

# **Bede Academy**



# **Safeguarding and Child Protection Policy**

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## **1. Aims of this policy**

The aims of this policy are to ensure that students feel secure, are encouraged to talk, are listened to, and that their views and opinions are valued. Bede Academy believes that every individual is infinitely precious, gifted for a purpose and morally responsible. We aim to provide a safe space in which all members of our community can work hard to achieve their personal best; central to this is the academy's focus on the development of student and staff character. This is best achieved in a supportive, caring and discipline community that reflects our Christian ethos. Therefore, the role of all staff in promoting and developing every student's knowledge that they are accepted as part of the community at Bede Academy is vital. This can be conveyed to students in a variety of different ways such as taking time to support them in times of personal difficulty and encouraging them through challenging experiences.

Bede Academy aims to create an atmosphere in which students feel confident in approaching any member of staff if they are experiencing difficulties. This includes opportunities within the curriculum for students to learn about how to develop the skills they need to stay safe, as well as knowing who to turn to for support should they need it. The curriculum will enable students to recognise when they are at risk, and how to get help when they need it.

In the event of abuse in the academy, the processes for assisting students are the same. Bede Academy promotes a strong culture of vigilance and taking safeguarding seriously. Students must feel secure, are encouraged to talk, are listened to, and that their views and opinions are valued. Students should feel confident in approaching any member of staff if they are experiencing difficulties. All staff who deal with students must know the academy's statutory responsibility and procedures to ensure the welfare and safety of all students.

A student's welfare is paramount and each student has a right to be protected from harm and exploitation and to have their welfare safeguarded. All staff and governors in Bede Academy are required to read Part One and Annex A of 'Keeping Children Safe in Education.' (September 2021)

All staff who deal with students must have a clear understanding of the academy's statutory responsibility and procedures to ensure the welfare and safety of all students. The Pastoral team, and specifically the student welfare staff, alongside the primary teachers, are fully committed to supporting the needs of all students at the academy and are always available for advice and guidance. Procedures are in place for students to talk to their class tutors/tutors, who they see twice daily, followed by any of the Pastoral staff, Welfare Team or any other member of staff they wish to speak to.

We, as an academy recognise that:

- Some children are especially vulnerable to abuse, including those missing in education and/or with SEN or a disability
- Some children live in households where there may be domestic violence, drug or alcohol abuse and students are in need of support and protection.
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way, and this may cause them to present with challenging behaviours in the academy or the community
- Children can be both victims and perpetrators of abuse
- Children who harm others may have been maltreated themselves

This policy makes clear the academy's commitment to the development of best practice to ensure that Safeguarding concerns are handled sensitively, professionally, in partnership with other agencies (where

appropriate) and in ways that support the needs of the child / children (whether alleged perpetrator or victim) and the staff members working with them.

The academy will endeavour to support students through:

- the curriculum to develop their character, as well as help students to identify and manage risk.
- the academy ethos which (i) promotes a positive, supportive and secure environment (ii) gives students a sense of being valued as individuals having intrinsic worth.
- the Academy's behaviour policy which is aimed at supporting all students in the academy, and ensures a calm and focused learning environment.
- productive and supportive relationships.
- vigilantly monitoring student's welfare, keeping records and notifying the local Children's Services social care team when relevant ensuring a culture of vigilance is maintained throughout the Academy.
- the separate, secure transferral of all child protection information to the receiving school should a student leave Bede Academy
- vigilance in collecting information for all students joining the Academy, so that information regarding previous Safeguarding concerns is actively sought.

All staff (teaching and non-teaching) receive training about child protection issues in order to ensure their vigilance in recognising abuse and appropriate procedures for dealing with it.

If and when new guidance or guidelines are issued, then prompt action is taken to ensure all staff receive up-dated information.

## **2. Introduction and Contextual Safeguarding**

### **2.1 Scope of the policy**

This policy applies to all adults and students within the academy community including governors, staff, contractors, visitors and volunteers

### **2.2 Definitions**

Safeguarding and promoting the welfare of children is

- Protecting children from maltreatment,
- Preventing the impairment of children's health or development,
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
- Taking action to enable all children to have the best outcomes.

Statutory guidance defines children as under the age of 18. However, the academy has young people up to the age of 19 on its register. Where students are over the age of 18, the academy will ensure that there will be no reduction in vigilance or intervention should a concern arise.

### **2.3 Common Acronyms**

<b>DBS</b>	Disclosure and Baring Service
<b>DSL</b>	Designated Safeguarding Lead
<b>LAC</b>	Looked After Child (children in the care of the local authority, this could be under a voluntary basis with consent of birth parents, or through an interim or a full care order)

<b>CME</b>	Child missing from education
<b>AP</b>	Alternative Provision (a child receiving education, arranged by the academy, at an approved off-site provider)
<b>CPP</b>	Child Protection Plan
<b>CIN</b>	Child in Need
<b>EHA</b>	Early Help Assessment
<b>PA</b>	Persistent Absentee, defined by the government as any child with an attendance below 90%

## 2.4 Legislative context

The education (independent school standards) regulations 2014 paragraph 7 made under section 94 of the Education and Skills Act 2008 require that “the proprietor ensures that arrangements are made to safeguard and promote the welfare of students at the school and such arrangements have regard to any guidance issued by the Secretary of State”.

Additionally, under Section 10 of the Children’s Act 2004 the academy is obliged to cooperate with the local authority and other bodies who exercise functions in relation to children in the local authority’s area with regard to improving the well-being of children (including the protection from harm and neglect).

### Secondary Legislative Requirements

- Teachers’ Standards 2012
- Children’s Act 1989
- Children’s Act 2004
- School Staffing Regulations 2009
- Safeguarding Vulnerable Groups Act 2006
- Female Genital Mutilation Act 2003
- Section 74 of the Serious Crime Act 2015
- Counter Terrorism and Security Act 2015

### Statutory Guidance ([Keeping Children Safe in Education Sept 2021](#))

- Keeping children safe in education: Statutory guidance for schools and colleges, September 2021.
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2018
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018
- Multi-agency practice guidelines: Female genital mutilation
- The Prevent Duty: Departmental advice for schools and childcare providers, June 2015

## 2.5 Context

### 2.5.1 Contextual Safeguarding

The academy recognises the work developed by Carlene Firmin from the University of Bedfordshire, in the field of Contextual Safeguarding. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

In order to understand the local context and trends, the academy has taken the following steps:

- Close liaison with local police in order to understand issues in the community which involve or impact upon our young people
- Regular meetings with link Early Help professionals to identify areas of concern
- Close liaison with Local Authority (Northumberland Strategic Safeguarding Partnership) through DSL briefings, "Safe to Learn" Bulletin and panel meetings (attendance on Local Authority "Schools Engagement" sub-group).

### **2.5.2 Bede Academy context**

#### **Academy and local context**

Bede Academy serves a community of approximately 1800 students from Nursey to Year 13 across both our Primary and Secondary sites. 99% of our students identify as English speaking. Bede sits in the Local Authority of Northumberland, where the population comprises of 1.6% black or other minority ethnic backgrounds, according to the last census (compared to 21.5% in the country as a whole).

Northumberland County Council reports (source: Northumberland knowledge and JSNA 2016):

- significantly higher than national average rates of demand for children's social care, particularly in the south east of the county (such as Blyth) where there is a higher rate of referrals and greater deprivation. The level of referrals is relatively high compared with the national average and the levels of child poverty in the county vary significantly. Significant increases in the number of children and young people needing more intensive support to protect them from risk and harm, demonstrated through the rates subject to section 47 investigations, child protection conferences and child protection plans. Again, the numbers are far higher in the south east of the county.
- Unsurprisingly given the aforementioned intelligence, there are above average rates of children in need of social work support.
- Whilst numbers of LAC are relatively low compared with north east neighbours, demand has increased. In Northumberland, the proportion of children aged nought-4 needing to be in local authority care is higher than the regional average, as is the proportion aged 10-14. For those aged 5-9 and 15-17, proportions needing to be in local authority care are lower than the regional average.
- Numbers of young people becoming involved in the youth offending system are relatively low and have reduced significantly, as are those who need to be in custody, but the proportion who re-offend has increased recently. Performance reports to the council's family and children's overview and scrutiny committee contain further details on this.
- There has been a long standing need for more accessible child and adolescent mental health services across the county. A new performance framework is in place and waiting times have reduced in 2014, although some children and young people still have to wait over 12 weeks for assessment following referral.

