



Cabot
Learning
Federation

Safeguarding
and Child
Protection
Policy

Date Adopted: 1st December 2016 Cabot Learning Federation
Implementation Date: January 2017

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	November 2012	Whole Document	Adoption by the Cabot Learning Federation and Implementation	Following consultation and development of a harmonised Employee Hand Book
V2.0	27 June 2013	Whole Document	Legal Review	Following review of CLF Safeguarding practice
V3.0	19 June 2014	Whole Document	Legal Review	Following legislative changes
V3.1	8 Oct 2014	Page 8 (Section 6.1)	Addition of link to appropriate guidance	Request from Academy
V4.0	June 2015	Whole Document	Annual review of full document. Name changed to Safeguarding Policy (from Child Protection)	Update to reflect changes to legislative guidance and general review of formatting, content and layout and feedback from Academies.
V5.0	November 2015	Whole Document	Updated in light of Keeping Children Safe in Education and Prevent Duty	Update to reflect changes to legislative guidance and general review of formatting, content and feedback from Academies.
V6.2	Nov 2016		Updated in light of Keeping Children Safe in Education	Update to reflect changes to legislative guidance and general review of formatting, content and feedback from Academies.

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1 Definitions

- 1.1 'Safeguarding' is what we do for everyone in the Cabot Learning Federation (pupils, staff, visitors, Councillors, Directors, parents/carers etc.), to ensure that they feel safe, and to try to prevent abuse taking place.
- 1.2 'Child Protection' (CP) is the term we use to describe what we do for children and young people (i.e. those under 18 years of age) who are at risk of being harmed.
- 1.3 'Adults at Risk' or 'Vulnerable Adults' are also protected against abuse by legislation. They are defined as those 'aged 18 years or over who are, or maybe, in need of community care services by reason of mental or other disability, age or illness or who are unable to care for themselves, or unable to protect themselves against significant harm or exploitation' (No Secrets DH 2000). This may include adults with learning difficulties, mental health issues, physical impairments or drug and alcohol misuse.
- 1.4 We may have 'Vulnerable Adults' in our Academies or community as parents/carers, siblings, visitors etc., and all of the principles and reporting procedures relating to Child Protection also apply to this group.

2 Policy Statement

- 2.1 This Policy has been reviewed, authorised and adopted by the Cabot Learning Federation Trust Board. It applies to all members of staff, Directors, Councillors volunteers, pupils and visitors in our Academies. It also applies wherever staff or volunteers are working with pupils away from the Federation, for example, at an activity centre or on an educational visit.
- 2.2 This Policy will be shared in full with staff. It will be made available to parents/carers on request and can be produced in larger print or other more accessible formats if required. It will be published on the Federation's website.
- 2.3 Each Academy in the Cabot Learning Federation (Federation) will adopt the Policy, having adapted the procedures and other appendices to suit their setting, and will publish it on their website. They will ensure that is made available, in creative ways that are more accessible, to all pupils, parents/carers and visitors.
- 2.4 It is the belief of the Federation that every pupil should feel safe and protected from any form of abuse which, in this Policy, means any kind of physical, sexual or emotional abuse, domestic violence, sexual exploitation, female genital mutilation, radicalisation into violent extremism, neglect, discrimination or financial or institutional abuse.
- 2.5 The aim of the Policy is to ensure that:
 - The Federation and all its Academies protect all their pupils, in every way possible, from any form of abuse, whether from an adult or another pupil;
 - All adults, children and young people are aware of, and alert to, signs of abuse, both within the Federation and from outside, and are able to deal appropriately with every suspicion, disclosure or complaint;
 - Any child or young person who may have been abused, is appropriately supported in accordance with his/her agreed Child Protection Plan;

- Academies are aware of any additional needs (including medical needs) of their children and young people, and are particularly vigilant in supporting those who they deem to be vulnerable to abuse ;
- All Academies operate robust and sensible health and safety procedures, have clear and supportive policies on drugs, alcohol and substance misuse, and take all practicable steps to ensure that Federation premises are as secure as circumstances permit;
- All Academies have policies and procedures for supporting and monitoring Children in Care and reporting on their progress to their Council;
- Academies are able to consider and develop procedures to deal with any safeguarding issues which may be specific to individual children in our Federation or in our local area;
- Every complaint or suspicion of abuse from within or outside the Federation is taken seriously and in all proper circumstances is referred promptly to appropriate external agencies such as the Children's Social Care Department of the Local Authority (**CSC**), the Child Protection Unit of the Police (**CPU**) or the NSPCC;
- Where an allegation of abuse is made against a member of staff or a volunteer, the matter is referred to the Local Authority Designated Officer (LADO) relevant to the area in which the individual Academy is based. Contact details relevant to each Academy are given at **Appendix 3**.

2.6 The Cabot Learning Federation (Federation) is committed to preventative work to safeguard children and young people and to promote their welfare, and expects all staff and volunteers to share this commitment. This will include:

- Ensuring all pupils are aware of who they can talk to if they do not feel safe or have a safeguarding concern;
- Providing clear lines of communication for all pupils to trusted adults;
- Creating an atmosphere in each Academy where all pupils feel safe and valued, and where they believe that they will be listened to and supported;
- Regularly raising awareness of safeguarding issues with staff, Directors, Councillors and volunteers, ensuring they have regular training and briefings on any changes to legislation or accepted best practice;
- Ensuring that all Academies have E-safety policies in place and that staff and pupils are aware of how to keep themselves safe on-line;
- Ensuring that all pupils, staff, Directors, Councillors, visitors and volunteers are aware of their responsibility in terms of safeguarding, and know how to raise safeguarding concerns in the Academy, and how to report and deal with any allegations of abuse;
- Ensuring that appropriate aspects of safeguarding are included in the curriculum for pupils of all ages (usually through PSHE, SRE sessions or British Values –**Appendix 5**) and are covered in the induction process for all pupils;
- Supporting pupils' development in ways that foster their independence, confidence, self-esteem and security;
- Developing robust processes for identifying, supporting and monitoring those pupils who may be vulnerable to, or at risk of, abuse;
- Developing effective working relationships with other agencies involved in protecting children and young people e.g. the Police, Local Authority Social Care, Health, and voluntary agencies such as the NSPCC.

2.7 In relation to staffing and human resources, the Federation will also take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the DfE guidance given in *Keeping Children Safe in Education (2016)* and the *Education (Independent School Standards) (England) Regulations 2010*;
- Ensure that we carry out all necessary checks on the suitability of people who serve on the Federation's Board of Directors and Local Councils in accordance with the above regulations and guidance
- Ensure that we follow the *Academy Principals' Handbook, Section 5*;
- Ensure that where the Federation ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a referral is made to the Disclosure and Barring Service as soon as possible if the criteria are met;
- Ensure that Academies design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- Ensure that where staff from another organisation are working with our pupils on another site, the organisation adopts and implements the measures contained in the DfE guidance *Keeping Children Safe in Education* and that they carry out appropriate child protection checks and procedures;
- Follow the local inter-agency procedures of the Local Safeguarding Children Board(s) that relate to the Academies within the Cabot Learning Federation.

2.8 The CLF has implemented the use of an electronic Safeguarding monitoring service (CPOMS) for all incidents and concerns of Safeguarding to be recorded on, this will be used from October 2016, all paper files prior to this will be kept securely as required by legislation. More information on CPOMS can be found in Appendix 6

3 The Designated Safeguarding Leads

3.1 Each Academy will appoint a member of their Senior Leadership Team with the necessary status and authority to be the **Designated Safeguarding Lead or Deputy Designated Safeguarding Lead** to be responsible for matters relating to child protection and welfare who will attend senior leadership meetings to report on, plan and help implement Safeguarding across the Academy

3.2 Each Academy will also appoint a Deputy Designated Safeguarding Lead who will carry out this role when the Designated Safeguarding Lead is unavailable. The name and contact details of the Designated Safeguarding Lead and the Deputy are given in Appendix 2.

