



## Whole-School Policy on Child Protection

**SCHOOL: BAMFORD ACADEMY**

### A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2016/2017	Michele Lewis / Rachel Roche	Jackie Kirby

### B. Training for Designated Staff in School (DSLs) should refresh their multi-agency training every 2 years)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Michele Lewis	9 <sup>th</sup> March 2015	High Speed Training Advanced Safeguarding Children Training
Michele Lewis	13 <sup>th</sup> October 2015	Optimus Education Child Protection in Education 2015 Conference
Michele Lewis and Rachel Roche	2 <sup>nd</sup> October 2016	Role of the Designated Teacher for Looked After Children (Real Trust)
Michele Lewis	Termly	Designated Teacher for Looked After Children Network Meeting
Rachel Roche / Michele Lewis	Termly	Safeguarding Network Leaders' Meetings (Real Trust)
Rachel Roche	16 <sup>th</sup> July 2015	CAF and Lead Training RMBC
Rachel Roche	26 <sup>th</sup> of May 2016	Awareness of prevent

		duty. Child protection company.com
Rachel Roche	Thu 10 Nov 16	Domestic Abuse Prevention and Education Programme for Primary Staff- S

**C. Whole School Staff Safeguarding Children Training** (all staff should receive induction and a training update at regular intervals)

<b>Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)</b>	<b>Date</b>	<b>Training Delivered by</b>
See Training List in CP Folder All Staff	September 2 <sup>nd</sup> 2016 + September 8 <sup>th</sup> 2016	Rachel Smith and Andrew Officer, Yasin Khan (Rochdale Prevent Safeguarding)

**D. Annual Review date for this policy**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>
September 2016	Deputy Safeguarding Officer changed to cover maternity leave	Michele Lewis
September 2017	Chronology Sheet and CP Recording Formats changed	ML/RR

## **BAMFORD ACADEMY POLICY ON SAFEGUARDING & CHILD PROTECTION**

### **1. PURPOSE OF A CHILD PROTECTION POLICY**

1.1. This Safeguarding policy provides clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that Safeguarding concerns and Child Protection referrals may be handled sensitively, professionally and in ways, that prioritise the needs of the child.

1.2 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

- "Working Together to Safeguard Children" 2015
- Keeping Children Safe in Education 2016
- Prevent Duty July 2015
- Counter Terrorism and Security Act 2015
- Rochdale Local Safeguarding Children's Board



## 2. INTRODUCTION

2.1. Bamford Academy strives to attain excellence in a happy, caring, secure and dynamic community where we all have the opportunity to achieve our highest potential for life..

2.2 The Board of Directors at Bamford Academy takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 in relation to the independent sector) to safeguard (1) and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support and protect children who are suffering or likely to suffer significant harm.

2.3 Children includes everyone under the age of 18.

2.4 We recognise that it is everyone's responsibility; that is **all** staff, volunteers and members of the Board; to protect our pupils from risk of harm, in providing a safe, caring, positive and stimulating environment that promotes the social, emotional, physical and moral development of the individual child.

2.4 We recognise the necessity to create a culture of vigilance where children's welfare is promoted and where timely and appropriate safeguarding action is taken both for children who need extra help or who may be suffering or likely to suffer harm.

2.5 Bamford Academy fully recognises the contribution it can make to protect children and support pupils in school.

'There are three main elements to our Safeguarding Policy'.

- (a) **Prevention: Preventing Impairment of children's health or development**  
(e.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection: Protecting children from maltreatment**  
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures).
- (c) **Support/Action: Ensuring 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**  
(To pupils and school staff and to children who may have been abused).

## 3. SCHOOL COMMITMENT

3.1. 'We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or who are suffering significant harm.'

Our school will therefore:

- (a) Establish and maintain an ethos where children feel safe, secure, valued, respected and feel confident that they will be listened to by all adults in the school.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty and that there are classroom 'Worry Boxes' where they can post their worries / difficulties as an alternative method of communication.
- (c) Ensure the curriculum develops children academically and also as healthy and safe individuals with an understanding of risks and how to keep themselves and others safe : communicating their fears or concerns about abuse through personal, social and health education; SRE; Philosophy for Children; and through their relationships with school staff.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. ( as in c above)
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- (f) Ensure that the names and photographs of the designated staff members will be clearly shown in the school staffroom and on the school's website, and that all adults, (including supply teachers, external specialist teachers and volunteers) new to our school will be made aware of the school's policy and procedures, as a part of their induction into the school.

#### **4. FRAMEWORK**

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding the Common Assessment Framework as an early intervention assessment tool where the Child Protection threshold is not met.

