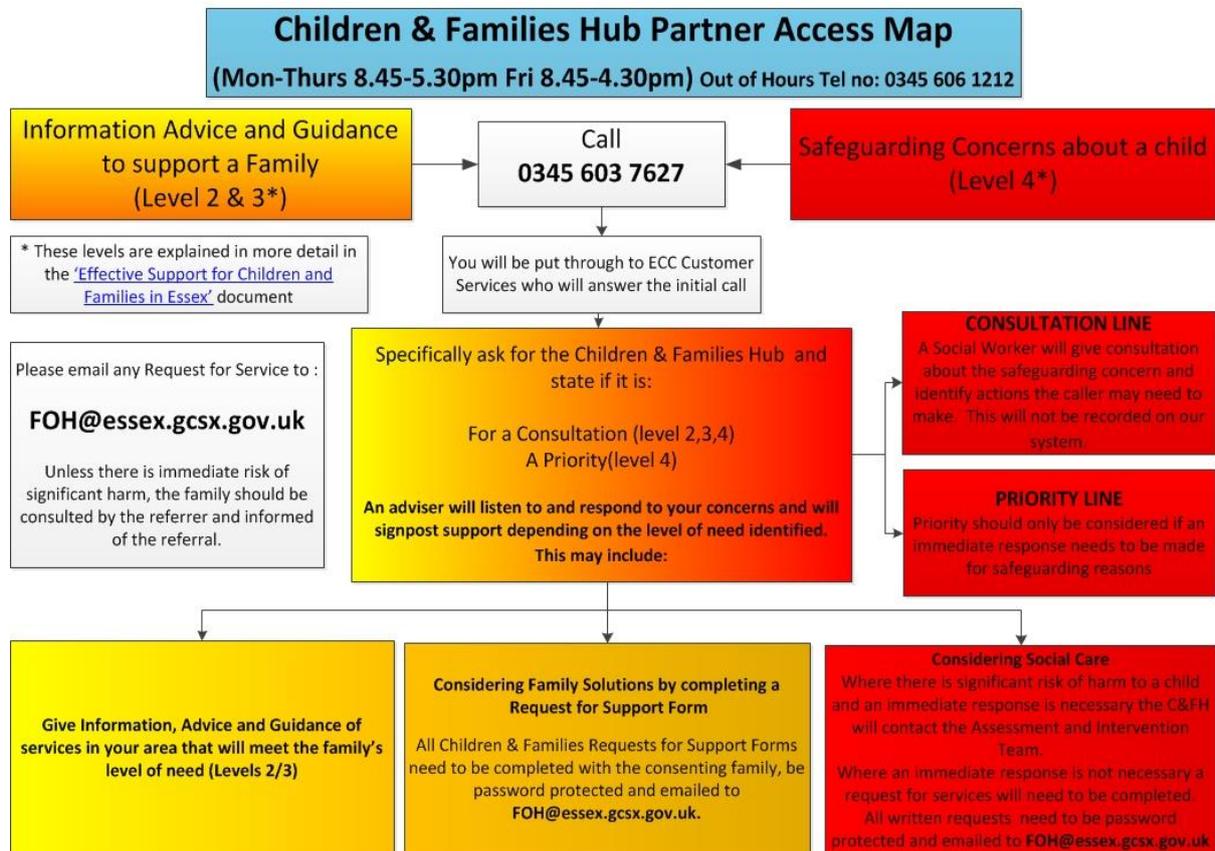
Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example students in the school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Appendix A



## Appendix B

### Visiting Speakers' Guidance

This guidance sets out the *protocols* that Alec Hunter Academy will follow when *to ensure that any visiting speakers are suitable and appropriately supervised*. (Prevent Duty Guidance in England and Wales HM Government July 2015)

Key aspects of the visiting speakers' guidance are:

- Although not always possible, Alec Hunter Academy staff will endeavour to invite speakers from an established company, charity or other group whose aims are well-documented.
- The speaker will ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material
- The speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand. Staff members may also carry out appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously.
- The speaker will be informed that such talks and presentations will not be used to raise funds, without the prior written permission of the Headteacher.
- Visiting speakers must arrive at reception in good time to book in and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in "regulated activity" and so will not necessarily have a DBS certificate to present.
- Visitors will be supervised at all times and not left alone with students, unless they have confirmed DBS checks.
- Visiting speakers will be informed that their presentation will be brought to an early end, if the content proves unsuitable.
- All information about the visiting speaker and the booking process should be recorded.
- After the presentation, an evaluation form should be completed which may include feedback from staff, note any contentious subject areas or comments and state whether the speaker could be booked again in the future.

## Appendix C

### Referral Flowchart