3.3 Each Academy will also have a nominated Councillor who is designated as the Council's lead on safeguarding, who will undertake appropriate training. S/he will ensure that the Councillors are aware of their safeguarding duties and that the Council receives annual reports and monitors the Academy's policy implementation.

3.4 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will undertake appropriate safeguarding training in single and inter-agency working, and will attend refresher training at least at two yearly intervals, or more often if deemed appropriate. They will also be

required to attend briefing and training on any safeguarding issues that are of particular concern locally, or on any changes to legislation.

- 3.5 The designated Safeguarding Lead will be responsible for the monitoring the use of CPOMS and will ensure that all staff get appropriate training on how to record incidents and that staff who have full access understand their responsibilities.
- 3.6 Designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out below, remains with the designated safeguarding lead; this lead responsibility cannot not be delegated.
- 3.7 The main responsibilities of the Designated Safeguarding Leads are:
- To take responsibility for the implementation of this Policy in their Academy, and to co-ordinate the Child Protection and Vulnerable Adult procedures and their implementation, reviewing and regularly updating, working with the Directors as necessary;
 - Attend a meeting with their Principal every term x 6 per year and complete an Academy Safeguarding report to be sent to the CLF Designated Safeguarding Lead Officer.
 - To undertake the roles and responsibilities of this position as set out by *Keeping Children Safe in Education*;
 - To keep up to date with developments in safeguarding children and young people and vulnerable adults, and to have attended training as required;
 - To ensure that all staff and volunteers in their Academy receive regular training and briefings, and are kept up to date with safeguarding issues locally and nationally, and to keep records of this training;
 - To ensure that all staff are aware of their legal duty to report safeguarding concerns to Children's or Adults' Social Care or the Police, including concerns about pupils at risk of, or who have had, Female Genital Mutilation or are considered to be at risk of radicalisation or Child Sexual Exploitation.
 - To link with the Bristol Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
 - To carry out an annual audit of safeguarding practice in the Academy (as required by the Local specific Authority) and to provide an annual report on safeguarding to the Council and Federation;
 - To ensure that Councillors have been briefed or trained on this Policy and the Academy's safeguarding procedure;
 - To keep the Principal informed of all actions, unless the Principal is the subject of a complaint. (In this situation, the Designated Safeguarding Lead should consult with the Chair of the Federation Trust Board or, in their absence, the Vice Chair of the Federation Trust Board), (named in Appendix 2);
 - To oversee the referral and monitoring of cases of suspected or alleged abuse to the Children's or Adults' Social Care Department or the Police (using the agreed Multi-Agency Referral Form) ;
 - To ensure that a proper and confidential record is maintained of any Child Protection or Vulnerable Adult referral, safeguarding complaints or concerns (even when this does not lead to a referral) ;

- To ensure that all such records are kept confidentially and securely until the child's 25th birthday and that they are separate from other Academy records;
- Ensure that they or a member of the Safeguarding team attend the CLF DSLO meetings every term.
- To ensure that all key stakeholders (parents/carers, staff, Pupils, Directors Councillors and visitors) are aware of this Policy and relevant procedures, and that they are available on the Academy website and in accessible formats as appropriate;
- To liaise with Children's and Adults' Social Care, the local Safeguarding Children **Board, the Police and other agencies on safeguarding issues on behalf of the Academy/Federation**;
- To act as a source of support, advice and expertise within the Academy, including advising on whether to make a referral;
- To be the first point of contact for parents/carers, pupils, teaching and non-teaching staff and external agencies in all matters of Child Protection, Vulnerable Adults and safeguarding;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- To ensure that pupils on a Child Protection Plan or who are deemed to be at risk are monitored, ensuring that records are maintained and updated as notification is received, and that relevant staff attend any case conferences or multi-agency planning meetings and contribute to assessments etc. as required, ensuring that parent/carers and pupils are kept informed as appropriate;
- To ensure that any pupil on a Child Protection Plan, or about whom there are safeguarding concerns, who is absent for more than two days is reported to Children's Social Care where required;
- To ensure that the Academy has a policy for supporting Children in Care and that there is a named person designated to lead this work;
- Support Academy staff to work with external agencies
- To ensure that any employers or training or alternative education providers receiving pupils on placements or courses have appropriate safeguarding policies and procedures in place;
- In relation to allegations against staff, to liaise with the Local Authority Designated Officer (LADO), the local Children's Social Care service and other external agencies as and when appropriate, including the Police and the Disclosure and Barring Service;
- To ensure that where a child leaves the Academy, Children's Social Care are informed in writing, and that their Child Protection file is copied for the new school, college or training provider, following the relevant local authority guidance and confidentiality procedures, and transfer it separately from the main pupil file.
- If Early Help is appropriate support staff members liaising with other agencies and setting up an inter-agency assessment as appropriate
- Ensure that there is constant review and communication with children's social care if the child's welfare is still a concern

3.8 The CLF a Designated Safeguarding Lead Officer who will provide advice and guidance to all the Academies, central team, executive team and board of directors. They will possess a strategic overview of Safeguarding across the Federation and will work closely with the CLF Safeguarding

Lead to ensure Safeguarding Policies, Protocols and legislation are implemented across all of the CLF Academies.

3.9 The main responsibilities of the CLF Designated Safeguarding Officer are:

- To work with Principals and DSL in the application of effective safeguarding within their Academies in accordance with legislation and national and local policy.
- Guide and support Academies on improving safeguarding practice, bring together expertise from different academies and support capacity building and training.
- Maintain an overview of practice and training requirements across academies.
- Provide clear professional consultancy and expertise in relation to any safeguarding matters to all Designated Leads and other relevant staff.
- Model and promote partnership with key agencies ensuring collaboration, information sharing and integrated planning for the benefit of the child.
- Organise and facilitate a Safeguarding meeting every term for all CLF DSLO
- To monitor and support the use of CPOMS across the Federation
- Provide support and guidance to academies where an allegation against a member of staff has been made with a specific focus on the welfare of the child or young person.
- Ensure robust, appropriate mechanisms for information sharing between academies and other external agencies are in place, particularly the Police and Social Care
- Develop and nurture effective working relationships and communications across the CLF, ensuring all work in this area is compliant with relevant safeguarding legislation and local LSCB Procedures.
- Contribute to safeguarding reviews and updates of local procedures and policies ensuring they remain compliant with relevant national policy, legislation and regulation, including equality and anti-discrimination legislation.
- Support Principals and DSLs to ensure every member of CLF staff has access to and understands the Federation's Safeguarding Policy and Procedures.
- Collate, analyse and report on confidential and sensitive data relating to safeguarding to identify issues, establish trends and ensure that standards and performance targets are met.
- Implement systems and processes to ensure compliance with mandatory training requirements
- Responsible for collecting, collating and reporting findings from DSLO term reports to the CLF Strategic Lead and Federation Board
- Identify and organise Safeguarding training that Academies require
- Network with external agencies and providers.

The Designated Safeguarding Officer reports to the Executive Principal with responsibility for safeguarding.

4 Types of Abuse

4.1 The diagnosis of abuse is complicated, and it is not the role of staff to define abuse, or to attempt to decide whether or not a child or young person has suffered abuse within these categories. However, all staff, volunteers, Directors and Councillors should have a basic knowledge of the categories of abuse, and be able to recognise possible symptoms, so that they can take appropriate action. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with another.