### **3. Staff responsibilities**

Bede Academy has a single central record containing all of the relevant dated information regarding the staff, governors, volunteers, agency staff, contractors, additional instructors/coaches, etc at Bede Academy. This is kept and held securely by the HR Officer, and site-specific access is also given to the PA to the Principal, Bede South.

### **3.1 All staff**

#### **3.1.1 Culture of vigilance**

All staff and volunteers have a responsibility to provide a safe environment in which children can learn and must maintain an attitude of “it could happen here” when safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

#### **3.1.2 Recognising and Reporting concerns**

All staff and volunteers have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff and volunteers then have a responsibility to raise a “Cause for Concern” and, in the case of an emergency, immediately inform a member of the academy’s safeguarding team so that appropriate action can be taken or monitoring put in place.

#### **3.1.3 Responding to a disclosure**

Staff must never promise confidentiality to a student, and should write down what the child said to them – using their own words as much as possible – as soon as possible after a disclosure. It is fundamental to academy policy and propriety that any accusations or suspicions in relation to child protection issues be referred *immediately* to the members of staff nominated as Designated Safeguarding Leads. These persons are named in 3.2 below. Communication is of paramount importance and safeguarding matters should be referred directly to the Principals if other designated staff are absent. No other member of staff should seek to investigate such a matter in any way whatsoever, nor should they discuss the matter with any person other than the designated staff. See section 5 for full details of appropriate response.

#### **3.1.4 Making a referral**

In the rare event of no DSLs being available, any member of staff can make a direct referral to Children’s Social Care or should contact the police in an emergency situation. To make a referral please ring OneCall on 01670 536400 (open 24hrs 7 days a week). The DSL must be informed of any direct referrals to Children’s Social Care or the police.

In order to account for the whereabouts of all children and young people during the academy day, ALL teaching staff must take accurate registers for each teaching group they are responsible for, in line with the academy’s attendance policy. If any student is missing from their lesson, but marked present in the academy that day, they must immediately ring reception so that the Pastoral team and First Call can be alerted. Reception staff will check if an EXEAT has been issued, and the student has therefore left the site, or if they are in the medical room or in pastoral; in the event that their absence cannot be explained, then the member of staff on First Call duty will search the building for them, and parents will be informed.

Where there is a concern about a member of staff, it this must be reported immediately to the site-specific Principal. For allegations regarding the Principal, the Chair of Governors must be notified.

### **3.2 The Designated Safeguarding Lead**

#### **3.2.1 Out of hours’ availability**

During academy holidays, reception staff are provided with emergency contact details for Safeguarding staff, in the event of needing to pass on a concern, and there will always be at least one DSL available by email in order to receive police notifications or liaise with other agencies. If they are unable to raise one of the DSLs, they should report concerns directly to children’s services (OneCall: 01670 536400) and should follow this up with a “Cause for Concern” which outlines the actions taken.

### 3.2.2 Named personnel:

<b>Principal:</b>	Mr A Thelwell (Secondary) Mrs B Harding (Primary)
<b>Designated Safeguarding Leads (DSL): Secondary</b>	Mr P Smith (Assistant Vice Principal Welfare (overseen by Mrs J Normanton Vice Principal)
<b>Designated Safeguarding Leads (DSL): Primary</b>	Mrs H Cooper (Assistant Vice Principal)
<b>Deputy Designated Safeguarding Leads (DSL):</b>	Mr S Read (Assistant Vice Principal) Mr J Cochrane (Vice Principal Primary) Mrs V Foster (Assistant Vice Principal Early Years) Mrs K Thompson (Student Welfare Officer) Mrs H Allan (Mental Health Lead) Mrs C Park (Assistant Head of Student Welfare)

(Mr S Elsworth (AVP) is L3 DSL trained, and should be consulted in the event of the absence of other trained members of SLT.)

(Mr D Lloyd (Head of Sixth Form) is L3 DSL trained and has the capacity to deal with safeguarding concerns in relation to Sixth Form Students)

#### **Designated Lead for Looked after Children and Prevent Lead**

Mr P Smith

#### **E-Safety coordinator:**

Mr P Smith

#### **Designated Governor for Child Protection:**

Mrs P Cox (contact via the Academy)

### 3.2.3 Training

All staff will receive regular training in Safeguarding, with a full level 1 training programme delivered at least every 3 years. Safeguarding training will form a regular and routine part of staff briefings in order to maintain a culture of vigilance.

The DSL receives appropriate training carried out at least every two years and takes responsibility for co-ordinating whole academy training annually and regular updates, including e-safety updates, as necessary. The academy ensures that all designated staff are appropriately trained, with refresher training every two years, and encouraged to have positive working relationships with external services to ensure an effective inter-agency approach. As such, they attend DSL briefings with the local authority, sit on committee panels and receive the Safe to Learn bulletin which is shared routinely amongst the Safeguarding team. There is a designated safeguarding governor: Mrs P Cox. Designated people are enabled to participate fully in child protection conferences and understand procedures for reporting after conferences. The designated staff role is to ensure that locally established procedures are followed and to act as a channel of communicating to external agencies, relevant concerns expressed by any member of the academy staff, teaching and non-teaching, about individual students.

Name of DSL	Designation	Date of last Level 3 training
Mr A Thelwell	Principal (Secondary)	November 2021
Mr B Harding	Principal (Primary)	December 2020
Mrs J Normanton	Vice Principal (Pastoral)	November 2021
Mr S Read	Assistant Vice Principal Pastoral	January 2021
Mrs H Cooper	Assistant Vice Principal- Wellbeing	July 2020
Mr P Smith	Head of Student Welfare	November 2021 (pending)
Mrs K Thompson	Student Welfare Officer	November 2021 (pending)
Mrs H Allen	Mental Health Lead	November 2021
Mrs C Park	Assistant Head of Student Welfare	November 2021 (pending)
Mr S Elsworth	Acting Vice Principal Academic	March 2020
Mr D Lloyd	AVP – Head of Sixth Form	June 2020
Miss R Lee	Head of Oswald House	July 2020
Mrs L Ridley	Head of Aidan House	July 2020
Mr J Cochrane	Vice Principal (Primary)	July 2020
Mrs V Foster	Assistant Vice Principal (Early Years)	June 2021

### **3.2.4: Roles and Responsibilities**

#### **3.2.4.1 Governors:**

Bede Academy is responsible for promoting this policy and for keeping it under review to ensure effectiveness in engaging good practice. The governing body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the students. The nominated lead governor for child protection is appointed to take responsibility. In particular, the governing body must ensure:

- a) that they publish, in liaison with the Principal, a child protection policy to meet its particular organisational arrangements and the local arrangements for managing child protection;
- b) safe recruitment procedures;
- c) appoint a DSL who is a senior member of the senior leadership team;

- d) relevant safeguarding students training for staff is attended;
- e) safe management of allegations;
- f) a member of the governing body (usually the Chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal;
- g) safeguarding policies and procedures are reviewed annually.

**3.2.4.2 The Principal** is responsible at the secondary / primary site for:

- a) The implementation and day-to-day management of the policy and procedures;
- b) Ensuring that all staff have an understanding of student abuse and its main indicators and are alert to their reporting and confidentiality responsibilities. It is a requirement that all staff read Part 1 and Annex A of the Keeping Children Safe in Education September 2021, and a follow-up questionnaire is sent to all staff to enable a capture of their understanding of the key messages of the document;

**3.2.4.3 The Vice Principal (Pastoral)** is responsible for:

- a) ensuring that they receive refresher training at two yearly intervals to keep their knowledge and skills up to date;
- b) ensuring that all staff members receive appropriate student protection training which is regularly updated;
- c) ensuring that new staff receive a safeguarding induction within seven working days of commencement of their contract;
- d) ensuring that temporary staff and volunteers are made aware of the academy's arrangements for safeguarding students within seven working days of their commencement of work;
- e) ensuring that the academy operates within the legislative framework and recommended guidance;
- f) ensuring that the Principals are kept fully informed of any concerns;
- g) developing effective working relationships with other agencies and services;
- h) deciding upon the appropriate level of response to specific concerns about a student, e.g. discuss with parents, offer an assessment under the Early Help Assessment Framework (EHA) or to refer to Children Social Care;
- i) liaising with other agencies on suspected cases of abuse, neglect, child sexual exploitation, or female genital mutilation, and extremism or radicalisation; taking advice where necessary from the Designated Officer/s for the Local Authority and Child Protection Committee, Social Services or the NSPCC;
- j) ensuring that the academy effectively monitors students, about whom there are concerns, including notifying Children's Services' Safeguarding services when there is an unexplained

absence of more than two days for a student who is the subject of a child protection plan; and those who are 'Looked After' by the Local Authority; and also for those who go missing on one, or more occasions;

- k) providing guidance to parents/carers, children and staff about obtaining suitable support;
- l) discussing with new parents/carers the role of the DSL and the role of safeguarding in the academy. Make parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection Policy;
- m) keeping in a secure place clear and confidential records of students' progress, providing information to other professionals, reports for case conferences, and participating in case conferences.
- n) ensuring half termly reporting of Safeguarding incidents and refers to the Senior Leadership team and Governing Body, and monitoring trends and patterns.

