



Safeguarding and Child Protection Policy

Issue 5 – September 2017

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for this Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Issue No.	Date	Date of next review
1	September 2013	Autumn 2014
2	September 2014	Autumn 2015
3	September 2015	Autumn 2016
4	September 2016	Autumn 2017
5	September 2017	Autumn 2018

Revision Notes:

- Section 3 – added ‘Children and Social Work Act 2017’
- Section 4 – no longer use Hays training but, ‘all staff complete the Virtual College online Level 2 safeguarding in Education course annually’
- Section 7.2 – CPOMS added
- Section 9 – Updated ‘Named additional person/s with designated responsibility for safeguarding’
- Section 9 - Policy brought in line with the latest guidance in, ‘Children and Social Work Act 2017’ – Named teacher for looked after children
- Section 10 – updated other key safeguarding contacts and added key national contacts
- Section 12 – added ‘Linking our Thinking’ time (LOT time)
- Section 15 – added ‘upload concerns form on to CPOMS’
- Section 22 – updated peer on peer abuse

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1.0 Introduction

This document outlines the Wyndham Primary Academy safeguarding and child protection policy. It applies to all adults, including volunteers working in or on behalf of the Academy.

Everyone working in, or for our Academy, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings, and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking the appropriate action with the aim of making sure they are kept safe both at home and in the Academy setting.

We will ensure that parents and our partner agencies are aware of our safeguarding children policy by ensuring that it is mentioned in our Academy prospectus, displaying information in our reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings.

2.0 Aim of Policy

The aim of this policy is to outline how the academy will;

- Promote a positive academy ethos where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

3.0 Context

This policy enables Wyndham to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Working Together to safeguard Children (2015)



- Derby and Derbyshire Safeguarding Children Procedures (2008)
- Children Act (1989)
- Children Act (2004)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Information Sharing; Guidance for practitioners and managers (2008)
- Dealing with Allegations of Abuse against Teachers and other Staff (2011)
- Protection of Freedoms Act (2012)
- Keeping children safe in education Statutory guidance for schools and colleges (May 2016)
- What to do if you're worried a child is being abused (March 2015)
- The Prevent Duty (June 2015)
- Multi-agency statutory guidance for Female Genital Mutilation (April 2016)
- Children and Social Work Act 2017
- Practitioner Briefing: What is peer on peer abuse? MsUnderstood Partnership (2015)

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy links to other policies; these may include:

- Physical, Social, Health and Citizenship Education
- Health and safety
- Physical intervention
- Behaviour
- Attendance, including children missing their education
- Sex and Relationships Education
- Racial equality
- Anti-bullying
- Confidentiality
- Whistleblowing



- Safer Recruitment
- Managing Allegations
- SEN
- Inclusion
- Conduct for Safe Practice

4.0 Safeguarding Roles and Responsibilities of Academy Staff

All adults working in, or on behalf of the academy have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to report/record all concerns to the identified staff with safeguarding responsibilities within the academy. The names of these key members of staff are listed at the end of this section.

Staff induction will include organisation vision, aspirations and expectation of all staff and what is considered acceptable and what is not. They will also receive safeguarding training during their induction period and all staff complete the Virtual College online Level 2 safeguarding in Education course annually so they are equipped with the knowledge and skills to keep children safe. We will engender the principle that safeguarding is 'everyone's responsibility'.

During INSET, at the start of each academic year, all staff are required to read Part 1 of 'Keeping children safe in education Statutory guidance for schools and colleges' (2016), Annex A and the academy's policy. Any new staff who join after this date will read the above as part of their induction to Wyndham.