- 4.1 Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the academy Directors and Rochdale Borough Safeguarding Children Board (RBSCB).

The Education Safeguarding Officer and Operational Lead for Rochdale is Jude Crabtree.

Gail Hopper is the Director of Children's Services.

#### **5. ROLES AND RESPONSIBILITIES**

5.1. **All school staff** working with or on behalf of children have a responsibility to safeguard and promote their welfare, providing a safe environment for them to learn and develop and following school procedures to identify and report concerns.

5.2 There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

5.3 **The Designated Safeguarding Lead and Deputy Lead** are responsible for:

- Referring cases of suspected abuse to the local authority children's social care as required using the Multi Agency Referral Form. This will be emailed securely to Children's Social Care as soon as possible within the school day.
- Supporting staff who make referrals to local authority children's social care;
- Where there are concerns that a child is at risk of being drawn into terrorism and radicalised (Prevent Duty 2015), liaising with the Prevent Lead, the local police and making a referral to the Channel programme.
- Supporting staff who make referrals to the Channel programme;
- Ensuring that where it is discovered either through disclosure or observation of physical signs 'that an act of female genital mutilation appears to have been carried out' on a child that this is reported as a matter of statutory duty to the police, no later than the close of the next working day. Where it is believed there is the potential to carry out an act of FGM, that this is **mandatorily** reported to Rochdale Children's Social Care and the police.
- Supporting staff who make referrals to the police/children's social care;
- Liaising with the Principal (Ms Matthews) to inform her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- Ensuring that all school staff are aware of the school's CP policy and procedures; are able to identify the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting and refer any concerns as soon as they are identified to the designated safeguarding lead..
- Act as a focal point for staff, volunteer and Directors concerns and liaising with other agencies and professionals, when deciding whether to make a referral and what support will best meet the child's needs. Keeping staff and pupils appropriately informed about the actions being taken.
- Act as a source of support, advice and expertise for staff and updating staff knowledge and awareness, linking with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that all school staff know that in exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, they can speak directly to Rochdale Children's Social Care

- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front chronology sheet listing dates and brief details of events.
- Indicating on a child's file in the school management system (SIMs) within the linked documents area that there is a confidential child protection file held by the designated safeguarding leads and within the secure senior leaders drive on the school intranet.
- As required, liaising with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Ensuring the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board of Trustees regarding this;
- Ensuring the child protection policy is available publicly on the school website and referenced in the school prospectus and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this;
- Transferring to the new school, as soon as possible, Child Protection information. This will be transferred separately and securely from the main pupil file with confirmation of receipt obtained.
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Ensuring Rochdale LA is informed about any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Ensure the local children's social care are informed if there is any unexplained absence of a pupil subject to a Child Protection Plan or a Child in Need Plan of more than two days duration from the school (or one day following a weekend).
  - Ensuring that Rochdale Admission team is informed when a pupil is going to be deleted from the admissions register, where :
    - a) they have been taken out of school by their parents and have received written notification from the parent that they are being educated outside of the school system
    - b) have ceased to attend the school and no longer lives within a reasonable distance of the school at which they are registered
    - c) have been permanently excluded or
    - d) have been certified by the school medical officer as unlikely to be in a fit state of health to attend school.

5.3 **The Principal** (Ms Matthews) is responsible for ensuring that this policy is reviewed annually and that the Board of Directors are kept up to date with safeguarding actions. The Principal will ensure that the DSL(s) are both suitably trained and that staff are trained annually to Level 1 standards in Safeguarding Children and Young People. The Principal (Ms Matthews) will liaise with the Designated Safeguarding Leader (s) on issues of Child Protection and to support the DSL in carrying out referrals to MASS and ensure that, in the first instance, the DSL or, in their absence, a senior member of staff will attend all multi-agency meetings following these referrals. It is also the responsibility of the Principal to refer allegations of abuse against staff members (other than that made against the Principal) to the LADO and to refer to the Disclosure and Barring Service (DBS) any person(s) in regulated activity who has been dismissed or removed due to a safeguarding concern or would have been removed had they not resigned. The Principal will ensure that all HR policies and processes adhere to safer recruitment guidelines and that at least one member of the recruitment panel, usually the Principal, will hold a safer recruitment certification.