4.2 Abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult, or adults, or by another child, children or young people. More detailed information about types of abuse is referenced in Annex 1 of *Keeping Children Safe in Education*. It defines the following types of abuse:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated or Induced Illness).
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 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 children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children or young people.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance

abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Domestic violence** is also defined as abuse if it is witnessed by children or young people. This is 'any incident of threatening behaviour, violence or abuse (psychological, physical, financial or emotional) between adults who are, or have been, intimate partners or family members'. Referrals should be made to the Multi-Agency Risk Assessment Conference, but staff should report these issues under the safeguarding procedures.

4.3 Other forms of abuse which need to be reported, and may particularly relate to Vulnerable Adults, are:

- **Financial or material abuse:** this involves the theft or misuse of a child or vulnerable adult's money (e.g. child or disability benefits), fraud or extortion;
- **Discrimination or harassment:** if based on someone's characteristics that are protected by the Equality Act (e.g. gender, race, sexual orientation, disability, religion or belief) this can, in some situations, be considered to be abuse or hate crime;
- **Institutional abuse:** where an institution (such as an Academy) has policies or practices that deny children or vulnerable adults their dignity, or assert power and create a climate where the forms of abuse listed above are allowed to continue without challenge.

4.4 Keeping Children Safe in Education recommends that up-to-date guidance and practical support on specific listed below is sought, as needed, from expert and professions organisation. It also provides links to specific advice and guidance on particular issues (see: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2016.pdf). Academies should also aim to cover these areas in their training programmes, and to make staff aware that there is also guidance on all these areas on their local Safeguarding Children's Board website:

- Bullying, including cyberbullying;
- Domestic violence;
- Drugs;
- Fabricated or induced illness;
- Faith abuse;
- Gangs and youth violence;
- Gender-based violence/violence against women and girls (VAWG);
- Mental health;
- Private fostering;
- Preventing radicalisation;
- Sexting;
- Teenage relationship abuse;
- Trafficking.

4.5 Children and Young People at Risk of Sexual Exploitation

4.5.1 Staff need to be particularly aware of the risk of Child Sexual Exploitation (a form of sexual abuse where children are sexually exploited for money, power or status). It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

4.5.2 In order to protect these children and young people, Academies need to make appropriate referrals to Social Care or the Police. Support can be offered from local expert agencies such as Barnardos Against Sexual Exploitation (BASE) for young people who are already in exploitative sexual relationships, or who may be being groomed. Staff need to be particularly vigilant in relation to pupils missing school or who appear to have expensive gifts and money with no explanation. This is an area that should be covered in Sex and Relationships Education.

4.6 Female Genital Mutilation (FGM)

4.6.1 Female Genital Mutilation is child abuse and a form of violence against women and girls, and is illegal. Since 31 October 2015, staff have had a duty to report any girl at risk to the Police or Children's Social Care under these safeguarding procedures. In a change to the FGM Act 2003, they also have to report any 'known' cases of FGM in girls under age 18. 'Known' is defined as where a girl informs them that this has taken place, or physical signs appear that do not seem to be from any surgical procedures. The new Home Office procedural guidance can be found at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf.

4.6.2 FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs, which can cause long-term mental and physical suffering, difficulty in giving birth, infertility and even death. FGM cannot be justified as a religious practice and leaders of the main faiths have spoken out against it.

4.6.3 It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>. Designated Safeguarding Leads should ensure that Councillors and Senior Leaders are aware of duties placed on schools in respect of FGM, and that staff have the necessary understanding of FGM in order to identify and report possible cases.

4.7 Children and Young People at Risk of Forced Marriage or Honour based Violence

4.7.1 Forced marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. See <https://www.gov.uk/guidance/forced-marriage>.

4.7.2 Where staff are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should notify the Designated Safeguarding Lead immediately. The family should not be notified or approached in any way. Staff should remain

aware of a family's plans to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry.

4.7.3 Honour Based Violence (HBV) is defined as, "An incident or crime which has, or may have been, committed to protect or defend the honour of the family and or community". It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/or community members. Victims will often have multiple perpetrators not only in UK but maybe also abroad, HBV can be trigger for a Forced Marriage. Suspected cases should be referred immediately to the Designated Safeguarding Lead.

4.7.4 It is said that with Forced Marriage and FGM there is the 'One Chance' rule. It is essential that Academies take action without delay.

5 Preventing radicalisation and violent extremism

5.1 In 2008, the Government published guidance and a toolkit to help schools to tackle violent extremism, *Learning Together to be Safe*. Since 1 July 2015, all schools and Academies have been subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

5.2 Protecting children from the risk of radicalisation into violent extremism is seen as part of Academies' wider safeguarding duties. A Policy Statement appears as Appendix 5 and outlines the principles that underpin this work. Any concerns about an individual pupil, family or staff member relating to radicalisation or violent extremism must be reported using the safeguarding procedures in Appendix 3.

6 Online Abuse

6.1 Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse

7 Hate Crime

7.1 Staff need to demonstrate a knowledge and understanding of Hate crimes which are any crimes that are targeted at a person because of hostility or prejudice towards that person's:

- Disability
- Race or ethnicity
- Religion or belief
- sexual orientation
- Transgender identity

This can be committed against a person or property. The victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.

8 Signs of Abuse

8.1 All staff should be aware of, and be vigilant in looking out for, possible signs of abuse. These include (but are not limited to):

- Where the pupil makes a disclosure, says they have been abused or asks a question which gives rise to that inference;
- Where there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- Where the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- Where the pupil is reluctant to work with a member of staff and does not wish to discuss reasons
- Where the pupil's development is delayed;
- Where the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
- Where the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- Where a pupil has unexplained absences that they cannot account for;
- Where a pupil expresses views that appear to justify violent extremism;
- Where the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

9 Duty of Employees, Directors, Councillors and Volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

9.1 Every employee (whether directly of CLF or an external provider), Director of the Cabot Learning Federation and Councillor of each Academy as well as every volunteer who assists the Federation is under a general legal duty:

- To protect children and Vulnerable Adults from abuse;
- To be aware of the Federation's Child Protection Policy and Procedures and to follow them;
- To know how to access and implement the procedures, independently if necessary;
- To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;
- To report any matters of concern to the Designated Safeguarding Lead* or directly to Children's Social Care if required;
- To be aware of other CLF and Academy specific policies and procedures that have safeguarding implications (for example restraint, E-safety, intimate care plans, anti-bullying arrangements).

**Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm, and a direct report is the only way to*

ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Principal, Executive Principal and the CEO are not available.

9.2 Councillors should ensure their Academy's safeguarding arrangements take into account the procedures and practice of the Bristol Safeguarding Children Board.

10 Training

10.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this Policy;
- other HR policies including the staff Code of Conduct;
- the identity of the Designated Safeguarding Lead and his / her Deputy; and
- a copy of Part 1 of *Keeping Children Safe in Education* (<https://www.gov.uk/government/publications/keeping-children-safe-in-education>).

10.2 The Principal, all Academy staff members and the nominated Councillor will undertake appropriate child protection training which will be updated regularly.¹

10.3 The CLF will provide Safeguard training to all of its employees annually and will provide regular updates to staff by email, staff meetings and e-bulletins to ensure their skills and knowledge are kept up to date

11 E- Safety/Online Safety

11.1 All academies should have a clear policy and procedures for E-Safety and have a staff member who can lead in this area. All pupils (and parents/carers) should be given clear advice on how to keep safe on-line and how to report any abuse received through social media etc.

11.2 Academies should also regularly review the filters and monitoring that they have on internet and social media usage to ensure that pupils are not able to access inappropriate materials. Whilst it is essential that we ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can taught with regards to online teaching and Safeguarding. The CLF uses Impero to monitor ICT within the academies. More information on Impero can be found in the E-Safety-Online Policy.

11.3 Any cyber-bullying, sexting etc. should be reported to the Designated Safeguarding Lead and dealt with under the Academy procedures for tackling bullying, unless the pupil is at risk of significant harm, in which case, safeguarding procedures should be used.