5.0 Roles and Responsibilities of Governors

The Governing Body will ensure the following:

- The academy has an effective safeguarding policy and procedures in place – and they are in accordance with locally agreed inter-agency procedures. When requested they will make sure it is available to parents.
- The academy is compliant with safe recruitment procedures and makes sure appropriate checks are carried out on staff and volunteers.
- There are procedures for dealing with allegations of abuse against staff and volunteers which are compliant with locally agreed inter-agency procedures.
- There is a senior member of the academy's leadership team (the Designated Safeguarding Lead (DSL)) who is designated to take responsibility for dealing with safeguarding issues, monitoring safeguarding activity, providing advice and



support to other staff, liaising with the local authority and working with other agencies.

- Appropriate filters and appropriate monitoring systems are in place, however being careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Members of the academy Governing Body will undertake training about safeguarding children (see Appendix 1) and, where appropriate, safer recruitment training.
- Staff attend safeguarding training, including refresher training appropriate to their roles. For the DSL - they receive training every two years and updated at least annually.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- The Chair of the Governing Body (in their absence, the Vice Chair) will be responsible for liaising with the local authority and/or partner agencies as appropriate in the event of allegations being made against the Head of School.
- Policies and procedures are reviewed annually and provide information about them and how they have been discharged.
- There is an individual member of the Governing Body who will take lead on safeguarding children and champion child protection issues within the academy, liaise with Head of School (and Designated Safeguarding Lead) about them, and provide information and reports to governing body.
- Where the Governing Body provides services or activities directly under the supervision or management of the academy staff, the academy's arrangements for safeguarding apply. Where provided by a separate body the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children – and there are arrangements in place to liaise with the academy on these matters where appropriate.

6.0 Roles and Responsibilities of the Head of School

The Head of School will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including



recording and monitoring safeguarding activities, taking part in strategy discussions, other interagency meetings and contributing to the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is subject to a protection plan goes missing (DSCB Safeguarding Children procedures section 13.39).
- If an allegation is shown to be deliberately invented or malicious, consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively, they receive training every two years and updated at least annually (see Appendix 1).

7.0 The Roles and Responsibilities of the Designated Safeguarding Lead (DSL) and Deputy

The DSL is a senior member of staff who co-ordinates the academy's safeguarding and child protection arrangements. The role of the DSL includes:

7.1 Training, knowledge and skills

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (EHA). In some cases, acting as lead professional in undertaking an EHA in trying to signpost families to other professionals to support.
Early help could also include a referral to the 'Channel' programme for people who are identified as vulnerable to being drawn into terrorism.
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Derby Safeguarding Children Board (DSCB) operates, safeguarding children procedures, particularly the conduct of a child protection case conference; and are able to attend and contribute to these effectively when required to do so.



- Maintain an updated copy of, or link to the Derby and Derbyshire Safeguarding Children Board Procedures and other related local and national documents; and ensure that staff are able to access these.
- Ensures everybody working in or on behalf of the academy, has access to and understands the academy safeguarding policy, especially new or part time staff.
- Ensure all staff have had induction training covering safeguarding and are able to recognise and report any concerns as soon as they arise.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Able to keep detailed accurate, secure written records of referrals and/or concerns.
- Attend any relevant or refresher training courses every two years (see Appendix 1).
- Develop effective links with relevant statutory and voluntary agencies.
- Liaise with the Virtual School headteacher to discuss how Pupil Premium plus funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan (PEP). Virtual School Heads receive Pupil Premium plus additional funding based on the latest published numbers of children looked after in the authority.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

7.2 Referrals, tracking and monitoring

- Refer cases of suspected abuse or allegations to the local authority children's social care and:
 - The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Act as source of support, advice and expertise within the Academy when deciding whether to make a referral by liaising with relevant agencies.
- CPOMS will be used to record and maintain an overview of all children where there are concerns i.e. children who have an Early Help Assessment (EHA), Child in Need plan, Child Protection plan, Looked After plan or there is a 'concerns file'.



- Liaise with the Head of School (where the role is not carried out by the Head of School) and nominated Governor to inform them of any issues and on-going investigations and ensure there is always cover for this role.