5.4. **The Board of Directors** are accountable for ensuring that the education setting has effective policies and procedures in place in accordance with this guidance, and for monitoring the school's compliance with them. It is the responsibility of the Board of Directors to appoint a designated safeguarding lead for Looked After Children to promote the educational achievements of children who are in the care of the local authority and ensure this person has appropriate training. Neither the Board, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). The named Director responsible for Child Protection and safeguarding is **Mrs Jackie Kirby**, who is responsible for liaising with the Principal and the Designated Safeguarding Lead (s) regarding Child Protection issues and provide information and reports to the Directors. However, it is not appropriate for that person to take the lead in dealing with allegations of abuse made against the Principal: that is the role of the Chair of Directors.

5.5 Who is available within the Local Authority to offer advice and support?

**Attendance and Safeguarding Team – Tel: 01706 715638**

**Education Safeguarding Officer - 01706 925384**

**Early Help Team- Tel: 0300 303 0440**

**Multi Agency Screening Service - Tel: 0300 303 0440**

**Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875**

**Local Authority Designated Officer (Allegations of Professional Abuse) -**

**Tel: 01706 925365**

**Safeguarding Unit – 0300 303 0350**

External Agency

**Police Protection and Investigation Unit (PPIU) - Tel: 0161 856 4810 (CP)**

**0161 856 8757 (DV)**

## 6. PROCEDURES

6.1 'Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the Rochdale Borough Multi-Agency Safeguarding Children procedures located at [www.rbscb.org](http://www.rbscb.org).

- a) Bamford Academy will ensure that all staff members and volunteers receive appropriate child protection and safeguarding training and are aware of the signs of abuse and neglect and know how to respond to a pupil who may disclose this. This training will develop staff awareness of the additional barriers that may exist when recognising the signs of abuse and neglect of children who have a SEN disability.
- b) The Academy's Child Protection procedures are to appropriately share a concern or disclosure of possible abuse or neglect with the school's designated safeguarding lead, recording the concern using The Academy's 'Note of Concern Form' located on the G drive in the 'Safeguarding Folder', copies are also placed in the staffroom.
- c) The designated safeguarding lead will act on the referral in a timely manner, and where appropriate will liaise with the adult and child about the actions that have been taken. The DSL will use the Rochdale Needs and Response Framework for Child Protection to assess whether the level of need and risk requires a referral to Children Social Care through the MASS team; a referral to the police or Channel programme; or whether the level of need can be best met through the intervention of external agencies using a CAF or through school intervention delivered by the Pastoral team to provide early help and support as soon as a problem emerges.

## **7. TRAINING AND SUPPORT**

7.1. 'Our school will ensure that the Designated Safeguarding Lead; the Deputy Safeguarding Lead; and the nominated governor for Child Protection attend training relevant to their role at intervals no longer than 2 years –with knowledge and skills refreshed at regular intervals but at least annually. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

All staff, leaders, trustees and volunteers will receive appropriate training on safeguarding at induction, that is updated regularly. In addition, they receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually. Delivered by accredited Child Protection and Safeguarding trainers, staff will know:

- Their personal responsibility (including their role in the identification of Early Help)
- The relevant procedures
- The need to be vigilant in identifying the signs of abuse and neglect with an understanding that abuse can happen anywhere and it could happen at the Academy
- That Children and young people are capable of abusing their peers / other children.
- How to support a child who tells of abuse or neglect

## **8. CONFIDENTIALITY**

8.1. 'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection'.

8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the

courts. Any disclosure of personal information to others, (including Children's Social Care staff and the police), must always have regard to both common and statute law.

- 8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.
- 8.4 We recognise that all matters relating to child protection are confidential. Information will be disclosed to staff on a need to know basis only.
- 8.5 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing or that of another.

## **9. RECORDS AND MONITORING**

Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns and follow-up actions held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. There is also a need to share important education and CP information at the point of a child's transition to another education establishment.

- a) School keeps written records of concerns about children (noting the date, event and action taken) even where there is no need to refer these to Children's Social Care.
- a. A written chronology of referrals / events / liaisons is kept within each Child Protection file listing dates and a brief entry of event and actions/outcomes.
  - b. A Designated Safeguarding Lead follow-up action sheet is kept for each referral made, to record the actions following a referral.
  - c. A Record of Communication for any telephone or meeting undertaken during CP activities.
  - d. An pupil interview sheet to record what a pupil says.
  - e. Where there is an identified need that can be met through targeted school provision (Pastoral Team), a record of a child's needs assessment, follow-up intervention and review of impact.
  - f. Where there is an identified need that requires coordinated intervention from two or more agencies, the completion of a CAF and TAC meeting minutes.
  - g. Action plans / Minutes for all children at Child in Need or a Child Protection.
  - h. Personal Education Plans for Looked After Children
- b) Concerns are passed onto the Designated Safeguarding Leads Mrs Michele Lewis – Deputy Head Teacher or to Mrs Rachel Roche.

