

Child Protection Policy and Procedures

Introduction

1. This guidance is issued to inform governors, staff, parents and students at Chapelton Academy of the Academy's safeguarding and child protection policies and procedures.
2. It is to be read in conjunction with several of the Academy's other policies including and in particular:
 - a. Special Educational Needs and Disabilities
 - b. Equal Opportunities (Staff)
 - c. Equal Opportunities and Inclusion (Students)
 - d. Recruitment (Staff)
 - e. Safer Recruitment and Vetting
 - f. Discipline and Conduct (Staff)
 - g. Anti-Bullying
 - h. E-Safety
 - i. Offsite and Residential
3. Chapelton Academy has a statutory and moral duty to ensure that the Academy functions with a view to safeguarding and promoting the welfare of young people at all times.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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; and taking action to enable all children to have the best outcomes.
5. "Children" includes everyone under the age of 18.
6. It is important to note that the provisions for promoting the welfare of students and their safeguarding on activities outside of the Academy are detailed in the Academy's offsite and residential policy.

The Role of the Governing Body

7. The Governing Body is responsible for ensuring that the Academy:
 - a. provides a safe environment in which young people can learn;

- b. identifies young people who are suffering, or likely to suffer, significant harm;
 - c. takes appropriate action to see that such young people are kept safe, both at home and at the Academy (including off-site and residential trips);
 - d. provides appropriate training for all staff in matters of Child Protection. All staff working with young people will receive training adequate to familiarise them with child protection issues and responsibilities and the Academy's procedures and policies, with refresher training at least every two years. Induction of new staff will always entail training in safeguarding. This includes all Academy policies and procedures relating to safeguarding, which can be found in the Academy's 'Safeguarding policies and procedures – staff training' pack.¹ Staff with particular responsibility for curriculum planning will receive additional training.
8. In pursuit of these aims, the Governing Body will approve and annually review policies and procedures with the aim of:
- a. raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for young people learning within the Academy;
 - b. aiding the identification of young people at risk of significant harm and providing procedures for reporting concerns;
 - c. establishing procedures for reporting and dealing with allegations of abuse against members of staff;
 - d. ensuring the safe recruitment of staff.
9. The Governing Body will consult with and take account of guidance issued by the Department for Education, the Local Safeguarding Children Board (LSCB) and other relevant bodies and groups. This guidance includes:
- a. *Keeping children safe in education: statutory guidance for schools and colleges* (DfE, May 2016);
 - b. *Keeping children safe in education: information for all school and college staff* (DfE, May 2016);
 - c. *Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children:* (DfE, March 2015).
10. Designated Governor: the designated member of the governing body with responsibility for child protection issues is Dr Andrew Wright, email: awright@chapeltownacademy.com. The designated governor is responsible for matters related to child protection, including:
- a. ensuring that the Academy has safeguarding arrangements that take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.

¹ The pack includes the following policies: B. Behaviour, Discipline, Rewards; E. Child protection, safeguarding and training; I. Data protection; J. Education of Looked After Children; K. E-safety; L. Exclusions and Appeals; N. Equal opportunities and inclusion (students); O. Health and Safety, including First Aid; P. Off-site and residential; Q. SEN / SSA; R. Anti-bullying; T. Discipline and conduct (staff); Z. Whistleblowing; AA Staff handbook.

- b. providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
 - c. ensuring that the Academy allows access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
 - d. complying with any requirement under section 14B of the Children Act 2004 to supply information to the LSCB so that the LSCB can perform its functions;
 - e. ensuring that the governing body considers the Academy policy on child protection each year;
 - f. ensuring that each year the governing body is informed of how the Academy and its staff have complied with the policy, including but not limited to, a report on the training that staff have undertaken.
 - g. overseeing the liaison between agencies such as the police or social services in connection with any allegations against the Head Teacher. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries. To assist in these duties, the designated governor shall receive appropriate training as advised by the LSCB.
 - h. ensuring that all members of staff receive regular, timely and up-to-date briefings on safeguarding and annual refresher training
11. The Governing Body will receive, from the designated senior member of staff with lead responsibility for child protection, an annual report which reviews how the duties have been discharged.