7.3 Raising awareness

- Ensure the academy's safeguarding policy is updated and reviewed annually and work with the Head of School and Governing Body about this.
- Ensure that parents see copies of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the academy in this.
- When children leave the academy ensure that their child protection/ safeguarding file is copied for the new establishment as soon as possible (but transferred separately from the main file).

8.0 Roles and Responsibilities of other Academy Staff

- Undertake appropriate training to carry out responsibilities effectively and keep this up-to-date by undertaking training at least annually (see Appendix 1).
- Have an understanding of how the academy safeguards and promotes the welfare of children, including the academy safeguarding children policy, their role and responsibilities in this and how to report any concerns.
- Identify children that may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the DSL.
- If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- Temporary staff and volunteers who work with children are made aware of the academy's arrangements for safeguarding children and their responsibilities.

9.0 Named Wyndham Primary Academy staff with specific safeguarding responsibilities

Named person/s with designated responsibility for safeguarding:

- Paula Baines-Chambers – Head of School
- Suzannah Hemmings – Safeguarding and Attendance Officer

Named additional person/s with designated responsibility for safeguarding:

- Angela O'Brien – Executive Principal
- Euan Holden SEND Coordinator
- Paul Lowther – Assistant Head of School
- Sammy Gee – Class Teacher
- Lauren Brooker – Class Teacher
- Morgan Baines – Class Teacher



- Chantelle Lawer – Class Teacher
- Danielle Duerden – Learning Ambassador

Name of Designated Governor:

- Carole Riley

Name of designated teacher for looked after children (LAC):

- Paula Baines-Chambers

10.0 Other Key Safeguarding Contacts

Derby City Council LADO

- Sue Jinks 01332 642376

Children's Social Care

- First Contact Team 01332 641172
- Careline (out of hours service) 01332 786968
- Single Point of Access (Lighthouse) 01332 256990

Local Authority Designated Officer (LADO) 01332 717818

Police 999 or 101

Channel/Prevent (radicalisation/extremism) for advice and information contact Prevent Team based at The Council House tel 01332 293111 or contact the Police Prevent Team on 101

Female Genital Mutilation (FGM) mandatory reporting via Police on 101

Key National Contacts:

NSPCC

NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:

- help@nspcc.org.uk
- Text 88858
- 0808 800 5000

NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.

- 0800 028 0285
- help@nspcc.org.uk



UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.

- helpline@saferinternet.org.uk
- 0844 381 4772

- Police Anti-Terrorist Hot Line number 0800 789 321

11.0 Safe Academy Ethos and Culture

Wyndham adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents and staff will be free to talk about any concerns and will see the academy as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children encouraged to seek help from academy staff.

Wyndham will therefore ensure that:

- An ethos where children feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the academy whom they can approach if they are worried or have difficulties and the academy has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines, i.e. Childline.
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in child's a behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.



- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safe recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Any groups using academy premises for the provision of services to children have their own safeguarding policies, or adopt the academy policy.
- Staff adhere the policy regarding the use of mobile phones in the academy (see Staff Handbook)

Wyndham Primary Academy seeks to protect children and young people from being drawn into and against the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet more generally as tools to radicalise young people on line cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. As an academy we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the academy premises by external agencies and our IT policy.

12.0 Safeguarding as part of the Curriculum

Through PSHE, 'Linking our Thinking' time (LOT time) and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the academy.

The following areas are addressed within PHSE, LOT time and in the wider curriculum:

- Bullying.
- Drug and alcohol use/abuse.
- E safety.
- Stranger danger.
- Fire and water safety.
- Road safety.
- Domestic violence.

- Relationships and sex education.
- Listening systems.

13.0 Vulnerable Children

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are;

- Disabled or have special educational needs.
- Living in a known domestic abuse situation.
- Affected by known parental substance misuse.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied, or engaging in bullying.
- Living in temporary accommodation.
- Living transient lifestyles.
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality.
- Are at risk of sexual exploitation.
- Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

14.0 Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of children.