- d) School ensures all records are kept secure and in locked locations separate from the child's main school record and on a secure drive on the school's computer system – a secure drive that can only be accessed by senior leadership team members and the deputy safeguarding lead. A note will be made on Quick Note in the school management system (SIMs) to highlight that the child has a file held securely for Child Protection.
- e) At transition, the school will ensure that a pupil's medical records and child protection file are forwarded securely and confidentially to the Head teacher and/or designated member of staff at the pupil's new school as a matter of urgency and will retain a summary of their records. They will obtain a signed receipt for these records.

## **10. CHILD PROTECTION CONFERENCES**

A Child Protection Conference is a multi-agency meeting held on behalf of the Local Safeguarding Children Board to decide if a child/ren are at risk of significant harm and if so recommend a child protection plan, as required by government.

Before a decision to hold a Child Protection Conference is made, a multi-agency investigation will have been carried out (enquiries under section 47 of the Children Act). As part of this investigation, children and parents will have met a social worker to discuss concerns.

The conference will:

- Be chaired by an independent Chairperson (Child Protection Co-ordinator) on behalf of the LSCB. This is a person who has no previous involvement with the family.
- Clarify why the meeting has been called and share information
- The Designated Child Protection Person or the Principal (or a senior leader in the absence of the Principal) from school will attend Child Protection conferences.
- The local authority will make available training and support to staff who attend conferences and will train staff to produce, relevant, concise and professional reports for Child Protection Conferences.

## **11. SUPPORTING PUPILS AT RISK**

11.1 'Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support<sup>1</sup>.'

11.2 We recognise that some girls may be at risk of the practice of female genital mutilation (FGM) also known as female circumcision. FGM causes significant harm and constitutes physical and emotional abuse. Yearly training session will include information about this practice.

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<sup>1</sup> Guidance for schools on the management and support of harmful sexual behaviours presented by children and young people, for example, is available at [www.rbscb.org](http://www.rbscb.org)

## **Female Genital Mutilation**

### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers<sup>10</sup>, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

<sup>10</sup> Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report cases where they discover that an act of FGM appears to have been carried out to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. Further guidance available below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)

11.3 We recognise that some children in our community are at risk of radicalisation as a result of exposure to extreme religious and political ideologies. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (2). The school’s safeguarding officers will participate in ‘Prevent’ training to aid them in the identification of at risk pupils. Yearly training will include information about this practice.

### **Protecting children from radicalisation: the prevent duty** (DfE June 2015)

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into

terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assess risk of students being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognise radicalisation and extremism
- Refer vulnerable people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material - ICT filters
- Be confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

**Further departmental advice available at:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

11.4 We recognise that some children in our community may be at risk of exploitative situations, contexts and relationships where they receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. We recognise that what marks out exploitation is an imbalance of power in the relationship, the perpetrator always holding some kind of power over the victim. This may involve varying degrees of coercion, intimidation, including unwanted peer pressure, sexual bullying including cyber-bullying or grooming. We further recognise that these children may not exhibit any external signs

of this abuse. The yearly training session will include information about this practice.

11.5 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem, an ability to question and reason and think for themselves and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults, irrespective of race, gender, culture, ability or religion, a sense of being respected and valued;
- (c) A curriculum that promotes British Values throughout school life
- (c) A consistent approach, to relationship management to ensure all children are supported within the school setting.
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff trained to respond appropriately in Child Protection situations.
- (h) Early Help support in response to an identified need
- (i) Provide a variety of methods for children to communicate their concerns to school staff
- (j) Acting in a timely manner when a concern is raised

11.6 This policy should be considered alongside other related policies in school.

These are:

- f) Supporting Pupils with Medical Needs
- g) Anti-Bullying Policy
- h) Special Educational Needs
- i) Health and Safety
- j) Relationship Management Policy
- k) E-Safety Policy
- l) Allegations of Abuse Against Staff
- m) Staff Codes of Conduct
- n) Safer Recruitment Policy

11.7 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, and mental health issues; children may also be particularly vulnerable and in need of support or protection.

## 12.0 SUPPORTING STAFF

12.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find

the situation stressful and upsetting.

12.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated member of staff (Michele Lewis / Michelle Wild) and to seek further support. This could be provided for all staff by, for example, the Principal (Lisa Matthews), by Occupational Health, and/or a teacher/trade union representative as appropriate.

12.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Staff Code of Conduct' provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction.