#### 4. Recognising abuse

Academy staff and volunteers are particularly well-placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students. All staff will receive appropriate safeguarding training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by a Designated Safeguarding Lead (DSL).

##### 4.1 Categories of abuse

The following categories of abuse are recognised for the purposes of the child protection register:

Category of Abuse	Definition
Neglect	<p>The persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. It may occur during pregnancy as a result of maternal substance use. Once a child is born, it may involve a parent/carer failing to:</p> <ul style="list-style-type: none"> <li>• provide adequate food, shelter and clothing.</li> <li>• failing to protect a student from physical harm or danger.</li> <li>• ensure access to appropriate medical care or treatment.</li> <li>• ensure adequate supervision.</li> <li>• It may also involve neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul> <p>Signs to look out for may include a student who excessively craves attention, who is unkempt or has poor personal hygiene, who regularly has no money on their lunch account or who struggles in their relationships with adults or other students.</p>
Physical abuse	<p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a student. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to</p>

	<p>a student they are looking after. This situation is commonly described using terms such as Fabricated/Induced Illness (FI)</p> <p>Signs to look out for may include unexplained (or implausible) injury, a student who appears nervous or jumpy, or expresses extreme fear about a reaction at home to a minor incident in school, or who is regularly complaining of injury, pain or illness.</p>
Sexual abuse	<p>Involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence whether or not the student is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving students in looking at, or in the production of, sexual images or watching sexual activities, or encouraging students to behave in sexually inappropriate ways or grooming a student in preparation for abuse (including the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of abuse, as can other children.</p> <p>Signs to look out for include over-sexualised language, frequent urinary infections, complaints of pain, withdrawn or changes to usual behaviour.</p>
Emotional abuse	<p>The persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the student's emotional development. It may involve conveying to students that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the student opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students including interactions that are beyond the student's developmental capacity, as well as over-protection and limitations on exploration and learning, preventing the student participating in normal social interaction. It may involve students seeing or hearing the ill-treatment of another, severe bullying (including cyber bullying), causing them to feel frightened or in danger, or in the exploitation or corruption of students. Some level of emotional abuse is involved in all types of ill-treatment of a student, though it may occur alone.</p> <p>Signs to look out for include: changes in behaviour, low self-esteem, expressions of worthlessness, nervous or jumpy behaviour, comments made about relationships at home.</p>

#### 4.2 Safeguarding themes

The academy will also provide training to staff (as appropriate) on, but not limited to, the following safeguarding areas, as part of a strategic training programme. Liaison with police and children's services regarding current trends and live issues will also cause certain areas to be prioritised, if the need arises.

- children missing from education
- child missing from home or care
- child sexual exploitation (CSE)

- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

#### **4.2.1 Children Missing from Education**

All students on roll at the academy are entitled to a full-time education which is suitable to their age, ability, aptitude and SEN status. This may be provided on site, or in some specific circumstances off site.

The academy understands that a child going missing from education is a potential indicator of abuse or neglect.

The academy has an attendance policy which should be read alongside this document which outlines the procedures which safeguard against students missing education in order to identify students at risk of abuse and neglect (including sexual exploitation).

The academy ensures that all students provide two emergency contact names, with mobile, home and work numbers requested for each. Data is checked yearly for accuracy, and parents are required to inform the academy immediately if there is a change to their contact details.

All students who are educated off site, either through the Local Authority regulated EOTAS provision, or through a regulated Alternative Provider will continue to be monitored by the academy in terms of their attendance and educational provision. This will include visits to the provider and also attendance at any associated multi-agency meetings.

The academy will provide training to staff so they understand possible links between poor attendance and safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The academy will inform the local authority when a student is to be removed from the school register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The academy will inform the local authority of any student who fails to attend school regularly or has been absent without the academy's permission for a continuous period of 10 school days or more. This information is provided as a monthly CME return.

#### **4.2.2 Homelessness and Private Fostering**

Being homeless or at risk of becoming homeless presents a real risk to a child or young person's welfare. Staff must record immediately, on a Cause for Concern slip, any concerns if there is a risk to a child becoming homeless, including young people living outside of the family home. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The academy also recognises its obligations to inform the Local Authority if it becomes aware of any private fostering arrangement for children under the age of 16 living with a non-family member.

#### **4.2.3 Preventing youth violence and gang involvement**

Students generally see educational establishments as safe places. Schools and colleges are places where important interventions can take place to prevent negative behaviour, such as young people carrying a knife.

The academy recognises that 'early intervention' includes anti-bullying and a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential.

The academy will:

- Create 'safe spaces', that is building an educational environment that young people feel is well monitored/ controlled, with harassment and victimisation actively prevented;
- Teach young people and parents to create 'safe spaces' outside of the academy;
- Provide a programme that educates young people about the dangers in their community and consequences to particular types of actions;
- Encourage students to report to an adult if they feel threatened;
- Encourage students to report knowledge of risky behaviour amongst their peers;
- Work with parents to encourage their child's involvement in after- school activities such as sports or youth clubs;

Preventing violence in schools can require a mix of universal targeted or specialist interventions.

The academy will:

- Develop skills and knowledge to resolve conflict as part of the curriculum;
- Challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- Understand risks for specific groups, including those that are gender-based, and target interventions;
- Monitor attendance of high-risk students to ensure they are not engaged in the trafficking of drugs to various parts of the country.
- Safeguard and specifically organise child protection, when needed;
- Carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs);
- Work with local partners to prevent anti-social behaviour or crime.

Teachers have a number of legal powers to manage pupils' behaviour and impose discipline and these are described in the behaviour policy

#### **4.2.4 Female Genital Mutilation (FGM) or Female Genital Cutting (FGC)**

The academy will ensure that female genital mutilation [FGM] is discussed in a framework with both staff and students where it is clear that it is not a matter that can be left to be decided by personal or family preference. The academy will reiterate to all staff that FGM is both illegal in the UK, and causes harm. Academy staff will be supported against allegations of discrimination or racism as these weaken the protection and support required by vulnerable girls.

In order to promote awareness and to better protect students from female genital mutilation [FGM] the academy will.

- Circulate and display age appropriate and proportionate materials related to FGM.
- Publicise relevant support service information to students (e.g. NSPCC Helpline, Childline, National Domestic Violence Helpline and appropriate women's groups).
- Provide students with access to the safeguarding team should they have need to seek advice from organisations discretely.
- Raise awareness of FGM among staff, including the provision of appropriate training.
- Introduce FGM into the academy curriculum within appropriate classes including through the TI lecture programme
- Combat myths surrounding FGM to ensure that it is presented factually and using evidence based research.
- Monitor students as they return from long holidays from countries with high prevalence rates.
- Work in partnership with primary school colleagues to ensure appropriate transfer of safeguarding files, as well as for in-year transfers

The academy is aware of its statutory duty placed upon individual staff to report directly to the police where they discover that FGM appears to have been carried out on a girl under 18 (this is irrespective of the girl's wishes). Staff members are required to discuss all such cases with the DSL.

The academy will put in place appropriate support for any students who have undergone FGM including access to counselling services and to specialist medical assistance.

The FGM 2003 Act (amended through the Serious Crime Act 2015) provides for:

- The anonymity of victims;
- FGM protection orders;
- A mandatory reporting duty

The academy will ensure that it complies with statutory [multi-agency guidance on female genital mutilation \(April 2016\)](#).

#### **4.2.5 Radicalisation**

Radicalisation and Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of the UK armed forces, whether in this country or overseas and white supremacist ideology.

The academy views protecting students from the risk of radicalisation as part of its core safeguarding duties, and will intervene when it suspects a student has been, or is in the process of being radicalised by making a referral to an appropriate agency depending on the level of risk (either to the local Channel programme or Children's Social Care).

The academy has due regard to the duty under which it is obliged to prevent people from being drawn into terrorism (the "Prevent Duty").