12 Whistle Blowing

12.1 All staff are required to report to the Principal of their Academy, the Executive Principal, CEO, Chair of Academy Council or the Chair of the Federation Trust Board, any concerns or allegations about Academy practices or the behaviour of colleagues which are likely to put pupils at risk of

¹ How regular the training should be undertaken must be in accordance with the Local Safeguarding Children Board advice. This sentence should be amended as appropriate.

abuse or other serious harm. In the event of their unavailability, concerns should be reported to the Designated Safeguarding Lead, or the Deputy in his / her absence.

12.2 If it is felt necessary to consult outside the Academy, staff should speak in the first instance to the LADO (Local Authority Designated Officer) following the Whistle Blowing Policy.

12.3 There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

13 **Supporting Children and Young People**

13.1 The Federation will do all that it can to support pupils who have been subject to abuse. This may include:

- Recognising that any pupil who has been abused or witnesses domestic violence may feel vulnerable, helpless and humiliated, and may blame themselves and find it difficult to develop and maintain a sense of self-worth;
- Recognise that the Academy may provide the only stability in the lives of the pupils who are at risk or harm or have been abused, and that this needs to be maintained;
- Offering a range of pastoral support, and bringing in external support or signposting where appropriate to other experts e.g. Educational Psychologist, Counsellor;
- Ensuring that the curriculum includes content relating to improving self- esteem, healthy relationships and safeguarding;
- Providing additional support to vulnerable pupils during transition into, or out of, the Academy.

14 **Confidentiality**

14.1 The Federation recognises that all matters relating to Child Protection are confidential, and the Designated Safeguarding Lead and their Deputy will only disclose information about individual pupils on a need to know basis (i.e. where there is a legitimate and clear purpose for the sharing);

14.2 Where appropriate, consent to share will be sought from children and young people and their parent/carers, however there may be occasions where information is shared without their consent to protect them from harm;

14.3 All staff and volunteers will be made aware of the parameters of confidentiality and that where they have a responsibility to share information with external agencies;

14.4 All staff will be made aware that they cannot promise a pupil or parent/carer not to disclose information if anyone is at risk of harm or that might compromise their safety or well- being;

14.5 Designated Safeguarding Leads will always undertake to share the intention to refer to Children's Social Care with parents/carers unless to do so would put the pupil at risk of harm or would impeded a criminal investigation. If in doubt they will consult the relevant Social Care Department for advice.

15 **Bullying and Harassment**

15.1 All Academies will have a policy and procedures to prevent bullying and harassment and to deal with any cases that arise. If bullying or harassment is likely to cause 'significant harm' or could be considered a hate crime (e.g. is homophobic, racist, disablist etc.) then it should be reported to Children's Social Care or the Police using the safeguarding procedures.

16 **Visitors**

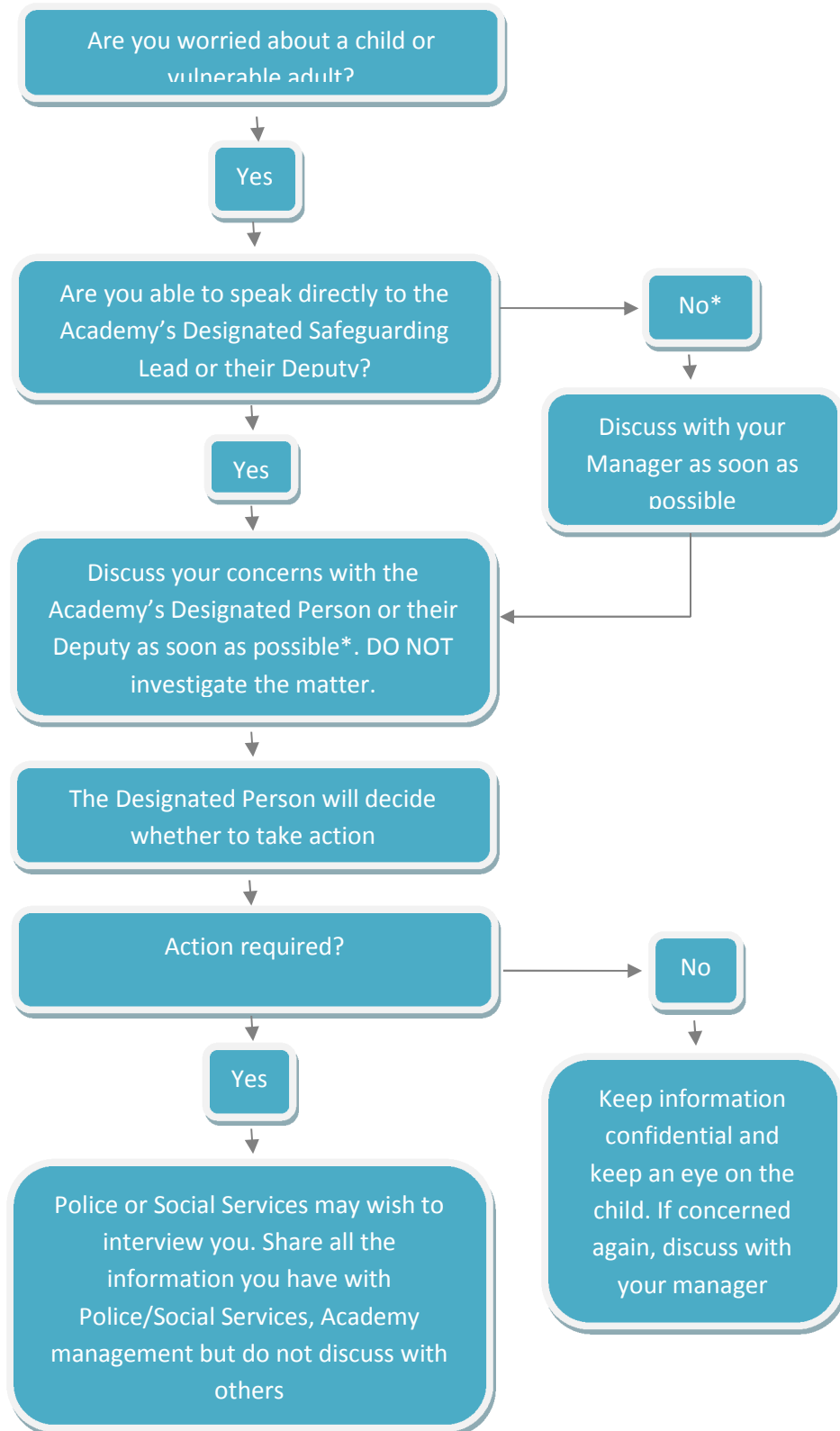
16.1 Academies will put in place robust arrangements to ensure that all visitors are monitored for safeguarding purposes. All visitors will be asked to sign in at Reception and will be given basic information about safeguarding. No visitors will be left unsupervised in an Academy.

17 **Monitoring and review**

17.1 The Federation will review the Policy each year against the national legislative framework, national and local guidance, and accepted best practice. Academies should also review their procedures at least annually.

17.2 An annual report on safeguarding will be produced by each Academy for their Council and for the Federation.

Appendix 1: What to do if you are worried about a child, young person or vulnerable adult



* Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Principal, Executive Principal and the CEO are not available. They may also use the Whistle Blowing Policy if appropriate. **Please see Appendix 7 for the Local Authority Referral Process and important contact numbers**

Appendix 2: Safeguarding Referral

Summerhill Academy uses CPOMS for the monitoring of Safeguarding and child protection, issues. Working alongside the Academies existing safeguarding processes, **CPOMS** will help with the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more.

Every member of staff across the Academy has an obligation to report any concerns which they may have using CPOMS. **The system allows Academies** to record information in a central repository and have relevant people alerted immediately.