The role of the Designated Safeguarding Lead (DSL)

12. The Governing Body will ensure that the Academy designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. This will be explicit in the role-holder's job description.
13. The DSL should liaise with the local authority and work with other agencies in line with *Keeping Children Safe in Education 2016*. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. In the first instance, the DSL will be the Interim Head Teacher, Mr Ali Jaffer email

ajaffer@chapeltownacademy.com In his absence, the DSL will be Amanda Southworth

14. The broad areas of responsibility for the DSL are:

a. **Managing referrals**

- i. Refer all cases of suspected abuse to the local authority children's social care and
- ii. The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- iii. Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- iv. Police (cases where a crime may have been committed).
- v. Liaise with the designated Governor to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- vi. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

b. **Training**

- i. The DSL and deputy should receive appropriate training carried out every two years in order to 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;
- ii. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- iii. Be alert to the specific needs of children in need, those with special educational needs and young carers;
- iv. Be able to keep detailed, accurate, secure written records of concerns and referrals;
- v. Obtain access to resources and attend any relevant or refresher training courses;
- vi. Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- vii. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them.

c. **Raising Awareness**

- i. The DSL should ensure the Academy's policies are known and used appropriately;
 - ii. Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the designated Governor regarding this;
 - iii. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this;
 - iv. Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
 - v. Where children leave the Academy, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file;
 - vi. Provide an annual report to the governing body of the Academy setting out how the Academy has discharged its duties;
 - vii. Report deficiencies in procedure or policy identified by the Local Safeguarding Children Boards (or others) to the governing body at the earliest opportunity.
- d. **Other**
- i. All the above used in conjunction with Annex B of *Keeping Children Safe in Education, DfE 2016*.

The role of Academy staff

15. The *Teacher Standards* state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
16. The Head Teacher will ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
17. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
18. Chapelton Academy staff form part of the wider safeguarding system for children.
19. This system is described in statutory guidance *Working Together to Safeguard Children 2015*. The Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
20. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.
21. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
22. All staff have a responsibility to :
 - a. provide a safe environment in which children can learn;
 - b. identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
 - c. take appropriate action, working with other services as needed. In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.
 - d. take part in regular academy-wide safeguarding training

Opportunities to teach safeguarding

23. The Governing Body and Head Teacher will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This will include covering relevant issues through the Academy's "Preparing for the Future Programme".

What Academy staff need to know

24. All staff members should be aware of systems within the Academy which support safeguarding. These will be explained to them as part of staff induction.
25. All staff members will also receive appropriate child protection training which is regularly updated. Training will include advice about the signs of and early identification of abuse and neglect.

What Academy staff should look out for

26. All Academy staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
27. Staff members are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

What Academy staff should do if they have concerns about a child

28. All members of the Academy community must endeavour to adhere to these guidelines if abuse is disclosed or suspected.
29. The Governing Body and Head Teacher will ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
30. The Governing body and Head Teacher will ensure that staff members do not promise confidentiality to the child and will always act in the interests of the child.
31. The governing body recognises the following as a definition of abuse "all the ways in which a child's health and development are damaged by the actions or inaction of others (usually by adults, sometimes by other children) and can include the following categories: physical abuse, sexual abuse, emotional abuse and neglect";
32. The governing body recognises that methods of abuse described in the preceding paragraph may overlap. Further details on these categories are provided in the appendix.
33. If staff members have concerns about a child they should raise these with the DSL. This also includes situations of abuse which may involve staff members or allegations against other children. The DSL will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

34. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

Allegations of abuse made against teachers and other staff

35. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:
- 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 he or she would pose a risk of harm if they work regularly or closely with children.
36. This part of the guidance relates to members of staff who are currently working in the Academy regardless of whether the Academy is where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the police.
37. The Academy has a duty of care to its employees. It will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer of the Academy is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
38. **Initial Considerations:** The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.
39. Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) will be informed of all allegations that come to the Academy's attention and

appear to meet the criteria so they can consult police and children's social care services as appropriate.

40. The following definitions will be used when determining the outcome of allegation investigations:
 - a. **Substantiated:** there is sufficient evidence to prove the allegation;
 - b. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - c. **False:** there is sufficient evidence to disprove the allegation;
 - d. **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
41. In the first instance, the head teacher or designated Governor ('case manager') will immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the LADO in order to help determine whether police involvement is necessary.
42. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the case manager and the LADO and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.
43. The case manager will inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager will not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused.
44. The case manager will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step (see further information on suspension which follows).

45. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the guidance - *Working Together to Safeguard Children*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and other staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
46. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO will discuss the next steps with the case manager. In those circumstances, the options open to the Academy depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension will not be the default position: an individual will be suspended only if there is no reasonable alternative.
47. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the Academy's staff.
48. However, other circumstances, such as lack of appropriate resource within the Academy, or the nature or complexity of the allegation, will require an independent investigator.
49. **Supporting those involved:** The Academy will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given advice about welfare counselling or medical support.
50. The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.
51. Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved,

the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

52. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 (see below). If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.
53. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, will consider what support the child or children involved may need.
54. **Confidentiality:** It is extremely important that when an allegation is made, the Academy makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.
55. The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

56. The case manager will take advice from the LADO, police and children's social care services to agree the following:
- who needs to know and, importantly, exactly what information can be shared;
 - how to manage speculation, leaks and gossip;
 - what, if any information can be reasonably given to the wider community to reduce speculation; and
 - how to manage press interest if and when it should arise.
57. Depending on the nature of the allegation, the Head Teacher should consider with the nominated Governor whether a statement to the students of the Academy and/or parent(s)/guardian(s) should be made, taking due regard of the need to avoid unwelcome publicity.
58. **Resignations and 'settlement/compromise agreements':** If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS must be made, if the criteria are met.** If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the Academy from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the Academy would not be complying with its legal duty to make the referral.
59. So-called 'settlement/compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in cases of refusal to cooperate or resignation before the person's notice period expires.
60. **Record keeping:** Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

61. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
62. **References:** Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
63. **Timescales:** It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.
64. For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the Academy to deal with it, although if there are concerns about child protection, the Academy will discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the Academy will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.
65. **Oversight and Monitoring:** The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.

66. **Suspension:** The possible risk of harm to children posed by an accused person will be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension will not be an automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns will be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.
67. Suspension will be considered only in a case where there is cause to suspect a child or other children at the school or college is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically: the case manager will consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the school or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.
68. The case manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements.
69. In many cases an investigation can be resolved quickly and without the need for suspension. Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:
- a. redeployment within the Academy so that the individual does not have direct contact with the child or children concerned;
 - b. providing an assistant to be present when the individual has contact with children;
 - c. redeploying to alternative work in the Academy so the individual does not have unsupervised access to children.
 - d. the case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.
 - e. If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both

the case manager and the LADO. This will also include what alternatives to suspension have been considered and why they were rejected.

- f. Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. The person should be informed at the point of their suspension who their named contact is within the Academy and provided with their contact details.
- g. Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Governing body of the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the Academy's consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.
- h. In respect of the Head Teacher, suspension can only be carried out by the Chair of Governors (or in his absence, the Vice Chair). Where the Head Teacher has been suspended, the Chair/Vice Chair of Governors will need to take action to address the management of the Academy;

70. On conclusion of a case: If the allegation is substantiated and the person is dismissed or the Academy ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether the Academy will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required.

71. Suspension is a neutral act and will be on full pay.

72. In the case of a member of teaching staff, whether to refer the matter to the National College for Teaching and Leadership to consider prohibiting the individual from teaching, shall be considered.

73. There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

74. Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate

that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the Academy

75. **In respect of malicious or unsubstantiated allegations:** If an allegation is determined to be unsubstantiated or malicious, the LADO will refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher will 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.
76. **Learning lessons:** At the conclusion of a case in which an allegation *is* substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the Academy's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.
77. Where an allegation has been made against a member of staff, the nominated Governor, together with the DSL, will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the Academy's procedures and/or policies and/or which should be drawn to the attention of the LSCB. Consideration should also be given to the training needs of staff.
78. Adjustments will be made to this policy as appropriate
79. **Further information** Most abuse is committed by persons entrusted with the care of young people
80. The following categories of abuse (further described in the appendix "Categories of Abuse") are recognised for the purpose of the child protection register (a register of children at risk of abuse which is maintained by a local social services department or by the National society for the Prevention of Cruelty to Children (NSPCC) on behalf of a local social services department):
 - a. Neglect: persistent or severe neglect, or the failure to protect a young person from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant

- impairment of the child's health or development, including non-organic failure to thrive;
- b. Injury/Physical abuse: actual or likely physical injury to a young person, or failure to prevent physical injury (or suffering) to a young person including deliberate poisoning, suffocation or Munchausen's syndrome by proxy;
 - c. Sexual abuse: actual or likely sexual exploitation of a young person or adolescent. The young person may be dependent and/or developmentally immature;
 - d. Emotional abuse: actual or likely severe adverse effect on the emotional and behavioural development of a young person caused by persistent or severe emotional ill-treatment or rejection.
81. Abuse may cover more than one category; it can be argued that young people who are physically or sexually abused are inevitably also emotionally abused²