The academy will teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life.

The academy will also take measures to promote community cohesion and will explicitly promote wider British values.

The academy will maintain academic freedom so that staff and students are able to discuss sensitive topics through structured conversations facilitated by staff, (including discussions about terrorism and the extremist ideas that form a part of terrorist ideology). The academy believes that students should be allowed to debate and challenge these ideas in order to develop and widen their understanding.

The academy does not allow political indoctrination within its curriculum and will secure a balanced presentation of political issues.

The academy will assess the risk of students being radicalised. This assessment will be informed by an understanding of our students and will use evidence based research to identify students who are vulnerable to radicalisation, and will be proportionate to the risk perceived in the local area.

The academy will vet external speakers in advance of their coming into the academy to ensure that they are appropriate to work with our students and will further promote our ethos. Any such visitors will be supervised whilst working with students.

The academy will provide training to all staff through its annual safeguarding training schedule to ensure staff have the knowledge and confidence to identify when a student is at risk of being radicalised and are then able to challenge extremist ideas.

The academy will monitor the use of ICT by our students, and will employ filters and monitoring systems to ensure children are unable to access extremist material whilst on site. The academy will also build online safety into its taught curriculum in both computing lessons and pastoral seminar sessions. More detail regarding the safety of children and young people online can be found in the academy's E-safety policy.

#### **4.2.6 Forced marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

In the event that a concern is raised, the academy will inform Children's Social Care or contact the Forced Marriage Unit on 0207 008 0151 ([fm@fco.gov.uk](mailto:fm@fco.gov.uk)), if the young person is likely to be taken abroad to get married against their will in the immediate future.

The academy also recognises the link to Honour Based Violence, where there is resistance to a forced marriage or relationships that fall outside of family approval.

#### **4.2.7 Sexual Violence and Sexual Harassment**

**4.2.7.1 Sexual violence**, under The Sexual Offences Act 2003, is described as:

- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents, penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Note;

1. a child under the age of 13 can never consent to any sexual activity;
2. the age of consent is 16 (only if the child has the freedom or capacity);
3. sexual intercourse without consent is rape.

- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**All allegations of sexual violence must be reported to the Designated Safeguarding Lead or The Principal immediately.**

**4.2.7.2 Sexual Harassment** means:

Unwanted conduct of a sexual nature which can occur online and offline. The academy recognises sexual harassment in broad terms and all incidents reported or observed must be reported as a Cause for Concern.

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes which could cross a line into sexual violence;
- Displaying pictures, photos or drawings of a sexual nature;

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Non-consensual sharing of sexual images and videos.
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats.

#### **4.2.7.3 Harmful Sexual Behaviour**

Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between two young people. Harmful sexual behaviour should be considered in a child protection context.

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

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is as follows:

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE 2017: Child Sexual Exploitation)*

Sexual exploitation can have links to other types of crime. These include:

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude.

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability

- Being in care (particularly those in residential care and those with interrupted care histories); Sexual identity.

Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present. As with all concerns about the wellbeing of a child, staff should raise a Cause for Concern on Bromcom, or speak to one of the DSLs directly.

#### **4.2.9 Criminal exploitation and county lines**

Criminals are deliberately targeting vulnerable children – those who are homeless, experiencing learning difficulties, going through family breakdowns, struggling at school, living in care homes or trapped in poverty.

These criminals groom children into trafficking their drugs for them with promises of money, friendship and status. Once they've been drawn in, these children are controlled using threats, violence and sexual abuse, leaving them traumatised and living in fear.

However, they become trapped in criminal exploitation, the young people involved feel as if they have no choice but to continue doing what the criminals want.

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Signs and symptoms may include:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

#### **4.2.10 Online safety**

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The academy recognises that its students will use mobile phones and computers. However, we know that some men, women and young people will use these technologies to harm children. This includes:

- Sending hurtful or abusive texts and e-mails,
- Enticing children to engage in sexually harmful conversations and/or behaviours,
- Cyber-bullying by pupils via texts and social media

Where a child or young person is in immediate risk of danger, the DSL or a member of the safeguarding team must be informed immediately in person. Any concerns regarding a child or young person's safety online must be reported to the safeguarding team using Safeguard.

The academy has an online safety policy that is known to all staff and students. Student ICT usage within the academy is monitored and screened, and any attempt by students to access inappropriate material is blocked by the software and flagged up to the academy's E-Safety lead.

#### **4.2.11 Domestic Violence**

The academy is fully engaged in Operation Encompass and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children. The school notifies all parents that we are partners with the LA and police in relation to Operation Encompass and new staff receive a briefing as part of their induction.

Staff understand that violence perpetrated by a child on their parent is also a form of domestic violence and as such will seek advice from the DSL when they are made aware of such incidents.

#### **4.2.12 Allegations against staff.**

An allegation that indicates that a staff member poses a risk of harm if they continue to work in regular or close contact with children in their present position is one where it is alleged that a serving staff member 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.
- Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children.

Any allegation made against a serving staff member will be referred immediately to the Principal (who will act as the case manager). If the Principal is the subject of an allegation the allegation will be referred immediately to the Chair of Governors (who will act as the case manager).

Allegations made against a staff member who no longer works for the academy but who still works in an education setting will be passed to the individual's new employer (where known). Allegations made against individuals no longer teaching or where it is not known if they are still teaching will be referred to the police. Allegations concerning historical acts of abuse will also be referred to the police.

All allegations which appear to meet the three criteria listed above will be discussed by the case manager with the Designated Officer (previously known as the Local Authority Designated Officer – LADO). The purpose of this initial discussion is for the Designated Officer and the case manager to consider the nature, content and context of the allegation and agree a course of action. The Designated Officer will determine with the case manager whether police involvement is necessary.

In rare cases an allegation will be so serious the case manager will refer the case immediately to the police or to children's social care for immediate intervention, this will be the case if it appears a member of staff presents an immediate risk to children or there is evidence of a criminal offence.

The case manager will inform the accused staff member as soon as possible after consulting the Designated Officer and will explain the likely course of action. The case manager will provide the staff member with as much information as possible. If a further strategy discussion is required or the police or children's social care need to be involved the case manager will wait until after these agencies have been consulted and have agreed what information can be disclosed to the accused.

The case manager will consider carefully whether the circumstances of the case warrant a person being suspended from contact with children at the academy or whether alternative arrangements can be put in place until the allegation or concern is resolved. The academy will not automatically suspend a staff member and all options to avoid suspension will be considered prior to taking that step.

All allegations will be investigated thoroughly by the case manager following advice from the Designated Officer.

Following an investigation, the following categories will be used to classify the outcome.

- Substantiated: There is sufficient evidence to prove the allegation.
- False: There is sufficient evidence to disprove the allegation.
- Malicious: There is sufficient evidence to disprove the allegation and that there has been a deliberate act to deceive.
- Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation. This term does not imply either guilt or innocence.

The academy has a duty of care towards its employees and will act to minimise stress inherent in the allegations process. The individual will be able to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to appropriate welfare counselling if requested. Social contact with colleagues 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. 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.

The accused will be given a full opportunity to answer the allegation and make representations about it.

The parents of a child or children involved in an allegation will be informed as soon as possible, if they are not aware of the allegation (If a further strategy discussion is required or the police or children's social care need to be involved the case manager will wait until after these agencies have been consulted and have agreed what information can be disclosed to parents). Parents will also be informed about the progress and outcome of the case, however the deliberations of any disciplinary hearing will not be disclosed.

The case manager will make every effort to maintain confidentiality during an investigation into an allegation. Parents will be reminded that they must maintain confidentiality whilst any investigations are ongoing. The case manager will take advice from the Designated Officer, and if appropriate the police and/or children's social care to agree who needs to know information and what can be shared, how to manage speculation, what, if any information can reasonably be given to the wider community and how to manage press interest if it should arise.

If an accused person resigns or ceases to provide their services, the allegation will still be investigated. A referral to the DBS will be made. No settlement/compromise agreement will be reached with staff members leaving whilst being investigated under an allegation.

A full outline of procedures can be seen in the ESF policy: "Statement of Procedures for dealing with allegations of abuse against staff."

#### 4.2.13 Allegations against other students (Peer on Peer Abuse)

The academy's ethos and strong focus on Character Education serves to create an environment where young people feel safe, and therefore incidents of Peer on Peer abuse are rare. The academy understands that abuse can be perpetrated by a child or children towards another child (peer abuse). Peer on peer abuse can affect girls, boys, young women and young men, those with learning difficulties or disabilities, or other vulnerabilities, such as a different race or religion.

