

	<p>The Duston School Policy</p>	
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Policy Title	Safeguarding and Child Protection Policy	Version No	2
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Introduction	<p>The Duston School fully recognises the responsibility it has under section of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.</p> <p>Through their day-to-day contact with pupils and direct work with families, staff at the academy have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to relevant contact within the local council’s Children’s Social Care provision (referrals will normally be made via the academy’s Designated Safeguarding Lead for Child Protection).</p> <p>This policy sets out how the academy’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the academy. Our policy applies to all staff, paid and unpaid, working in the academy including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can often be the first point of disclosure for a child. Concerned parents/carers may also contact the academy and its governors.</p> <p>The academy will follow the relevant Local Safeguarding Children Board (LSCB) procedures.</p> <p>There are four main elements to our policy:</p> <p>PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole academy protective ethos</p> <p>PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)</p> <p>SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.</p> <p>PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN</p> <p style="text-align: center;">Statutory Framework</p> <p>In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:</p> <ul style="list-style-type: none"> • The Children Act 1989 • The Children Act 2004 • Education Act 2002 (Section 175/157) <p style="text-align: center;"><i>Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".</i></p> <ul style="list-style-type: none"> • Keeping Children Safe in Education (DfE, September 2016) • Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1 • Working Together to Safeguard Children (DfE 2015) • The Education (Pupil Information) (England) Regulations 2005
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	<ul style="list-style-type: none"> • Sexual Offences Act (2003) • Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty) • Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
Prevention	<p>1.0 PREVENTION</p> <p>1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.</p> <p>1.2 The academy will therefore:</p> <p>1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to</p> <p>1.2.2 ensure children know that there are adults in the academy whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate</p> <p>1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help</p> <p>1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills</p> <p>1.2.5 Assist our young people to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate and analyse effectively. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. We are committed to working with the local partnerships working on preventing violent extremism. Staff will be supported should they make any disclosures in this regard and are reminded that they can make a disclosure through the group’s Whistleblowing Policy. Further information in regards to the governments Prevent Strategy can be found at https://www.gov.uk/government/publications/prevent-strategy-2011</p>
Procedures	<p>2.1 We will follow the procedures set out in the Northamptonshire Local Safeguarding Children Board Procedures. A copy of these procedures can be found on the LSCB website: http://www.lscbnorthamptonshire.org.uk/</p> <p>2.2 The Designated Safeguarding Lead for Child Protection is Natalie Adams (Vice Principal). In the absence of the lead DSL, the Deputy DSL is Lester Martin.</p> <p>2.3 There are 7 members of staff who have also received the Designated Person training – Simon Beal, Ross Goodridge, Natasha Weston, Lisa Foskett, Anna Mustoe, Craig Nelson, Beth Griffiths.</p> <p>2.4 There are 2 nominated governors for Safeguarding and Child Protection</p> <p>The academy will:</p> <p>2.4.1 ensure there is a designated senior person who has lead responsibility for child protection in the academy and has undertaken, as a minimum, will attend relevant child protection training which is regularly updated. Advice will be sought from the LSCB in regards to this training. Their role will be clearly outlined within the job description and kept under review.</p>

	<p>2.4.2 ensure that this training is updated every two years in accordance with government guidance or best practice throughout the group.</p> <p>2.4.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which for example include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.</p> <p>2.4.4 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction.</p> <p>2.4.5 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available. This is included in Induction training for all new members of staff.</p> <p>2.4.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases from the local Social Care Team. The contact details of the team together with the Emergency Duty Team (out of hours) is detailed in the Useful Contacts, Appendix B)</p> <p>2.4.7 consider having a nominated governor from the local governing body for safeguarding and child protection who has undertaken appropriate training</p> <p>2.4.8 ensure every member of staff and every governor knows:</p> <ul style="list-style-type: none"> • the name of the Designated Safeguarding Lead and any other designated person/s and their role • how to identify the signs of abuse and neglect • how to pass on and record concerns about a pupil • that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s • Staff should recognize that children are capable of abusing their peers and be able to identify the different ways this may manifest itself i.e. sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. • that they have a responsibility to provide a safe environment in which children can learn • where to find the Core Inter – Agency Procedures on the LSCB website • Are aware of their duties re PREVENT/Channel and in particular that they have a ‘due regard to the need to prevent people from being drawn into terrorism’. Staff are aware that they have a statutory duty to notify a member of the safeguarding team should they have a concern. <p>2.4.9 provide Child Protection training for all staff from the point of their induction which is updated regularly, annually, so that they are confident about:</p> <ul style="list-style-type: none"> • the academy’s legislative responsibility • their personal responsibility • the academy’s policies and procedures • the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation • the need to record concerns • how to support and respond to a child who tells of abuse
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- 2.4.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.4.11 ensure that every member of staff, governor and volunteer is issued with a copy of Part 1 of the "Keeping Children Safe in Education" statutory guidance document as updated upon induction. A copy of the document is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 2.4.12 ensure that parents are informed of the responsibility placed on the academy and staff in relation to child protection by setting out these duties in the academy *prospectus/brochure website*
- 2.4.13 ensure that this policy is available publicly either via the academy website <https://sites.google.com/a/aetinet.org/the-duston-school-website> and by any other appropriate means.
- 2.4.14 ensure that students attendance is monitored regularly with the aim that no child is absent without authorisation, and where the reason for a child's absence is not known ensure that this is followed up immediately. In particular where a child is absent due to an extended holiday, or does not return following an extended holiday this be followed up immediately and rigorously. Any concerns in this regard must be reported immediately to the Designated Safeguarding Lead.