Recruitment and selection procedures

82. This section of the policy should be read in conjunction with the Academy's Safer Recruitment and Vetting Policy. Academy recruitment and selection procedures have been reviewed in order to ensure that they take account of the following:
- a. Application to staff and volunteers who may work with young people;
 - b. Clear definition of post or role;
 - c. Clear key selection criteria;
 - d. Breadth of advertising to ensure a diversity of applicants;
 - e. Requirement of documentary evidence of academic/vocational qualifications;
 - f. Obtaining professional and character references;
 - g. Verification of previous employment history;
 - h. Disclosure and Barring Service Checks (maintain sensitive and confidential use of the applicant's disclosure);
 - i. Use a variety of selection techniques (eg qualifications, previous experience, interview, reference checks);
 - j. At least one member of the selection panel should be trained in safeguarding;
 - k. The Single Central Record held by the Academy
 - l. Sections 86-145 in Keeping Children Safe in Education (2016) and the Chapelton Academy Safer Recruitment and Vetting Policy.

² See also, sections 146-196 of Keeping Children in Safe Education (2016)

Appendix 1: Categories of Abuse

1. All forms of abuse have elements in common:
 - a. secrecy;
 - b. fear;
 - c. guilt;
 - d. powerlessness.
2. Neglect is often characterised by the young person being underweight, small in stature and a poor physique. The care of neglected young people is often poor and they present as unwashed, unkempt and inadequately fed and clothed. Of course there are loving families who live differently to many others. Assessment over time and with the help of other agencies is vital.
3. Signs which may indicate neglect:
 - a. constant hunger;
 - b. poor personal hygiene;
 - c. constant tiredness;
 - d. inadequate clothing;
 - e. emaciation;
 - f. frequent lateness or non-attendance at College;
 - g. untreated medical problems;
 - h. destructive tendencies;
 - i. poor relationship with peers;
 - j. compulsive stealing and scavenging;
 - k. rocking, hair twisting and thumb sucking;
 - l. running away;
 - m. low self-esteem.

INJURY/PHYSICAL ABUSE

4. Signs which may indicate physical abuse:
 - a. unexplained injuries or burns, particularly if they are recurrent;
 - b. improbable excuses given to explain injuries;
 - c. refusal to discuss injuries;
 - d. untreated injuries;
 - e. admission of punishment which appears excessive;
 - f. shrinks from physical contact;
 - g. refusal to get changed – keeps arms and legs covered in hot weather;
 - h. fears medical help;
 - i. self destructive behaviours;
 - j. aggression towards others;
 - k. running away;
 - l. fears or is reluctant to return home.

5. Suspicious injuries Identification of non-accidental injuries is a skilled job, which ultimately needs to be undertaken by a doctor or paediatrician with specialist skills.
6. There are however a number of injuries which should be regarded with concern and may indicate a non-accidental cause. Some may need medical assessment and treatment, occasionally urgently:
 - a. bruises and abrasion around the face, particularly if they are recurring;
 - b. damage or injury around the mouth;
 - c. bilateral injuries such as two black eyes;
 - d. bruising to soft areas of the face e.g. cheeks;
 - e. fingertip bruising to the front or back of torso, suggesting grabbing or shaking;
 - f. bite marks;
 - g. burns or scalds (note patterns and spread of injury e.g. cigarette burns);
 - h. injuries to the genital area.
7. Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment for the child should signal concern.

SEXUAL ABUSE

8. Sexual abuse affects a young person emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Often the indicators that a young person is being sexually abused are exhibited through behaviour. Sexual abuse occurs in every class, cultural and occupational group. Sexually abused young people may take refuge in an appearance of normality e.g. some young people immerse themselves in school work as a way of 'blinking out' the abuse.
9. Signs which may indicate sexual abuse:
 - a. sudden changes in behaviour and school performance;
 - b. displays of affection which are sexual and age inappropriate;
 - c. tendency to cling or need constant reassurance;
 - d. tendency to cry easily;
 - e. regression to younger behaviour;
 - f. distrust of a familiar adult, or anxiety about being left with a relative;
 - g. unexplained gifts or money;
 - h. depression and withdrawal;
 - i. apparent secrecy;
 - j. wetting day or night;
 - k. anorexia or bulimia;
 - l. behavioural and emotional problems such as phobias or panic attacks;
 - m. chronic problems with health such as vaginal discharges;
 - n. fear of undressing for Physical Education/Sports.