The academy recognises that the harm caused to children by the behaviour of other children can be significant. Children who harm others should be held responsible for their behaviour. School staff will be alerted to the fact that this harmful behaviour poses a risk to other children in the school, home and community.

Peer on Peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships.

Peer on peer abuse should never be tolerated or ignored and must be referred immediately.

Types of peer on peer abuse:

- Physical abuse includes biting, kicking, hitting, hair pulling and fighting.
- Verbal abuse including teasing, verbal abuse disguised as a joke, derogatory references, judging or criticising.
- Non-verbal abuse includes deliberately not engaging with a person to cause hurt.
- Harmful sexual behaviour includes inappropriate sexual language, touching, sexual assault and coercion. Abuse is abuse and should never be tolerated or passed off as 'banter' or part of growing up. Different gender issues can be prevalent when dealing with child on child abuse and this must always be considered when cases are reviewed. The academy maintains a zero tolerance approach to any forms of sexual violence or sexual harassment.
- Bullying includes making threats, physical, name calling, spreading rumours, homophobic, racist, and excluding a young person from a group.
- Prejudiced behaviour – includes hurtful behaviour, physical or emotional towards another person around belonging or identity, disabilities and special educational needs, ethnic, cultural and religious background, gender, sexual identity and social background
- Cyber bullying includes the use of digital technology to harass, threaten, intimidate, and distribute indecent or inappropriate images.
- Sexting includes sending or receiving sexually explicit text, images or videos, 'nude pics' or rude pics.
- In cases of 'sexting' we will adhere to the guidance given to schools and colleges by the DFE – Sharing Nudes and Semi Nudes: how to respond to a incident, published December 2020.
- Sharing nudes and semi-nudes: advice for education settings working with children and young people – GOV.UK ([www.gov.uk](http://www.gov.uk))

Teenage relationship abuse:

- Domestic abuse where young people experience physical, emotional, sexual and or financial abuse.
- Child sexual exploitation where young people are abused in exploitative relationships.
- Harmful sexual behaviour refers to a young person who demonstrates sexualised behaviour outside of their normal development, which include abusive behaviours.
- Serious youth crime refers to serious offences including murder, rape and GBH between young people.

- Gang activity and Youth violence includes exploitation of young people using sex and intimidation to gain power over a young person.

It is important to deal with peer on peer abuse immediately and sensitively. Staff receiving the allegation must refer the matter to a member of the safeguarding team and raise a Cause for Concern. The safeguarding team will gather the necessary information to determine if the matter is to be dealt with internally or a referral to Children's Social Care and/or the police

Parents will be informed immediately of the allegation. The academy will support a young person wishing to inform their parents themselves.

Peer on peer abuse which involves sexual abuse, serious physical or serious emotional abuse, must be referred immediately to the DSL or a member of the safeguarding team and reported as a Cause for Concern. Safeguarding procedures set out in this policy will be applied. Children and young people involved are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. The academy will make separate referrals to Children's Social Care for the young people involved. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting them.

In other matters regarding allegations of peer on peer abuse, the academy will investigate (with the involvement of external agencies if appropriate), and where appropriate, the procedures set out in the academy's behaviour policy applied.

The safeguarding team will use information to assess the risk to students of peer on peer abuse and will put in appropriate safeguards when appropriate.

The academy's weekly pastoral/academic meeting with Heads of House, Senior Staff, the Individualised Learning Coordinator and welfare staff will be used to discuss concerning trends and to identify students who may be in need of additional support. In addition, monthly Form Tutor meetings will maintain a focus on discussing students within the identified cohort.

The academy makes use of screening, searching and confiscation and our guidelines for its use are detailed in the academy's behaviour policy.

Young people on the receiving end of the alleged abuse will be supported through the academy's pastoral systems (Form Tutor, Head of House, Pastoral Support Workers, Welfare Team or a nominated trusted adult identified by the young person). The academy will also refer to specialist external services, where appropriate.

The academy will consider whether any disciplinary action may be appropriate for any child/children involved. Any action should address the abuse, the causes of the abuse, and attitudes underlying it. Before deciding on appropriate action, the academy will always consider its duty to safeguard all children from harm. Disciplinary interventions alone may not solve issues of peer on peer abuse, and the academy will consider the wider actions that may be taken, such as a managed move, and any lessons that may need to be learnt going forward.

#### **4.2.14 Children's Voice**

When completing reviews of policies which impact directly on young people, the academy will endeavour to consult the relevant student forum and parents for their views. Monthly Student Council meetings are the usual forum for such reviews.

Where there is a safeguarding concern, the academy will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Students will be encouraged to express their views and give feedback.

Notwithstanding the above, the academy makes clear, that all systems and processes will operate with the best interests of the child at their heart.

#### **4.2.15 Mental Health**

The academy is well-placed to observe young people day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. The academy has a role to play in supporting young people to be resilient and to promote good mental health. In providing this support, the view of the young people and their parents/carers will be considered.

Good mental health and emotional well-being will be promoted through the curriculum. Staff will be trained to understand risk factors and to identify early signs and, to report these as concerns on Bromcom.

Some risk factors include:

- Any of the factors listed in this policy
- Low self-esteem
- Physical illness
- Academic failure
- Mental health issues in the family
- Discrimination
- Witness to disaster, accidents or war

Whilst the academy has staff trained as Mental Health First Aiders, and a designated Mental Health Lead, it recognises that only medical professionals should make a formal diagnosis of a mental health condition.

In the event that a mental health concern is raised, a referral to a service such as CYPS will be made.

#### **4.2.16 Whistleblowing**

The academy has a whistleblowing policy in place which should be read alongside this policy.

All staff are encouraged to raise concerns about the attitude or actions of colleagues with regard to safeguarding (including concerns regarding members of the safeguarding team) and are able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime. All concerns will be followed up by the DSL and members of the leadership group.

If a staff member feels genuine concerns are not being addressed, other whistleblowing channels are available to them. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (Mon-Fri 8.00am to 8.00pm) or via [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

#### **4.2.17 Information Sharing**

The academy understands that sharing accurate information in a timely manner both internally and with external partners is an intrinsic part of working to safeguard and promote the welfare of students.

The academy will share information with external partners and our principle consideration when deciding to do so will be whether sharing that information is likely to safeguard and protect a child.

The academy understands its responsibilities under the Data Protection Act 2018 and understands that this is not a barrier to justified information sharing with other professionals.

The academy will be open with parents about the information it collects and the possible need to share this with external agencies. We will seek informed consent from parents to share information related to their child unless we believe it to be unsafe or inappropriate to do so.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate services. In the case where a member of staff is required to share information with an external agency, the Data Protection Act 2018 and General Data Protection Regulation are not barriers to justified information sharing with other professionals, but all decisions to share information must be based on considerations of the safety and well-being of the individual and others who may be affected by their actions. Only share information that is necessary, relevant and accurate in a secure way and only share the information with those individuals who need to have it. Staff must keep a record of their decision, the reasons and with whom the information has been shared. If in doubt, always seek advice without disclosing the identity of the individual. Further guidance can be found in [Information Sharing – Advice for practitioners July 2018](#)

The academy will always provide accurate information when requested formally under section 17 or 47 of the Children's Act.

#### **4.2.18 Looked After Children.**

The academy will maintain additional records for children in local authority care. Specifically:

- The child's legal status (whether they are looked after under a voluntary arrangement, with consent of parents or an interim or full care order).
- Contact arrangements (if any) with birth parents or those with parental responsibility.
- Information related to the child's carer and the level of authority delegated to the carer by the local authority.

The academy will also maintain confidential records containing:

- Details of the child's social worker
- The name of the virtual school head in the authority that looks after the child.

The academy will have a designated teacher for looked after children. The post-holder will promote the educational achievement of children who are looked after. The Principal is responsible to the governing body for ensuring that this responsibility is explicitly listed in the post-holder's job description. Appropriate training will be provided for this role as required, but at no less than at 2 yearly intervals.

The designated teacher will work with the virtual school's head from the authority's looking after children at the academy to discuss how pupil premium funding can be best used to support the progress of looked after children in the school and to meet the needs identified in the child's personal education plan.

#### **4.2.19 Children with special educational needs and disabilities**

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges, with research suggesting that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As an academy we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

#### **4.2.20 The use of 'reasonable force'**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard a child or young person. The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed. Please see the academy Behaviour and Discipline Policy for detailed guidelines. These guidelines have been extracted from the Department of Education Use of Reasonable Force document. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Reasonable force should follow the academy policy for the use of Physical Restraint.