2.5 **Liaison with Other Agencies**

The academy will:

- 2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils
- 2.5.2 co-operate pro-actively as required, in line with Keeping Children Safe in Education - 2016, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- 2.5.3 notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.6 **Record Keeping**

The academy will:

- 2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location

	<p>2.6.3 ensure all relevant child protection records are sent to the receiving school or academy or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance.</p> <p>2.7 Confidentiality and information sharing</p> <p>2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child.</p> <p>2.7.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Headteacher/Principal.</p> <p>The academy will:</p> <p>2.7.3 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.*</p> <p>* Information sharing: Guidance for practitioners and managers is available from Department of Education. www.education.gov.uk</p> <p>2.7.4 ensure that the Headteacher/Principal or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications</p> <p>2.7.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children</p> <p>2.7.6 ensure staff are clear with children that they cannot promise to keep secrets.</p> <p>2.8 Communication with Parents/Carers</p> <p>The academy will:</p> <p>2.8.1 ensure that parents/carers are informed of the responsibility placed on the academy and staff in relation to child protection by setting out its duties in the academy prospectus/website.</p> <p>2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the academy believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. <i>(Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board)</i></p>
<p>Supporting Vulnerable Children</p>	<p>3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.</p> <p>3.2 This academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at the academy their behaviour may be challenging and defiant or they may become withdrawn.</p>

- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Academy staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- 3.5 The academy will support the pupil through:
- 3.5.1 Curricular opportunities to encourage self-esteem and self-motivation
 - 3.5.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
 - 3.5.3 The academy's behaviour policy will support vulnerable pupils in the academy. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The academy will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
 - 3.5.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the council's Sexual Behaviour Service or Locality Teams
 - 3.5.5 A commitment to develop productive and supportive relationships with parents/carers
 - 3.5.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
 - 3.5.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Local Safeguarding Children Board "Core Inter - Agency Procedures"
 - 3.5.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The relevant contact with social care and any other relevant agencies will also be informed
 - 3.5.9 When a child is missing from education, the academy will immediately notify the relevant contact within the Social Care Team/Education Welfare Officer and follow any local procedure's accordingly if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Looked after Pupils

We have a Designated Lead and a teacher who has responsibility for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly as appropriate
- targeting pupil premium specifically to support children in care
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers

- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress
- informing their head of year that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is 'looked after'
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- liaison with the pupil's Virtual head teacher, who has a responsibility for the educational progress of looked after pupils
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self esteem projects/residential organised by the school as and when appropriate
- Members of the safeguarding team will have expertise in SEND (not all)

In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

3.6 Substance Misuse and Child Protection

3.6.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.7 Children of Substance Misusing Parents/Carers

3.7.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

3.7.2 When the academy receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

3.7.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
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- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.8 Domestic Abuse

- 3.8.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.8.2 Head Teachers/Principals should be notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept.

3.9 Female genital mutilation (FGM)

- 3.9.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.9.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.9.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.9.4 The academy takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. Particular regard should be given to a child who has returned from an extended holiday, and this should always be followed up and any concerns reported to the Designated Safeguarding Lead.
- 3.9.5 The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.
- 3.9.6 The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. From 3rd May 2015, **professionals have a mandatory duty to report such offences to the police..**

3.10 Child Sexual Exploitation (CSE)

- 3.10.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.
- 3.10.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.
- 3.10.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.10.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
- 3.10.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.10.6 The academy will refer to the Keeping Children Safe in Education Document and seek advice from the Social Care Team and/or the LSCB if there is a concern that a young person may be at risk.

3.11 Forced Marriage

- 3.11.1 A forced marriage is a marriage without the consent of both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have agreed to. It is a criminal offence to force someone to marry.
- 3.11.2 Signs of concern could include truancy/absence/ from the academy/punctuality concerns, low motivation, self harm, depression, isolation, attempted suicide, eating disorders, other family members forced to marry or reported missing, family disputes, domestic violence and substance abuse.
- 3.11.3 Further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.