12.4 We recognise that designated staff should have access to support (as in 12.2 above) and appropriate workshops, courses or meetings as organised by children's services or the local safeguarding children's board.

### **13.0 SAFER SCHOOLS, SAFER STAFF**

#### **13.1 PREVENTION**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

#### **13.2 ALLEGATIONS AGAINST STAFF**

Bamford Academy is committed to providing the highest level of care for both its pupils and its staff. The Academy has a **Staff Code of Conduct** that is included in staff and volunteer induction. It is extremely important that any allegations of abuse against a teacher, any other member of staff, or volunteer in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Our 'Allegations of Abuse against Staff policy' is in line with statutory guidance from the Department of Education.

13.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform their designated lead. The designated lead will inform the Principal.

13.4 The Principal/senior teacher on all such occasions will discuss the content of the allegation with the Rochdale Local Authority Designated Officer on 0800303 0440 and will inform the school's employment lawyer at Marmalade Law.

13.5 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of the Board who will consult as in 13.2 above, without notifying the Principal first.

13.6 The Board of Directors is committed to creating a positive and safe working environment for its workers in line with its core values. The Governing body wants to create and maintain a working environment where individuals are treated with respect and dignity. The Board is opposed to all forms of unlawful discrimination, bullying or harassment of any kind. The Board, Principal and Senior Managers are firmly committed to the success of this policy and all steps taken towards its achievement

13.5 At Bamford Academy we create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. These practices adhere to the guidance set out in 'Keeping Children Safe in Education September 2016.

The designated safeguarding leaders contribute to inter-agency working and liaise with other agencies in line with the statutory guidance 'Working Together to Safeguard Children' to promote the welfare of children and protect them from harm. This includes providing co-ordinated offer of early help when additional needs of children are identified.

### **13.7 INTIMATE CARE POLICY**

Our policy on Intimate Care acknowledges that at times a child may need intimate care by a member of staff such as washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself), as a result of a physical disability, special educational needs associated with a learning difficulty, medical needs or needs arising from the child's stage of development. In all cases, parental permission and the conditions of the care will be clearly specified and permission obtained from the child's parent/s/guardian. The intimate care policy acknowledges the responsibility of staff to undertake the duty of intimate care in a professional manner at all times as noted in 13.0. The Intimate Care Policy and Guidelines have been developed to safeguard children and staff. They are kept along with the school policies in the school office and on the school intranet.

### **13.7 ANTI-BULLYING POLICY**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. They are kept along with the school policies in the school office and on the school intranet.

### **13.8 RACIST INCIDENTS**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Fair Access Team at Rochdale LA. They are kept along with the school policies in the school office and on the school intranet.

### **13.9 E-SAFETY**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

At Bamford Academy we do all we reasonably can to limit children's exposure to the above risks. We ensure that as a part of our safeguarding training that staff are regularly updated about online safety so they are able to raise pupil awareness about online risks and how to stay safe online. We understand that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk;

Bamford Academy lessens these risks through the use of appropriate effective filters and monitoring systems. (E Safety Policy). The school's IT leader, leads and monitors the effective education of students and staff to prevent incidents occurring, and to liaise with the LA and the Safer Internet Centre as necessary to ensure effective response to significant incidents should they occur. E-Safety incidents will be recorded in the standard school incident management system and be managed using the school's current pastoral and behaviour management strategies. The school's E Safety policy is kept along with the school policies in the school office and on the school intranet.

#### **14.0 HEALTH & SAFETY**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits. We have both generic and individual risk assessments for staff and children, for in—school and for off—site activities.

#### **15.0 POSITIVE HANDLING**

Positive handling by staff is set out separately, as part of our Relationships Management Policy. It complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006'. This guidance states that staff must only ever use physical intervention as a last resort, eg. When a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.

Such events should be recorded and signed by a witness (if present).

Staff who are likely to use specialist positive handling techniques should be appropriately trained. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.

We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff

#### **17.0 WHISTLEBLOWING POLICY**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should contact the Principal, the Board member responsible for Safeguarding or the Local Authority Designated Officer for Child Protection.

### **IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW**

The Board of our school is responsible for ensuring the annual review of this policy.

Directors will be informed of any changes or amendments, which they will need to agree. A copy of the amended policy will be displayed in the Staff Room. There will be a whole staff briefing every September and new staff will have face-to-face induction with one of the Designated Safeguarding Leaders.

The number of child protection referrals will be monitored, together with the number of children subject to Child Protection Plans. The Designated Member of Staff (Michele Lewis) will keep a list of children identified as “in need” or vulnerable and monitor their attendance, attainment, behaviour and well-being.