Wyndham will ensure that:



- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep children safe within the academy, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from academy, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- It is made clear to parents and carers that the academy has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the academy, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be sent to any school which the child transfers.
- Where we have reason to be concerned about the welfare of child we will always seek to discuss this with the child's parents or carers first, however there may be occasions where we are not able to do this.

15.0 Taking Action on Safeguarding Concerns

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL or deputy by the end of the day.
- If the DSL is not around, ensure the information is shared with the most senior person in the academy that day and ensure action is taken to report the concern to Children's Social Care.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of the concerns (see Appendix 6) and upload on to CPOMs.

- Seek support for yourself if you are distressed.

All staff should follow the Derby and Derbyshire Safeguarding Children Procedures;

It is not the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for safeguarding (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

16.0 If you suspect a child is at risk of harm

Information about abuse and neglect can be found in Appendix 3 and 'What to do if you're worried a child is being abused' (March 2015). There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at the academy may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using the academy protocol. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

17.0 If information is disclosed to you

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'



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- Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead or deputy. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the Designated Safeguarding Lead or deputy or a member of the safeguarding team.
- Write up your conversation as soon as possible and hand it to the Designated Safeguarding Lead or deputy or a member of the safeguarding team.
- Seek support if you feel distressed.

If following your conversation you remain concerned about a child, you should always discuss your concerns with the Designated Safeguarding Lead or deputy.

Staff must immediately inform the Designated Safeguarding Lead if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.



- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).

18.0 Role of the Designated Safeguarding Lead following identification of concerns

The Designated Safeguarding Lead (DSL) will;

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has previously been subject to a plan, has an EHA or is open to a Multi-Agency Team (MAT).
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child a further risk of harm (see below).
- If unsure that a child protection referral should be made, seek advice from Children's Social Care.

19.0 Notifying parents

The academy will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

20.0 Referral to Children's Social Care

The DSL will make a referral to Children's Social Care First Contact Team if it is believed that a child is suffering or is at risk of suffering significant harm. If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The academy will consider what support could be offered within the academy, it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services. Full written records

of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

21.0 Action following referral

The DSL or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker.
- Contribute to the Strategy discussion and/or the Strategy meeting.
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend Core Group meetings for any child subject to a Child Protection Plan or Child in Need meeting for any child subject to a Child in Need Plan.
- Where a child on a Child Protection Plan moves from the academy or goes missing, immediately inform the key worker in Social Care.

22.0 Allegations of abuse made against other children

Wyndham Primary Academy recognises that children are capable of abusing their peers (Peer-on-Peer abuse).

Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers.

It can affect any child/young person, sometimes vulnerable children are targeted. For example:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators
- Both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.

It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.



Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.

While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

Allegations of Peer-to-Peer abuse will be investigated and dealt with as set out in points 17 and 18 of this policy.

Procedures to minimise the risk of Peer-to-Peer abuse include:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried.
- Internet and e safety awareness.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
 - Availability of local and online advice
 - Recognising and managing risks including online, sexual exploitation and running away
 - Developing healthy relationships and awareness of domestic violence, bullying and abuse
 - Recognising how pressure from others can affect their behaviour

23.0 Confidentiality and sharing information

The academy will operate with regard to 'Information Sharing; Guidance for practitioners and managers' (2008) DCSF, being mindful of the seven golden rules for information sharing (please see Appendix 4).

Staff should only discuss concerns with the Designated Safeguarding Lead, deputy, Executive Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.



Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be on CPOMS or password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the child's academy file and the academy file will be 'tagged' to indicate that separate information is held.

The academy's policy on confidentiality and information-sharing is available to parents and children on request.

24.0 Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Ensuring if a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of help-lines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

25.0 Safer Recruitment and Selection of Academy Staff

The academy has adopted robust recruitment and vetting procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. Safer recruitment processes will be followed in accordance with the Spencer Academies Trust and from DfE Keeping Children Safe in Education May 2016, Part Three Safer Recruitment on pages 19 to 35.