All staff that have access are expected to report their concerns using CPOMS, staff will still have the opportunity to ask for advice from their Safeguarding Team.

CPOMS Instructions can be found in Appendix 6

Anyone who does not have access to CPOMS will be expected to fill in an Academy incident form. There are paper copies of our safeguarding concern form in the main School Office, please ask for a copy of the safeguarding form if you do not have access to CPOMS, or have not asked a colleague to log incident for you. Complete the form, factually, sign and date the form and make sure you hand the form straightaway to a designated/deputy safeguarding lead.

For those members of staff that cannot access CPOMS , Supply staff, volunteers, external agencies each Academy will ensure that they are made aware of the Academies process required to report a Safeguarding incident using the following incident form.

Safeguarding Referral Form (to be used if a disclosure is made by a pupil or parent/carer)

This form should be used when a pupil or parent/carer discloses to any member of staff or volunteer that they or another pupil is suffering from, or is at risk of, abuse (defined as 'significant harm'). Please refer to the guidance overleaf before proceeding, and when completed, pass the form immediately to the Designated Safeguarding Lead or their Deputy.



1. Name of referrer:

2. The Pupil

Name:

Parent/carer details:

Name(s)

Address:

Phone/Mobile

3. The issue (Record of conversation - use continuation sheet if necessary):

- Record what was said by the pupil and by you
- Include as much detail as you can about any perpetrator
- Use the exact words and phrases used by the pupil
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the pupil

4. Did anyone else witness the disclosure?

Name and contact of others present:

5. Did the child/vulnerable adult give consent to share?

Please state the exact words used:

If not, did you explain that you would have to share this information with the Designated Safeguarding Lead and who else might receive this information and why (please circle)? Yes / No

6. Has the parent/carer been notified? If yes, what did they say?

Note the exact words used by the parent/carer

7. Additional Information

Taking into account issues of Data Protection, include any relevant background information about family situation etc. that you are aware of, any siblings or other young people who may be at risk, any support services or agencies involved with the young person.

8. Any other comments

Signed.....Time and date:.....

Ensure the pupil is safe and being cared for before you leave them, and be clear what you have agreed about contacting them and their parent/carer.

This form and any notes taken must be passed to the Designated Safeguarding Lead or their Deputy as soon as possible and in any event no later than the end of the timetabled day. Keep a copy for yourself.

If the allegation or complaint is made against the Designated Safeguarding Lead or their Deputy, this information should be passed directly to Principal.

Dos and Don'ts

Do:

- Allow the pace of the conversation to be dictated by the pupil
- Ask neutral questions which encourage the pupil to talk such as "can you tell me what happened?"
- Accept what the pupil says and do not ask for further detail



- Acknowledge how hard it was for them to tell you
- Reassure the pupil that they have done the right thing
- Explain whom you will have to tell (the Designated Safeguarding Lead) and why

Don't:

- 1 Burden the pupil with guilt by asking questions such as "why didn't you tell me before?"
- 2 Interrogate or pressure the pupil to provide information
- 3 Ask any questions that start with the words, how, what, when, where and why
- 4 Criticise any perpetrator
- 5 Promise confidentiality or make promises that you cannot keep such as "it will be alright now"

The TED Framework is useful:

TELL ME
EXPLAIN TO ME
DESCRIBE TO ME

All forms should be signed off by the Designated Safeguarding Lead and filed securely. The outcome must also be recorded.

Appendix 3: Academy Safeguarding Procedures (*to be adapted by each Academy*)

1. Contacts and Key Personnel

Name of Academy:.....Summerhill Academy.....

Name of Designated Safeguarding Lead:.....Louise Dunbar.....

Contact details:.....louise.dunbar@sa.cabot.ac.uk.....

Name of Deputy Safeguarding Lead:.....Tryphena Rees.....

Contact details:.....tryphena.rees@sa.cabot.ac.uk.....

Name of Principal:..Laurie Munro.....

Contact details:.....laurie.munro@sa.cabot.ac.uk.....

Name of Cabot Learning Federation Safeguarding Lead:.....Steve Bane.....

Contact details:..... Steve.Bane@studio.cabot.ac.uk.....

Name of Academy Prevent Officer.....Tryphena Rees.....

Contact Details..... tryphena.rees@sa.cabot.ac.uk.....

Name of CSE Officer.....Louise Dunbar.....

Contact Details..... louise.dunbar@sa.cabot.ac.uk

Name of Academy E Safety Officer.....Ebrima Bojang.....

Contact details..... ebrima.bojang@nhs.net.....

Name of Local Authority Designated Officer (LADO).....



Contact details.....

LADO (select as appropriate)

Bristol LADO	Nicola Laird	0117 903 7795 07795 091020	nicola.laird@bristol.gcsx.gov.uk
South Glos LADO	Tina Wilson	01454 868508	tina.wilson@southglos.gov.uk
NSC LADO	Julie Bishop	01275 888808	lado@n-somerset.gcsx.gov.uk
BANES LADO	Jackie Deas	01225 396810	jackie_deas@bathnes.gov.uk

Children's Social Care Services' contact number:.....

Bristol	0117 903 6444
South Gloucestershire	01454 866000
North Somerset	01275 888808
Bath & NE Somerset	01225 396339

Local Safeguarding Board Contact number:.....

Bristol	0117 903 1414
South Gloucestershire	01454 866000
North Somerset	01275 888808
Bath & NE Somerset	01225 396974

Other Useful Contact Numbers

If there is an immediate risk of significant harm ring the Police on 999

The following telephone numbers may be useful:

Police Child Abuse Investigation Team ☎ 0845 456 7000

Childline ☎ 0800 1111

The Channel website address: channelsw@avonandsomerset.police.uk (Prevent Team tel: 101)

NSPCC ☎ 0808 800 5000

2 Dealing with an initial allegation/disclosure of abuse

2.1 A member of staff suspecting or hearing an allegation of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken;
- must keep a sufficient written record of the conversation (if possible on the referral form in Appendix 2). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead.



2.2 Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Principal, Executive Principal and the CEO are not available.

2.3 **Preserving evidence**

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

2.4 **Reporting**

If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible. All suspicion or allegation of abuse must be reported to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the Principal.

2.4.1 All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

2.4.2 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

2.4.3 CLF Academies will work with social care, police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans

2.5 **Action by the Designated Safeguarding Lead**

2.5.1 The action to be taken will take into account:

- The local inter-agency procedures of the Local Safeguarding Children Board relevant to the area where the Academy is based;
- The nature and seriousness of the suspicion or allegation. Where it is considered that the child has suffered or is at risk of significant harm and/or that a serious criminal offence has taken place will always be referred to children's social care or the police without further investigation within the Federation;
- Duties of confidentiality, so far as applicable;
- The wishes and feelings of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes;
- The wishes of the complainant's parents/carers, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
- The lawful rights and interests of the Federation community as a whole including its employees and its insurers;



- When deciding whether to make a referral, the Designated Safeguarding Lead should not make their own decision over what appears to be borderline cases. If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead may consult with the First Response team on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay;
- If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to First Response within 24 hours, using the agreed Multi-agency Form. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact First Response again;
- The Academy will not do anything that may jeopardise a police investigation.

2.6 Referral guidelines

2.6.1 A referral to Children's Social Care through First Response or the Police will not normally be made where:

- The child has not suffered, or is not considered to be at risk of, significant harm;
- A referral would be contrary to the wishes of a pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents/carers; and
- The case is one that does not involve 'significant harm' and can be satisfactorily investigated and dealt with under the Academy's internal procedures, the parents/carers being kept fully informed, as appropriate.

2.6.2 However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Safeguarding Lead will again consider whether a referral should be made in accordance with paragraph 5.1 above.

3 Allegations against staff

3.1 The Federation has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children and young people from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow Part 4 of *Keeping Children Safe in Education* and Local Council Safeguarding Board arrangements.