EMOTIONAL ABUSE

10. A young person might be clean and physically cared for but still be emotionally neglected.

11. The parent's or carer's attitude to the young person might be characterised by coldness, hostility and disinterest.
12. They may show signs that the young person can never please, or may have expectations which are inappropriate, excessive or unrealistic.
13. Signs which may indicate emotional abuse:
 - a. physical development lags;
 - b. over-reaction to mistakes;
 - c. continual self-deprecation;
 - d. sudden speech disorders;
 - e. fear of new situations;
 - f. self-mutilation;
 - g. extremes of passivity and/or aggression;
 - h. compulsive stealing;
 - i. rocking, thumb sucking, hair twisting;
 - j. drug, alcohol, solvent abuse;
 - k. fear of parents being contacted.

OTHER FORMS OF ABUSE/BEHAVIOUR THAT COULD CONSTITUTE ABUSE

14. These include

- a. Honour Based Violence (HBV)
- b. Female Genital Mutilation (FGM)
- c. Child Sexual Exploitation (CSE)
- d. Forced Marriage
- e. Radicalisation
- f. Sexting
- g. Trafficking

14. For the above categories, the Academy will follow the guidance given in Annex A of Keeping Children Safe in Education (May 2016). Further details on the Academy's procedure for Prevent, are to be found in the subsequent appendix.

Appendix 2: Prevent Procedures

Section 26(1) of the Counter-Terrorism and Security Act 2015 (“the Act”) imposes a duty on “specified authorities” when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. There is an important role for further education institutions, including sixth form colleges and independent training providers, in helping prevent people from being drawn into terrorism, which includes not just violent extremism but also non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

In terms of external speakers, the Academy will carefully consider whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups.

All decisions made regarding external speakers invited to speak or exhibit at the Academy will be subject to consideration at a full meeting of SLT where this risk will be explicitly discussed, and evaluated

The Home Office trained Prevent trainer at the Academy is Tim Montgomery, he will coordinate (in liaison with the Safeguarding Lead, Ali Jaffer) the sharing of information regarding risks of radicalisation.

The Academy will undertake an annual risk assessment looking at student welfare (through student voice) and equality and diversity as well as a review of any external speakers or events that are hosted by the Academy.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs, or seek to hide their views. The Academy’s general procedure on safeguarding applies – reporting should be sensitive and swift (please see the safeguarding policy above)

Where any risk is identified, the Academy will notify the SY Police Prevent coordinator and others as necessary and develop a prevent action plan to set out the actions taken, to mitigate the risk

The Academy (through the safeguarding lead) will share information through the Channel programme with students who may be vulnerable, as well as any other relevant agency. The general awareness training is something all staff are expected to complete.

All new staff are required to complete Staff Training on Prevent, including an online course. Prevent awareness forms part of the annual safeguarding training for staff.

British Values are taught through the different curriculum areas, as well as explicitly through the Academy's Preparing for the Future programme. The Academy operates key policies relating to Equality, Diversity and Inclusion and these apply to all aspects of Academy Life

The Academy will liaise with the LSCB as well as with parents and the families of students to prevent radicalisation. Information sharing will comply with the Data Protection Act. Should parents or students be concerned about data sharing, they can contact the Academy via Lesley Starkes (Finance and Business Manager)

The Academy's prayer-room is a multi-faith (AFAN) facility. All students are welcome to pray, reflect and think in this space as individuals, regardless of faith background. Any pressure groups, religious or political gatherings/activities, should have prior approval through the Student Services Manager, who will not unreasonably withhold permission for students to so gather.

The Academy requires students to be vigilant in their use of ICT and systems. All students are required to read the Academy's e-safety policy and agree to abide by its terms in the acceptable use policy (which make reference to extremist websites/organisations). Suitable filtering is to be in place such that inappropriate content is restricted.

The Academy prides itself on being a centre for debate, awareness and learning. Safe spaces are provided to discuss fundamental British values and associated topics, even if they are controversial. Students will be taught how to make safer choices and to understand and manage difficult situations. Behaviour should be modelled by staff.

Appendix 3: SAFEGUARDING ADVICE FOR STAFF, VOLUNTEERS AND VISITORS

Chapelton Academy is committed to safeguarding and promoting the welfare of young people and requires all staff and volunteers to share this commitment.

This leaflet has been given to you to make sure you understand what is expected of you. Please ask any of the contacts named in this leaflet if you are unclear about anything in it, and keep the leaflet in a safe place, so that you can read it again if you need to.