3.12 Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant head of year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

	<ul style="list-style-type: none"> • Encouraging other children to engage in inappropriate sexual acts • Photographing or videoing other children performing indecent acts • Sexting • Bullying • Gender related issues • Sexualised touching • Violence • Gang initiation/hazing <p>Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities. The signs of this may include:</p> <ul style="list-style-type: none"> • Changes in behaviour • Sudden reluctance or refusal to participate or engage • Avoiding particular pupils • Staying close to adults • Self-harm • Angry outbursts • Decline in academic performance • Excluding themselves • Sudden development of sexualised behaviours • Vague disclosures <p>Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'. (Please also refer to our Behaviour policy)</p> <p>Bullying log held by Mr Beal</p> <p>Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse within their Global Education and tutor time safeguarding sessions. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of the SLT.</p> <p>Radicalisation/PREVENT</p> <p>Appendix D included in this policy outlines the overall approach to PREVENT Safeguarding. The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines. School staff have a statutory duty to inform their safeguarding lead should they have any concerns.</p>
<p>Preventing Unsuitable People from working with Children</p>	<p>4.1 The academy will operate safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2016) and the group's Pre-employment Check Policy</p> <p>4.2 The following members of staff have undertaken Safer Recruitment training (this information is available from HR)</p> <p>Safer Recruitment training can be provided face-to-face by the Professional Services HR Department, and such training will only be carried out by a DfE accredited trainer or from September 2014 by a suitably qualified and experienced practitioner approved through the Professional Services HR Department.</p>

- 4.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The academy will follow the procedures set out in Part four of Keeping Children Safe in Education and will seek the advice of the Professional Services HR Department where any such matter is under consideration.
- 4.4 The academy will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education and always seek guidance from the Professional Services HR Department.
- 4.5 The Designated Safeguarding Lead and/or the Headteacher/Principal will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are, wherever possible, reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.6 The academy will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded efficiently and that notification of any concerns is made to the relevant authorities and professional bodies (including statutory referrals where required) and included in references where applicable.
- 4.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected in these types of cases. Where suspension is being contemplated advice will be sought from the Professional Services HR Department.
- 4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is, however, rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.9 The academy will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.10 All staff will sign to confirm that they have read a copy of the Code of Conduct and Part 1 of the Keeping Children Safe in Education.
- 4.11 The academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 4.12 The academy will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5.0 **OTHER RELATED POLICIES**

- Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for headteachers, staff and governing bodies*)
- Anti-Bullying
- Racist Incidents
- Health and Safety
- E-Safety and Acceptable Use
- Whistleblowing
- Complaints procedure
- Behaviour

5.1 **Use of Mobile Phones Policy**

5.1.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the academy has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

6.0 **Children with Special Educational Needs**

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Academy staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The academy has pupils with emotional and behavioural difficulties and/or challenging behaviours. The academy will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As an all through Academy, as part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The academy has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

7.0 **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

The local governing body fully recognises its responsibilities on behalf of the group with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- nominate a governor for safeguarding and child protection who will monitor the academy's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any updates provided by the group are implemented immediately.

	<p>7.1 Before and After Academy Activities</p> <p>7.1.1 In instances when The Duston School provides extended facilities before or after normal academy activities and these are directly under the supervision or management of academy staff, the academy's arrangements for child protection as written in this policy shall apply.</p> <p>7.1.2 Where services or activities are provided separately by another body, either on or off academy site, the governing body will confirm that the academy's leadership team have sought assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the academy on these matters where appropriate.</p>
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Staff responsible	NAD		
Date approved by GB	01/12/16	Review Date	October 2017

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix B

Useful Contacts

Local Authority Designated Officer (Andy Smith)	Tel: 01604 367862
Local Authority Designated Officer (Christine York)	Tel: 01604 362633
Email Contact	MASH@northamptonshire.gcsx.gov.uk
Emergency Duty Team (Out of hours)	Tel: 01604 626938
Police Child Abuse Investigation Unit	Tel: 0300 126 1000

Local Safeguarding Children Board.
Safeguarding Inter-Agency Procedures: <http://www.lscbnorthamptonshire.org.uk/>

Appendix C

Safeguarding Team

The safeguarding team at The Duston School consists of the following people:

The Head teacher, Designated Lead for staff	Maureen Raine
The Designated Safeguarding/CIC Lead for pupils	Natalie Adams
Governor with responsibility for Safeguarding - pupils	Janice Peach
Governor with responsibility for Safeguarding - staff	Diane Stewart
Deputy Designated lead for staff & pupils	Lester Martin
Deputy Designated Safeguarding: - pupils	Simon Beal Natasha Weston Ross Goodridge

Appendix D

PREVENT Safeguarding Objectives

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.