## **5 Child Protection Procedures at Bede Academy**

### **5.1 Responding to disclosure:**

Staff may be alerted to concerns in a variety of ways including student allegation or confession, staff suspicion and alerts from a third party. These concerns should be passed to a DSL **immediately**.

When a student has made a disclosure, the member of staff/volunteer should:

- Listen to the child calmly and reassuringly, making sure not to appear shocked by what they are saying.

- Never promise confidentiality but inform the student that they have to pass their concerns on.
- Make brief notes as soon as possible after the conversation. Use the academy's record of concern sheet wherever possible (do not destroy the original notes in case they are needed by a court)/ The record of concern sheet can be found in the staffroom at both sites and must be placed inside a sealed envelope and passed on to Mrs H Taylor(North) or Mrs Courtney (South); Alternatively, concerns can be raised securely by opening a Safeguarding Slip on Bromcom. This will be sent to all designated Safeguarding staff for follow up (see end of this policy).
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child to indicate any injuries.
- Record statements (facts) and observations rather than interpretation or assumptions.

All records need to be given to one of the DSLs promptly; no copies are to be retained by the member of staff or volunteer. Child protection records and reports should:

- Be objective and be based on evidence.
- They should distinguish between fact, observation, allegation, interpretation and opinion. Staff should
- Guard against myths and stereotypes – both positive and negative.
- Anxiety about being accused of racist practice should not prevent necessary action being taken to safeguard a student.
- Once a Designated Safeguarding Lead has been notified of an allegation or suspicion, they shall meet with the alleged victim immediately in the presence of another member of staff in order to clarify the seriousness of the allegation and to ascertain the facts in relation to the alleged incident(s). **They shall not investigate the matter in any way which might compromise any future enquiry carried out by the authorities**, and this rules out the use of leading questions. They shall clarify for the student that their foremost priority is his or her care, and that any allegation of serious harm will have to be passed to the authorities for their investigation who may see fit to inform parents. The Designated Lead shall then contact the relevant external agencies and cooperate fully with their advice and actions. In all cases, the Designated Leads shall also inform the Principal.
- As far as possible, Bede Academy will keep parents fully informed of concerns regarding their child; however, parents should only be informed of child abuse concerns if staff are certain that the student will not be put at risk by their doing so.
- In the case of proven allegations of *peer-to-peer* harm, the Vice Principal (Pastoral) shall decide how to discipline the student in line with academy policy and practice. Equally, should allegations be proven to have been malicious, he/she shall deal with the disciplining of the student making those allegations, in liaison with the Primary (Secondary).
- In the case of proven allegations of *staff-to student* harm, the matter will be dealt with by the Principal (Secondary) in line with the academy Staff Employment Handbook. If the allegations are proved to have been malicious, the Principal shall decide whether or not to recommend to the Board of Governors that the guilty party be permanently excluded.
- If the accusation is made against the Principal (Secondary), the matter should be referred directly to Chair of Governors. No other member of staff should seek to investigate such a matter in any way whatsoever nor should they discuss the matter with any person other than the Designated Lead as defined above. The Chair of Governors can be contacted via the academy; envelopes should be marked: Private and Confidential – for the attention of the Chair of Governors.

## **5.2 Record Keeping**

- The DSL will ensure that all safeguarding records are managed in accordance with Statutory Guidance 'Keeping and Maintaining Records' (updated March 2016).
- Bromcom will be used as the central store for Safeguarding concerns and interventions. All concerns passed on by staff or visitors will be logged and a DSL will report what action is taken. Where referrals are made to Children's Services, Police or other external agencies, the Principals will always be notified.
- A coloured sheet will be placed in a students' academy file, to indicate that a Safeguarding File is also in existence. Safeguarding records will be kept separately to routine student records, in a locked filing cabinet that can only be accessed by DSLs.
- Where a student leaves the academy, their child protection file is transferred to the new school as soon as possible. It will be transferred separately from the main student file, under secure transit and confirmation of receipt will be obtained. If a student leaves the academy at the end of their schooling, the file will be archived and retained for a period of 25 years from their DOB.

## **6 Safe Practice**

### **6.1 Safe Recruitment**

There are currently five members of staff who have valid safer recruitment training. The academy will ensure that at least one member of the selection panel for staff appointments will have completed either the on-line or face-to-face safer recruitment training.

All staff working at the academy (teaching and non-teaching, paid and voluntary) will be required to undertake an enhanced DBS check. This is recorded on the single central record.

The academy pays full regard to the statutory guidance; Keeping Children safe in education (2021) – part Three: Safer Recruitment. We ensure that all appropriate measures are applied in relation to everyone who works in the academy and who is therefore likely to be perceived and experienced as a trustworthy adult. This includes volunteers, staff employed by contractors and staff employed by organisations employed to deliver a service to our students.

#### **6.1.1 Job Advertisement and Initial Recruitment**

All academy job descriptions will make reference to the responsibility for safeguarding and promoting the welfare of children.

All job descriptions will include a specific reference to the applicant's suitability to work with children, and will describe the need to obtain and scrutinise comprehensive information from applicants and satisfactorily resolving any discrepancies.

The academy will seek independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children.

All candidates will undergo a face-to-face interview that explores the candidate's suitability to work with children. For some applicants based abroad it may be necessary to undertake a video-interview.

### **6.1.2 Appointment**

The academy will follow all current national guidelines in ensuring appropriate pre-employment checks are undertaken on any applicant offered a job, all job offers are pending until such point that the appropriate pre-employment screening is completed.

As part of pre-employment checks the academy will verify:

- Disclosure and Barring Service (DBS) Enhanced with barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- In addition to obtaining any DBS certificate, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- In addition to obtaining any DBS certificate, for those engaged in management roles, an additional check is required to ensure that they are not prohibited under section 128 provisions.

When appointing new staff, the academy will

- Verify a candidate's identity;
- Obtain a candidate's academic or vocational qualifications;
- Obtain an enhanced DBS certificate (via the candidate);
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Verify previous employment history and experience;
- Verify the candidate's mental and physical capacity for the job;
- All new appointments who have lived outside the UK will be subject to additional checks as appropriate;
- The academy will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.

In addition, the academy will ensure that:

- Staff responsible for recruiting and appointing are suitable trained and qualified;
- A Single Central Record detailing a range of checks carried out on our staff is kept up to date and reviewed by the safeguarding governor.
- Those members of staff involved in recruitment consider advice and guidance such as that provide by the NSPCC - [Towards Safer organisations II](#)

### **6.1.3 Governance – Safe Practice**

The Chair of the Governing Body must ensure that enhanced DBS checks are undertaken, and enhanced DBS certificates obtained, and that identity checks are completed before, or as soon as practicable after, any individual takes up their position.

The Chair must also ensure that other members are not subject to a section 128 direction that would prevent them from taking part in the management of the academy.

## **6.2 Teaching children how to keep safe, through the curriculum**

The academy acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for their responsibilities of adult life and citizenship. It is expected that

all subject leaders will consider the areas that exist in their area of responsibility for addressing personal safety issues. As well as teaching through curriculum subjects, Personal Development lessons are delivered following the personal development curriculum in weekly dedicated sessions.. As part of developing a healthy, safer lifestyle, students will be taught for example:

- To recognise and manage risk in different situations and then decide how to behave responsibly.
- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- To consider how social media can have many pitfalls if not used appropriately.
- To understand the Prevent programme and how to detect extremism and radicalisation.

### **6.3 Supporting staff**

The academy recognises that involvement in such situations may be particularly difficult and stressful for staff, and will take steps to ensure that appropriate support and guidance is made available to all staff including the designated teacher. The Principal, being responsible for matters related to child protection, will be available as mentor to any member of staff involved in difficult situations.

- In the case of the Principal, or any member of staff who requires further support, a referral will be made to the Human Resources Officer.
- All staff are directed to the *ESF Staff Code of Conduct* which contains clear rules on the boundaries of appropriate behaviour.
- This guidance covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism and the safe use of technology. In the event of any suspected breach of this guidance by a staff member or volunteer, the Principal should be notified immediately. If it relates to the Principal, the Designated Governor for Child Protection should be informed without delay.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding failures internally. Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **6.4 Visitors**

- All visitors to the academy should report to reception and wait to be escorted to their appointment
- All visitors, as they sign in at Reception, are asked to read the academy safeguarding procedures displayed on reception. (Appendix 4)
- All visitors will wear a visitors' badge for the duration of their visit and must return their badge when signing out once their visit is complete.
- Any visitor who has provided confirmation of safer recruitment practises including Enhanced DBS clearance (eg. Social Workers and other professionals) will be issued with an 'Approved

Visitor' badge, to signal that they are free to move around the building or meet with students unaccompanied. This will either be clearance that has been obtained directly by the academy, or provided by the organisation whom they are representing. This approval will be signalled by a green lanyard, meaning that they are free to move around the academy unchallenged.