We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.



We ensure that all appropriate measures are applied in relation to everyone who works in the academy e.g. volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people. Staff Code of Conduct will be in accordance with the Spencer Academies Trust and is circulated to all staff.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding, together with DBS and children's list checks and right to work in England checks.

In line with statutory requirements, underpinned by regulations, the following applies:

- DBS enhanced disclosure is required for all new appointments to the academy workforce. OR,
- DBS enhanced disclosure is required for all new appointments to FE colleges who are providing education and are regularly caring for, training, supervising or being solely in charge of persons under the age of 18, under the school workforce.
- A single central record kept detailing a range of checks carried out on staff.
- All new appointments who have lived outside the UK are subject to additional checks as appropriate.
- Supply staff have undergone necessary checks to ensure their suitability for the post.
- Identity checks will be carried out on all appointments before the appointment is made.
- In addition to the DBS checks described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

26.0 'Extended school' and off site arrangements

Where extended school activities are provided by and managed by the academy, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

27.0 Allegations against teachers and other staff (including volunteers)

Safe recruitment practices are vital whenever someone is recruited to work with children however this is not the end of the matter. Academy's are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the academy should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm if they work regularly or closely with children.

Wyndham will always follow the Derby and Derbyshire Safeguarding Children Procedures, Section 11, Allegations against Staff, Carers and Volunteers.

28.0 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head of School. Complaints about the Head of School should be reported to the Chair of Governors.

The NSPCC whistle-blowing helpline number is 0800 028 0285

29.0 Initial actions following an allegation

- The person who has received an allegation, or witnessed an event will immediately inform the Head of School and make a record which will include



time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 6).

- In the event the allegation is against the Head of School the matter will be reported to the Chair of Governors, who will proceed as the 'Head of School'.
- The Head of School where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Head of School may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police.

- The Head of School or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO); see other key safeguarding contacts list on page 7. This discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Head of School will inform the Chair of Governors of any allegation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought for HR.

30.0 Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. We must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. 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.



Appendix 1

Recommended Safeguarding Training



Role	Recommended Safeguarding Training
Academy Governing Body	<p>Safeguarding included in induction.</p> <p>Annual training programme for Governors and Clerks to Governing Bodies (or similar)</p> <ul style="list-style-type: none"> • Safeguarding and Promoting Child Welfare E-learning package, or • Safeguarding children for Academy Governors training
Designated Governor	<p>Safeguarding included in induction.</p> <p>DSCB training</p> <ul style="list-style-type: none"> • Safeguarding Children: Inter Professional Working (Group 3) <p>Annual training programme for Governors and Clerks to Governing Bodies (or similar)</p> <ul style="list-style-type: none"> • School Recruitment Practices E-learning package
Head teacher	<p>Safeguarding included in induction</p> <p>DSCB training</p> <ul style="list-style-type: none"> • Safeguarding Children: Inter Professional Working (Group 3) <p>Plus any group 3 or 4 training course outlined in DSCB programme every 2 years and a refresher at least annually.</p> <p>Safer recruitment training.</p>
Designated Safeguarding Lead	<p>Safeguarding included in induction</p> <p>DSCB training</p> <ul style="list-style-type: none"> • Safeguarding Children: Inter Professional Working (Group 3) <p>Plus any group 3 or 4 training course outlined in DSCB programme every 2 years and a refresher at least annually.</p>
Other staff with safeguarding responsibilities	<p>Safeguarding included in induction</p> <p>DSCB training</p> <ul style="list-style-type: none"> • Safeguarding Children: Inter Professional Working (Group 3) <p>Plus any group 3 or 4 training course outlined in DSCB programme as a refresher every 2 years and training at least annually.</p>
Whole Academy Staff Team	<p>Safeguarding included in induction</p> <p>School based group 2 as outlined in the DSCB training programme at least annually.</p>



Appendix 2

Dates of Training and Details of Course Title/Training Provider