3.2 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil. This guidance is contained in the *Staff Manual*. Each Academy's policy on physical restraint is included in the physical contact guidance.

3.3 The procedure below is followed when staff or volunteers have (or are alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicated that he or she would pose a risk of harm if he or she works regularly or closely with children;
- Any allegations not meeting this criteria will be dealt with in accordance with the Bristol Safeguarding Children Board's procedures. Advice from the LADO (Local Authority Designated Officer) will be sought in borderline cases.



- 3.4 The LADO will be informed immediately (and at the latest within 24 hours) and in any event within one working day of all allegations against staff and volunteers that come to the attention of the Academy and appear to meet these criteria. All such allegations must be dealt with as a priority so as to avoid any delay.
- 3.5 All staff, Councillors and volunteers in the Academy (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.
- 3.6 The Academy will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Parents and carers should be made aware of the reporting restrictions preventing publication of any material relating to allegations about staff. The Academy will liaise with the Local Authority Designated Officer (LADO), police and Children's Social Care as to managing confidentiality as appropriate.

4 Procedure for managing allegations against staff

- 4.1 An allegation made against teachers and other staff (including volunteers who work with children) must be reported immediately to the Principal of the Academy. Should the initial allegation first be made to any other member of staff, then that member of staff must either request the person raising the allegation to report it to the Principal or if that is not possible to pass details of the allegation to the Principal immediately (save where the matter concerns the Principal in which case the Executive Principal should be notified). Where appropriate, the Principal or Executive Principal will consult with the Designated Safeguarding Lead and the allegation will be discussed immediately with the LADO before further action is taken.
- 4.2 Where an allegation or complaint is made against the Designated Safeguarding Lead or any other member of staff or a volunteer, the matter should be reported immediately to the Principal.
- 4.3 Where an allegation or complaint is made against the Principal, the person receiving the allegation should immediately inform the Executive Principal, without first notifying the Principal.
- 4.4 If it is not possible to report to the Principal in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Executive Principal.
- 4.5 The person taking action in accordance with these procedures is known as the "case manager".
- 4.6 The LADO will be informed of all allegations which appear to meet the above criteria before further action is taken.
- 4.7 The Principal/Executive Principal will discuss the matter with the LADO and where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The Academy will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.
- 4.8 The Academy may take action in the event of allegations against staff in accordance with its disciplinary procedures.
- 4.9 **Disclosure of Information**
 - 4.9.1 The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

- 4.9.2 The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.
- 4.9.3 Where the LADO advises that a strategy discussion is needed, or the Police or Children's Services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 4.9.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4.10 Action to be taken against the accused

- 4.10.1 Summerhill Academy has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.
- 4.10.2 Where an investigation by the police or children's services is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.
- 4.10.3 It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Local Safeguarding Children Board.

4.11 Suspension

- 4.11.1 Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including;
- there is cause to suspect a child or other children at the Academy is or are at risk of significant harm;
 - the allegation warrants investigation by the police;
 - the allegation is so serious that it might be grounds for dismissal;
 - it is necessary to progress the investigation.
- 4.11.2 Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the Academy or providing an assistant when the individual has contact with children. The LADO will be contacted for advice if necessary.
- 4.11.3 If suspension is deemed appropriate, the reasons and justifications will be recorded by the Academy and the individual will be notified in writing of the reasons usually within one working day. Appropriate support will be provided for the suspended individual and contact details provided.



4.11.4 At the conclusion of a case where an allegation is substantiated, the LADO and the Academy should review the circumstances of the case to determine whether there are any improvements to be made to the Academy's procedures and practices.

4.12 Criminal proceedings

4.12.1 The Academy will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

4.13 Return to work

4.13.1 If it is decided that the person who has been suspended should return to work, the Academy will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The Academy will also consider how to manage the contact with the child / children who made the allegation.

4.14 Reporting

4.14.1 If the Federation ceases to use the services of a member of staff (or a Director, Councillor or Volunteer) because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service, PO Box 181, Darlington DL1 9FA, 01325 953795, dbsdispatch@dbs.gsi.gov.uk. will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the Federation, with a report being presented to the Cabot Learning Federation Trust Board without delay.

4.14.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the Academy in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

4.14.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

4.14.4 Early Years Foundation Stage – the Principal of the Academy will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of the allegation being made of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

4.15 Record keeping

4.15.1 Details of allegations found to be malicious will be removed from personnel records.

4.15.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.

4.15.3 An allegation that is unsubstantiated, unfounded or malicious will not be referred to in employer references.

4.16 Malicious or unsubstantiated allegations



- 4.16.1 The Principal will consider whether to take disciplinary action in accordance with the Academy's behaviour policy where an allegation by a pupil is shown to be malicious or deliberately invented (as well as whether a referral to the police is necessary if there are grounds for believing a criminal offence may have been committed).
- 4.16.2 The allegation will also be removed from the personnel records and will not be included in references.
- 4.16.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Academy reserves the right to contact the police to determine whether any action might be appropriate.

4.17 Timescales

- 4.17.1 It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation.
- 4.17.2 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Principal should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

5 Allegations against pupils

- 5.1 A pupil against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply.
- 5.2 The Academy will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- 5.3 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the Academy will ensure that, subject to the advice of children's social care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.
- 5.4 In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

6 Missing child procedures

- 6.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the Academy's Attendance Policy for 'missing children in Education' for further details.

7 Bullying incidents

- 7.1 A bullying incident will be treated as a Child Protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- 7.2 There may be occasions when a pupil's behaviour warrants a response under Child Protection Procedures rather than the Academy's disciplinary procedures. The Academy will take advice from



children's social care as to the appropriate action to take. Parents will usually be informed as soon as possible, unless it is not in the best interests of the child to do so.

8 Secure Academy Premises

- 8.1 The Federation will take all practicable steps to ensure that Academy premises are as secure as circumstances permit. Local Academy procedures cover emergency events including lock down procedures.
- 8.2 Visitors will be required to show identification and evidence of DBS clearance, where appropriate. Where available visitors will be accompanied by a member of staff at all times while on the Academy site.
- 8.3 In EYFS settings, under no circumstances are images, videos or audio recordings to be made without the prior consent of the Designated Safeguarding Lead or Principal. Where such recordings are to be taken, written permission must be obtained from parents/carers, who have the right to refuse. This consent may be obtained generally via a single permission form. Personal mobiles may not be used when children are present, but may be used in designated areas during break times, under no circumstances are images, videos or audio recordings to be made on personal mobiles.

9 Suspected harm from outside the Federation

- 9.1 A member of staff who suspects that a pupil is suffering harm from outside the Federation should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the Designated Safeguarding Lead.

10 Informing parents

- 10.1 Parents will normally be kept informed of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the LADO, children's social care and/or the police before discussing details with parents.

11 Confidentiality and Information Sharing

- 11.1 The Federation will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The Federation will co-operate with police and children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (March 2013).
- 11.2 Where allegations have been made against staff, the Academy will consult with the LADO and, where appropriate, the police and children's services to agree the information that should be disclosed and to whom.

12 Monitoring

- 12.1 Any Child Protection incidents at the Academy will be followed by a review of the safeguarding procedures within the Academy and a prompt report to the Academy's Council. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the Academy's procedures.
- 12.2 The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and implementation are updated and reviewed regularly, working with the Councillors as necessary. The Academy Councils will also make an annual report to The Federation Trust Board.