- No visitor will be permitted to be alone with a student unless recorded as an 'Approved Visitor'.
- In the event of a member of the police force coming in to meet with a student, common practice will be for a member of staff to be present at all times as a responsible adult. However, it is accepted that police officers will have the relevant clearance to be left alone with students, if necessary.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose. Staff are instructed to challenge any visitor who is seen in the site unaccompanied, if they are wearing a red lanyard. A red lanyard is issued to all visitors who have not provided evidence of DBS clearance.
- Children should not be collected by people other than their parents unless written notification has been received in advance.

### **6.5 Educational visits and Out-of-hours activities**

- Where extended activities are provided by and managed by the academy, the academy's own child protection policy and procedures apply. If other organisations provide services or activities on site, the academy must check that appropriate procedures are in place.
- When students attend off-site activities, including day and residential visits and work related activities, the academy will check that effective child protection arrangements are in place. The academy will ensure that during School Holidays, and at Out-of-hours times, the contact details of DSLs are available at reception for passing on any incoming concerns.
- Steps must be taken to ensure an appropriate gender balance among the staff group when planning educational visits and extra-curricular activities. Account must also be taken of the specific needs of individual students e.g. those with SEN, medical conditions etc.
- Wherever possible, a risk assessment of the visit will be carried out before the visit to ensure its suitability. All visit leaders are required to meet with the Vice Principal (Pastoral) in advance of the visit, in order to have risk assessments checked and safeguarding requirements adhered to.
- Staff should be particularly careful when supervising students in a residential setting such as a ski trip, extra-curricular activities, outdoor education camp or extended visit away from home. The standard of behaviour expected of staff will be no different from the behaviour expected within academy.
- Staff must not use personal equipment, such as an iPad, mobile phone or camera, to record or take images of students, on or off the academy site, unless such use has been sanctioned by the Principal for a specific purpose.

## **7. Implementation and dissemination**

This policy is reviewed annually by the Vice Principal (Pastoral), along with the Principals, and is approved by the Board of Governors.

All members of staff read and agree to the child protection policy before the start of their employment. Staff are also required to read "Keeping Children Safe in Education – part1" and will be required to undertake a short questionnaire to demonstrate that they have understood its contents.

All children, young people and their families will have access to and agree to the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

A "family friendly" summary of this policy is also published online and is reviewed annually, alongside this policy

**8. Useful contacts and referral forms:**

**Contact: to make a Safeguarding referral to Children's Services: 01670 536400**

**Email referral to: [childrentriage@northumberland.gov.uk](mailto:childrentriage@northumberland.gov.uk)**

**Appendix 1a: Referral form for use in the Academy:**

 <p><b>Safeguarding and Child Protection Cause for Concern form</b></p>	
<p><b>This form is to be used where there are any concerns about a student, for example relating to neglect, physical abuse, sexual abuse, emotional abuse. This could also include domestic violence or radicalisation. IF IN DOUBT, PLEASE REFER THE STUDENT. This form MUST be passed to the Academy's Designated Safeguarding Lead without delay.</b></p>	
<p><b>Student's Name:</b> .....</p>	<p><b>Tutor Group:</b> .....</p>
<p><b>Name of person expressing concern:</b> .....</p>	<p><b>Signature of person expressing concern:</b> .....</p>
<p><b>Date of Concern/Incident:</b> .....</p>	<p><b>Time of Concern/Incident:</b> .....</p>
<p><b>What is the Concern?</b> (Describe the incident as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed.)</p>          	
<p><b>The following section to be completed by the Designated Safeguarding Lead:</b></p> <p>(Planned action, in addition to placing this record of concern on the student's safeguarding file.)</p>	

<b>Signature of Designated Safeguarding Lead:</b> .....	<b>Date:</b> .....
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**Appendix 1b: Using Bromcom to raise a Safeguarding Concern within the Academy (once sent, this slip can only be viewed by DSLs):**

1. Click on the students tab on left hand side of page
2. Search for the student by name
3. Select the safeguarding module
4. Click on the + sign near the Incident Tab to add an incident
5. Use the body map if appropriate
6. Make a contemporaneous note of your concern in the incident details box
7. Save and close to notify DSLs

Add an Incident
✕

Incident
Body Map

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**Date & Time of Incident\***

31/08/2021 11:19

📅
🕒

**Incident Status**

Open
▼

**Category**

Please select a Category...

**Involved Agencies**

Please select an Agency...

**Incident Details\***

📎 Attach File

Acknowledgement

Cancel

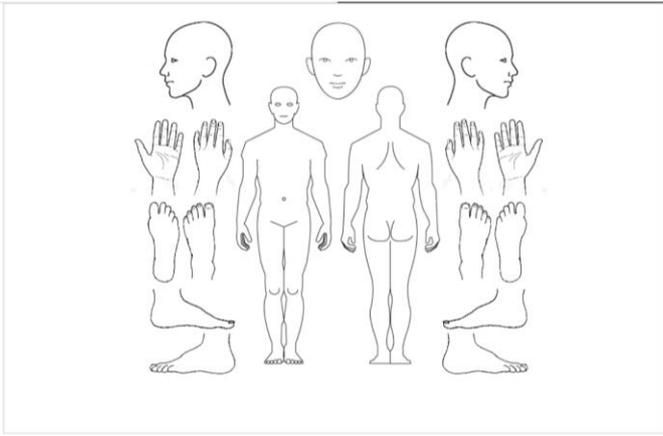
Save

Save & Close

- Home
- Profile
- Enrolment
- Health Background
- Communication
- Assessment
- Attendance
- Behaviour
- Clubs & Trips
- Safeguarding
- Documents