If you are worried about the safety of any young person in our school, you must report this to the Senior Designated Person for Safeguarding Children, Mr Ali Jaffer, his deputy is Mrs Amanda Southworth Student Services Manager. The Governor with Safeguarding responsibility is Mr. Andrew Wright (Andrew Wright)

Security of Students, Staff, Volunteers and Visitors

All members of staff will wear identity badges with blue lanyards at all times. All visitors should report to Reception on arrival and sign the Visitors' Book, showing proof of identity/Disclosure and Barring Service Enhanced Certificate (DBS Certificate) if appropriate. All visitors will be issued with a badge on a lanyard (blue lanyard for regular visitors with DBS Certificate, yellow lanyard for all others) which should be worn and visible at all times.

All other regular workers on the wider site will also wear identity badges.

What are my responsibilities?

All those who come into contact with young people through their everyday work, whether paid or voluntary, have a duty to safeguard and promote the welfare of young people.

Enhanced Disclosures

All staff and regular volunteers will require a Disclosure and Barring Service Enhanced Certificate. This is to help ensure that unsuitable people are prevented from working with young people. If you do not have a Disclosure and Barring Service Enhanced Certificate, you are not allowed to work unsupervised with young people.

Externally obtained Disclosure and Barring Service Enhanced Certificates are not acceptable for newly appointed staff and long-term voluntary helpers. You will be given a Disclosure and Barring Service application form before you start working/helping at The Academy by the Finance and Business Manager – Mrs Lesley Starkes.

They will provide advice on how to complete the application form and also advise which documentation is necessary for you to provide for the check to be completed.

Safeguarding Advice for Staff, Volunteers and Visitors

The Academy has a Safeguarding Children Policy (copy on School website). All applicants for vacancies receive a copy of the Policy in their on-line application pack and it is also included in Staff Guidance documentation available via the Academy's portal.

What should I do if I am worried about a student?

If you become concerned about

- comments made by a student
- marks or bruising on a student
- changes in the student's behaviour or demeanour

Please report these concerns to the schools' Senior Designated Person for Safeguarding (Mr Ali Jaffer).

What should I do if a student discloses that s/he is being harmed?

Although the likelihood of this is small, it is important to know what to do in such an eventuality, as young people rarely lie about such matters:

- Listen to what is being said without displaying shock or disbelief; accept what is being said
- Allow the student to talk freely
- Reassure the student, but do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the student that you have to tell the SDP or her Deputy in order that they can help him/her
- Do not interrogate the student or ask leading questions
- Reassure the student that it is not their fault
- Stress that it was the right thing to tell
- Listen rather than ask direct questions
- Do not criticise the alleged perpetrator
- Immediately record details of the disclosure, including whenever possible the exact words or phrases used by the student, and give this information to Ali Jaffer to enable the matter to be dealt with in the most appropriate way. Please ensure you sign and date the record.

What should I do if the alleged abuser is a member of the school staff?

- You should report such allegations to the Headteacher.

What should I do if the alleged abuser is the Headteacher?

- You should report such allegations to the Deputy Senior Designated Person for Safeguarding who will notify the Chair of Governors.

How do I assure that my behaviour is always appropriate?

- Maintain a professional approach towards students wherever and whenever you are in contact with them. Always be careful about touching students.
- Facebook and similar social networking sites: as a professional who works with young people, you need to take extra care to ensure that you don't inadvertently make sensitive personal information available to the young people or parents of young people that you work with. This could leave you open to false allegations, misinterpretation, or the possibility of cyberbullying.
- Adopt a sensible approach if alone and isolated with a student and try and minimise the occurrence of these situations, if possible.
- If you are working with a student on his/her own always ensure that the door is left open or that you can be visible to others.
- It is unwise for staff or volunteers to give lone students lifts in their cars.
- Be aware that some students develop 'crushes' or tender feelings for members of staff, male and female. As soon as you suspect that you are the subject of a 'crush', speak to a colleague, your line manager, and/or the senior member of staff responsible for the student. Openness is the best protection for all and secrecy the greatest risk.
- If you ever feel that you are becoming susceptible to temptation in terms of an unprofessional relationship with a student, perhaps due to developments in your personal life which have left you emotionally vulnerable, you must seek help from a senior member of staff, your Professional Association or our School Counsellor, before matters go too far and a breach of trust or something more serious occurs.

Please help us to safeguard the young people in our care by following these Guidelines.

Signed by *ADexter & TBeaumont*

Agreed by TGB – February 2014

Reviewed by	Governing Body/Senior Leadership Team Staff/
Last Reviewed	August 2016 (This policy requires formally re-ratification in April 2017)
Adopted by TGB	February 2014
Next Review	August 2017