- 12.3 The Federation Trust Board will undertake an annual review of this policy and its procedures including good cooperation with local agencies and the efficiency with which their duties under it have been discharged.
- 12.4 The Federation Trust Board will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

Appendix 4: Preventing Radicalisation and Violent Extremism Policy

1. Background

- 1.1 Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies (such as school and academies) to have “due regard to the need to prevent people from being drawn into terrorism”.
- 1.2 The *Prevent Strategy*, published by the Government in 2011, has three specific strategic objectives:
 - To respond to the ideological challenge of terrorism and the threat we face from those who promote it;
 - To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
 - To work with sectors and institutions where there are risks of radicalisation that we need to address.
- 1.3 There is an increasing recognition that there is a need to safeguard children and young people and their families from violent extremism. We are aware of local situations where extremist groups have attempted to radicalise vulnerable young people in our community, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to radicalisation.

2 Definitions

- 2.1 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- 2.2 **Extremism** is defined in the *Prevent Strategy* 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. We also include in our definition of extremism calls for the death of members of our armed forces”. The *Prevent Strategy* was explicitly changed in 2011 to deal with **all forms of terrorism and also with non-violent extremism**, which can ‘create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit.’

3 A risk- based approach

- 3.1 The national guidance requires academies to take a ‘risk based approach’ to the *Prevent Strategy*, in order to gain an awareness and understanding of the risk of radicalisation in the local area as well as in their institution, and to understand that no setting is risk-free.
- 3.2 Academies are required to focus on the risks of violent extremism, which represent the greatest threat at national level, while recognising that other forms of violence and extremism can, and do, manifest themselves. The revised Ofsted guidance (Sept 2014) states:

‘Inspectors should take into account whether learners are suitably protected from the risks associated with radicalisation and extremism’ and most importantly, that ‘learners feel safe’.
- 3.3 An annual risk assessment will be carried out by the Designated Safeguarding Lead of each Academy in the format required by their Local Authority and Local Safeguarding Children Board.

4. The Principles

- 4.1 Preventing violent extremism will be seen as part of the safeguarding duties of all Academies in the Federation, and this Policy will be monitored as part of the Federation’s overall Safeguarding Policy.
- 4.2 In general, Academies have a statutory responsibility to:

- At all times, and by all means, seek to create a safe environment for the entire Academy community;
- Report any concerns about extremism relating to any pupil, family, staff member, Councillor or others associated with the Academy;
- Work with external agencies, in particular, the Counter Terrorism Unit, the local Prevent Team and Hate Crime Team, the local Children's Safeguarding Board and the Local Authority Designated Officer, whilst always placing the welfare of the individual at the centre of any action taken.

4.3 The Academies Prevent Officer Tryphena Rees will act as the lead for the Prevent agenda

4.4 The Prevent Officer will ensure that:

- Staff are aware they have a duty to report any concerns relating to extremism and are trained to be able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified;
- Staff recognise that pupils who are already vulnerable are the most likely to be targeted for radicalisation, and that they have pastoral support systems in place to meet their individual needs;
- Staff work to build pupils' resilience to radicalisation by promoting fundamental 'British values' (see Appendix 5) and enabling them to challenge extremist views;
- Monitoring the effect in practice of the school's Religious Studies curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- The Academy builds into the curriculum a range of activities that promote equality and community cohesion, celebrate diversity and are designed to encourage good relations between pupils from different backgrounds;
- Safe spaces are created in the curriculum for pupils to discuss controversial issues in an age appropriate way, so that children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments;
- Work is undertaken with staff and pupils to ensure that they have an appropriate understanding of E-safety and how to keep themselves safe on-line;
- There is no promotion of any organisations linked to violent extremism, and that filters are in place to prevent pupils from accessing their resources on-line;
- Processes are in place to ensure that no external speakers or visitors to the Academy promote any views that are contrary to their Equality policies or that encourage radicalisation or violent extremism.

In relation to pupils identified as at risk of radicalisation, the Designated Safeguarding Lead will:

- Act as the first point of contact within the Academy for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collate relevant information in relation to referrals of vulnerable pupils into the Channel* process; attending Channel* meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the Channel* Co-ordinator; and sharing any relevant additional information in a timely manner

**Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.*

4.5 Preventing violent extremism work will not be directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its principal aim is to ensure that Academies are able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.

- 4.6 Academies will make clear that there is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals who hold radical views do not become involved in extremist activity.
- 4.7 Academies can play a significant role in preventing radicalisation by fostering shared values and promoting community cohesion, which in turn, can prevent pupils from getting involved in violent extremism.
- 4.8 The Federation values freedom of speech as a fundamental right in our society, however, recognises that free speech must be subject to the laws on equality and human rights, and to the policies of the Federation.
- 4.9 Academies also have Equality Act duties which they will actively implement and report on. These are to:
- Eliminate discrimination, harassment and victimisation;
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - Foster good relations across all protected characteristics.
- 4.10 The Federation recognises that effective engagement with parents/carers/families and the local community (including faith communities and supplementary schools) is also important, as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- 4.11 All Academies will review their existing policies to ensure they address Prevent issues (e.g. Health and Safety, E-Safety, Premises, Bullying and Harassment).

5 Indicators of vulnerability

- 5.1 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists target vulnerable individuals to drive a wedge between them and their families and communities. It is vital that Academy staff are able to recognise and support those who may be vulnerable.
- 5.2 Indicators may include:
- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - Personal Crisis :the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances: migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

5.1 More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and /or personal crisis.

6 Values and Behaviours

6.1 In 2014, guidance was produced for maintained schools about incorporating ‘British values’ as part of their duty to promote SMSC (spiritual, moral, social and cultural curriculum) under Section 78 of the 2002 Education Act. These are defined as **‘the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.’** The guidance advises that attempts to promote systems that undermine fundamental ‘British values’ would be completely at odds with the duty to provide SMSC.

6.2 Promoting these values can be done through the taught curriculum, through collective worship, the Academy ethos and through positive role modelling.

6.3 Through their provision of SMSC, academies are expected to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect civil and criminal law;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

6.4 Academies will be expected to map *British Values* annually against the whole curriculum and to agree in which areas learning on these issues can be strengthened (See Appendix 5).

7 Teaching and Learning

7.1 Personal, Social and Health Education (PSHE) can also be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Pupils can be supported to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Academies can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

- 7.2 Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It can equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld.
- 7.3 Academies will keep the curriculum under constant review to ensure that it promotes knowledge, skills and understanding to build the resilience of students, and undermines extremist ideologies and supports the learner voice. This will be achieved through:
- Embedding equality, diversity and inclusion, wellbeing and community cohesion in the curriculum
 - Promoting wider skills development such as social and emotional aspects of learning
 - Adapting the curriculum to recognise local needs and issues, challenge extremist narratives and promote universal rights
 - Using teaching and learning strategies which explore controversial issues in a way which promotes critical analysis (where age appropriate)
 - Using external programmes or groups to support learning while ensuring that the input supports college goals and values
 - Encouraging active citizenship and pupil voice

8 Pupil Support

- 8.1 To ensure that pupils are protected, it is important to have in place good pastoral and support systems that support the most vulnerable. This should include:
- Maintaining strong and effective pastoral support services with staff who have thorough understanding of the Prevent agenda;
 - Listening to what is happening in the Academy and the community and actively engaging in the local Prevent strategy working groups;
 - Implementing anti-bullying strategies and challenging discriminatory behaviour;
 - Helping pupils, parent/carers and staff know how to access support in Academy and or through community partners;
 - Maintaining good communication links with parent and carers, and discussing any concerns with them;
 - Supporting 'at risk' pupils through safeguarding and crime prevention processes;
 - Focussing on narrowing the attainment gap for all students
 - Working with local faith and other equality communities and bring them into the Academy as role models.

9. Partnership

- 9.1 As required by the Guidance, Academies will work in partnership with local agencies working on this area, and will maintain robust external links with Local Authority Prevent Team, Channel, Prevent Community Police Team and Prevent Schools' Co-ordinators;
- 9.2 Where appropriate, Academies will take part in local strategic planning on the Prevent agenda;
- 9.3 Academies will develop any plans for implementing the duty in partnership with pupils and through the existing pupil voice processes.