Add an Incident

Incident | Body Map

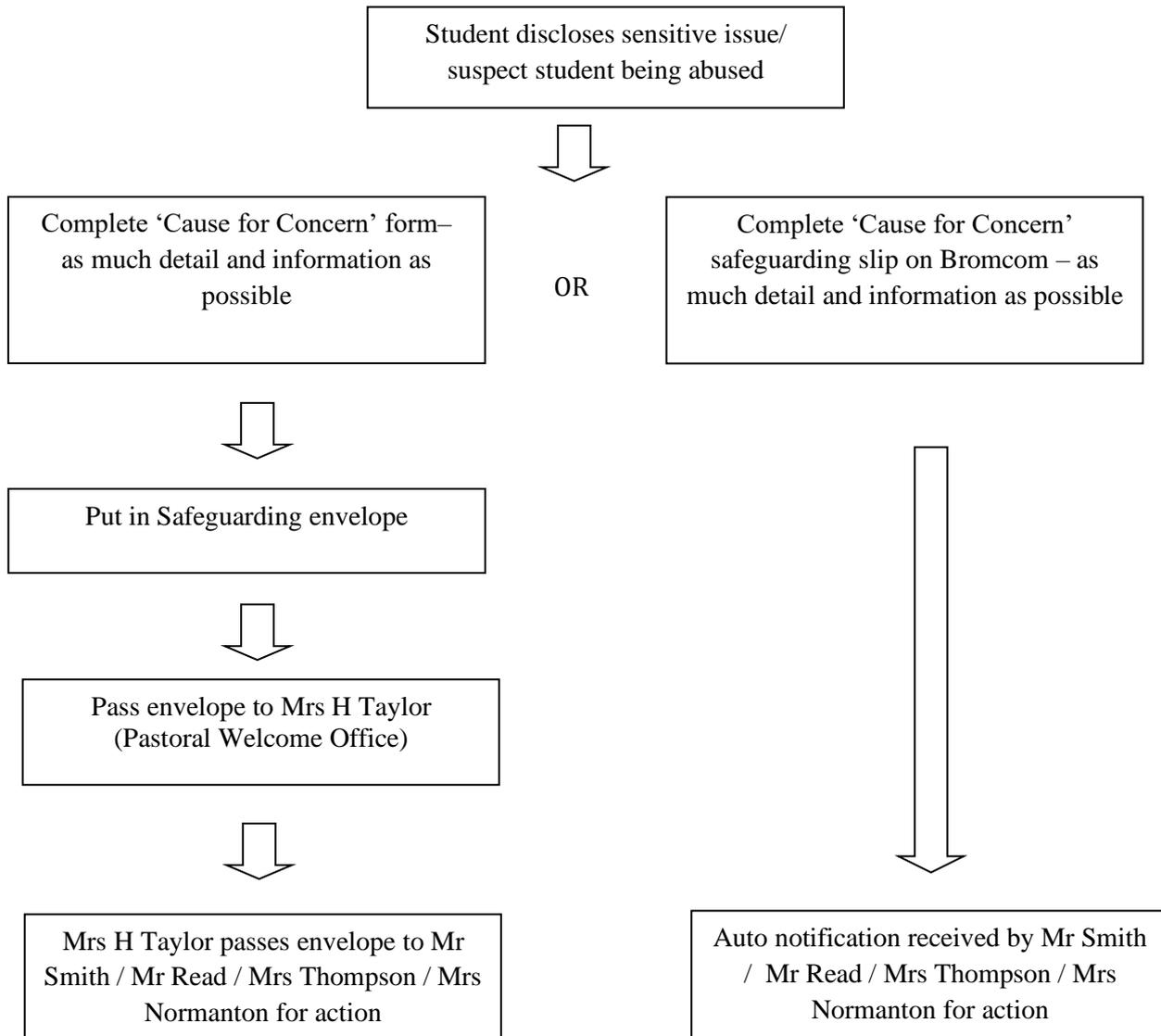


Buttons: Cancel, Reset, Save, Save & Close

**Appendix 2:**

Referrals to Early Help or Social Services can be completed by completing the form on the link below:

[https://form.northumberland.gov.uk/form/auto/multi\\_agency\\_ref\\_form](https://form.northumberland.gov.uk/form/auto/multi_agency_ref_form)



\* Cause for Concern form needs completed as soon as possible so that action can be taken immediately.

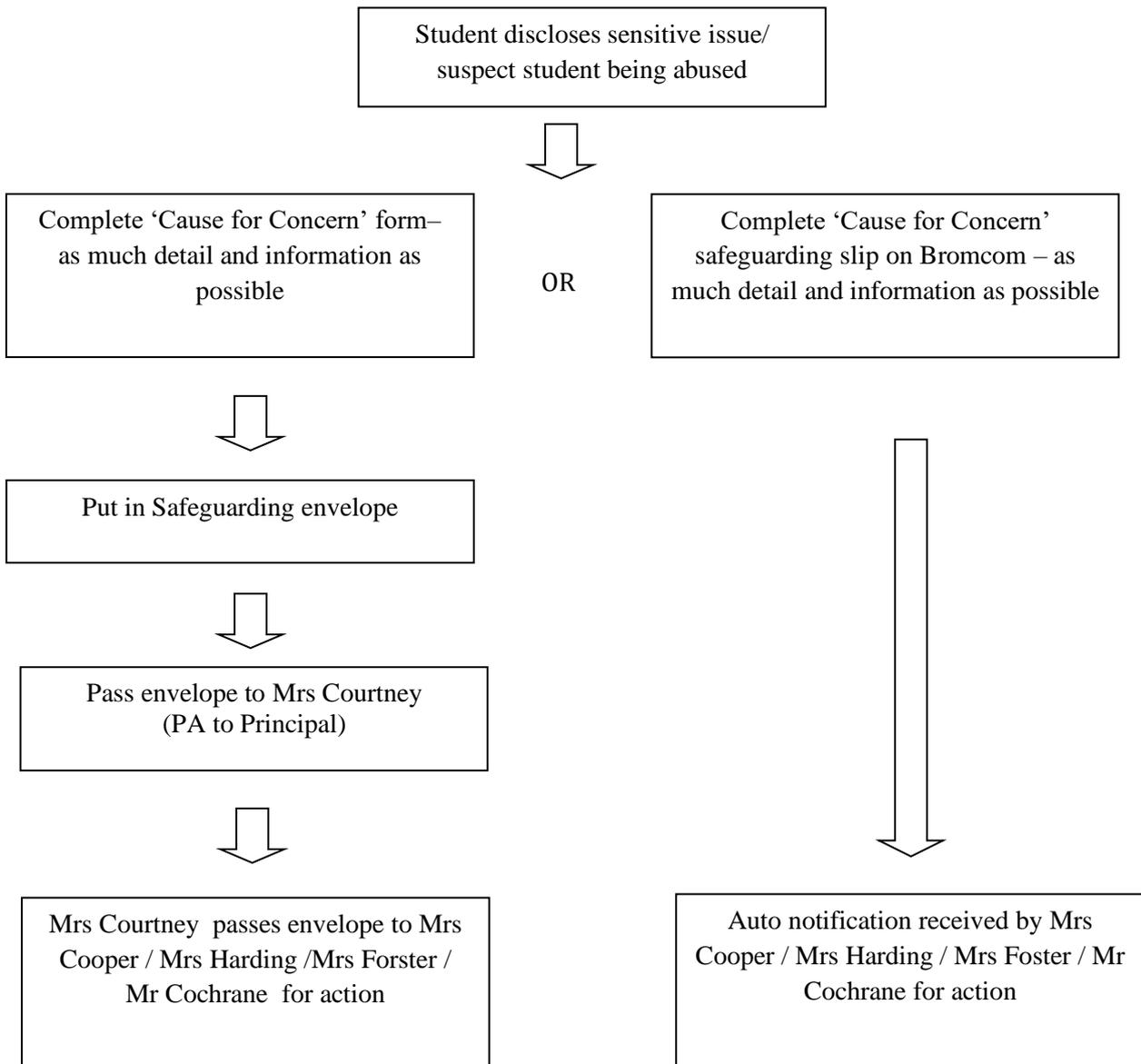
\* You must tell student that you will need to speak to someone. Never promise to keep a secret.

**Designated Safeguarding Leads for Child Protection are Mr P Smith (Assistant Vice Principal, Welfare), Mrs K Thompson (Student Welfare Officer), Mr S Read (Assistant Vice Principal Pastoral), Mrs J Normanton (Vice Principal Pastoral) and Mr A Thelwell (Principal - Secondary).**



## Safeguarding Bede South

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\*Cause for Concern form needs completed as soon as possible so that action can be taken immediately.

\*You must tell student that you will need to speak to someone. Never promise to keep a secret.

\* **Designated Safeguarding Leads for Child Protection are Mrs V Foster (Early Years Assistant Vice Principal), Mrs H Cooper (Assistant Vice Principal - SENDCO), Mr J Cochrane (Assistant Vice Principal Primary) and Mrs B Harding (Principal - Primary).**



## Safeguarding notices for visitors

## Appendix 4

### 1) Lanyard system

Approved visitors who **HAVE** been DBS checked and can move around the Academy freely will be wearing a Green coloured visitor lanyard.

Visitors who **have NOT** been DBS checked and need escorting at all times whilst in the Academy will be wearing a Red coloured visitor lanyard.

### 2) Safeguarding information

All visitors to the Academy may be asked to bring formal identification with them at the time of their visit. They must follow the procedure below:

1. Once on site, all visitors must report to Reception first.
2. At Reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request (for example, interview candidates, OFSTED Inspectors).
3. At all times, all visitors will be asked to sign the Visitors' Book which is kept in Reception, making note of their name, organisation, who they are visiting, car registration and visitor badge number.
4. All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
5. Visitors must be told information about fire safety evacuation, child protection procedures, and data protection and given an information card. They should read these prior to going into the Academy.
6. Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to Reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List or the Single Central Register.

On leaving the Academy, visitors **MUST** leave via Reception and:

- enter their departure time in the Visitors' Book alongside their arrival entry;
- return the identification badge to Reception.

### 3.) Fire Evacuation

*To be read out to visitors as they sign in at reception -*

- There are no drills planned today. However, should the fire alarm sound, please make your way straight out of the nearest exit and assemble on the yard at the rear of the building where you should report to a member of office staff.
- In the event of a critical incident, we will sound the lockdown alarm. The sound is three continuous bells for a partial lockdown, and a repeated set of three bells for a full lockdown. In the event of a lockdown, please remain in the building and keep away from windows and doors. When the threat is removed, a tannoy will announce "return to normal business."
- Please be aware of our Safeguarding arrangements which are on this information card.

- Please ask if you would like a copy of our policy, which is also available on the Academy website. Please ensure that you pass on any concerns to a senior member of staff, regarding the safeguarding of any student or member of staff.