10. Staff training

- 10.1 Where applicable, the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead (and other staff or Councillors for whom it is identified as appropriate) will complete WRAP (Workshops Raising Awareness of Prevent) training and other specific training on Prevent. This will include an

understanding of when to make referrals to the Channel programme and where to get additional advice and support.

- 10.2 Training on preventing violent extremism will be part of the induction and training of all staff, and Designated Safeguarding Leads will ensure that staff have the training that they need to implement the duty, are aware of the requirement to report any issues through the safeguarding procedures, and are able to identify behaviours of concern in pupils. Training will also address how Academy leaders and teachers can exemplify 'British Values' in their management, teaching and through general behaviours.
- 10.3 *'Keeping Children Safe in Education'* will be issued to all staff and identifies expected 'behaviours' to keep students safe.
- 10.4 Further training will be provided on an on-going basis to enable teachers and others to deliver the curriculum in a way that uses opportunities in learning to educate and challenge extremist ideas. This includes ensuring staff find opportunities to encourage students to respect other people and to promote good relations with particular regard to the protected characteristics set out in the Equality Act 2010.

11. Meeting religious and cultural needs

- 11.1 Academies will consult with their pupils, staff and parents/carers about their requirements in relation to their faith or religious practice.
- 11.2 Academies will try to meet any identified needs, where practicable, for example, providing dedicated multi-faith prayer space or meeting particular dietary needs.

12. Security of Premises

- 12.1 Academies will review their site security measures, and their procedures for dealing with visitors and with external speakers to ensure that no-one is able to enter the site and influence the pupils and encourage them in to radicalisation.
- 12.2 All Academies will have in place procedures for dealing with a major incident of terrorism or violent extremism e.g. lock down, and will carry out regular practices.

13. IT Policies

- 13.1 Academies will regularly review their policies relating to the use of IT to ensure that they are up to date in terms of the threats that new social media etc. present, and contain specific reference to the Prevent Duty. They will specifically look at the use of filtering as a means of restricting access to harmful content. If appropriate, they will develop clear policies for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning.
- 13.2 E-safety will also be included in the curriculum for all pupils, whatever their age, and issues of radicalisation will be discussed as appropriate.

14. Sharing information

- 14.1 The Federation will ensure that its Safeguarding Policy is clear about the need to share information about vulnerable individuals with the key agencies such as the Police and Children's Social Care.

Appendix 5: British Values Statement *(to be amended by the Academy)*

- 1.1 The Government guidance requires key 'British Values' are taught in all schools and academies. They define these in the 2011 Prevent Strategy as:
- Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs
- 1.2 Cabot Learning Federation has clear policies on Equality and Diversity and is committed to promoting community cohesion and fostering good relations between all of the staff, pupils and their families who form part of our community.
- 1.3 We recognise and will celebrate the multi-cultural, multi- faith and ever-changing of the area in which our academies are based.
- 1.4 We understand the vital role the Federation can play in ensuring that groups or individuals within the Academies are not subjected to discrimination, bullying, harassment or intimidation and will actively promote our policies and procedures to address these issues.
- 1.5 We will work through our safeguarding policies and practices to prevent the radicalisation of our pupils by those wishing to unduly, or illegally, influence them.
- 1.6 We will actively implement our duties under the Equality Act 2010 to prevent discrimination against any individual or group, on grounds of religion or belief, race or ethnicity, gender, sexuality, disability and the other protected characteristics named in the Act.
- 1.7 The Federation is dedicated to preparing pupils for their adult life through the formal curriculum, and also through the formal and informal curriculum, ensuring that it models, promotes and reinforces 'British values' to all its students.
- 1.8 Each Academy will use strategies within the National Curriculum and beyond, to secure such outcomes for pupils. Each year they will map how British Values are delivered in their institution, and any areas they intend to address.

2 **British Values in Summerhill Academy**

Our Line of Enquiry curriculum includes opportunities to address British values in context. These opportunities are carefully mapped so that the teaching of these values is implicit in the work of the school. The examples that follow show currently some of the many other ways Summerhill Academy seeks to embed 'British values'.

a) Democracy

We hold school pupil council elections at the beginning of each year to elect representatives for each class, this election is used as a teaching point for democracy within our country. These pupil councillors represent their classmates for the year in fortnightly meetings. Pupils are given the opportunity to formally express their opinions about school in pupil surveys twice a year. During assemblies, the outcome and process of any democratic process that is relevant to the children is highlighted and discussed.

b) The rule of law

We invite local police to speak to the children about relevant issues as and when necessary. Our behaviour policy promotes personal responsibility and our school rules are consistently applied with clear consequences. The rule of law is addressed in whole school assemblies and is made relevant through examples that are understandable to the children.



c) Individual liberty

In Summerhill Academy we promote the importance of individual liberty by offering a range of extra-curricular provision that all children and families can access. In children's free time, there are a wide range of activities that children are free to choose from unless they behave in ways that have a detrimental effect on others. During mealtimes, children are free to choose from a range of foods within healthy boundaries.

d) Mutual Respect and tolerance of those of different faiths and beliefs

Respect and tolerance is one of Summerhill Academy's values. We promote this through whole school assemblies and through the clear expectation that children must behave in ways that show respect and tolerance to one another at all times, there are clear consequences and restorative approaches used when children's behaviour falls outside of these expectations. Our PSHE curriculum promotes mutual respect through developing the necessary skills in structured classroom activities. We celebrate religious festivals from all faiths when relevant and invite members of our school community to share experiences of these. The teaching of Religious Education is embedded in our curriculum and includes learning about different elements of different faiths in every year group. We host a weekly Community Parent/Carer group sharing/making cultural foods and creative activities.



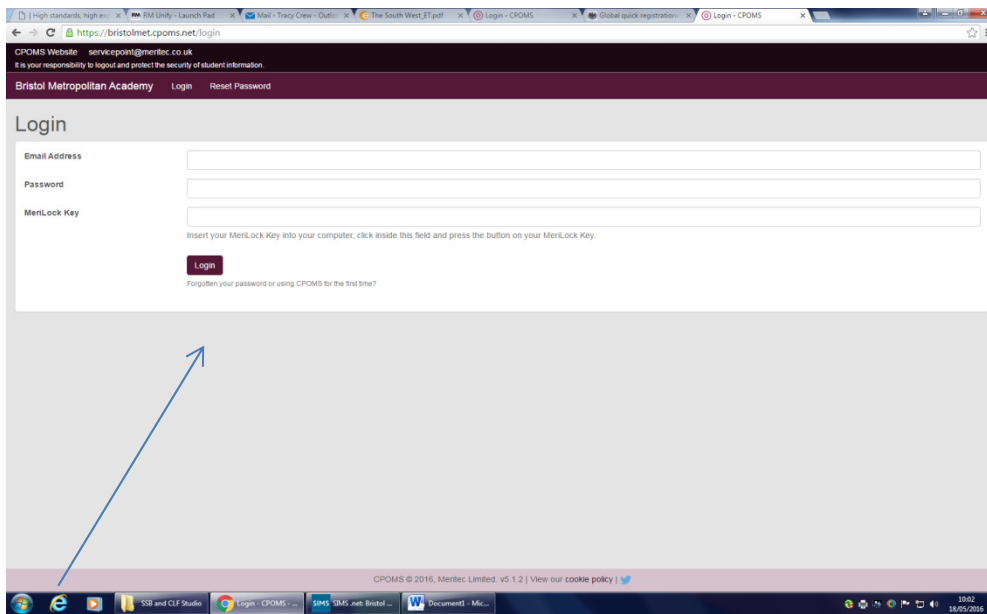
Appendix 6

CPOMS

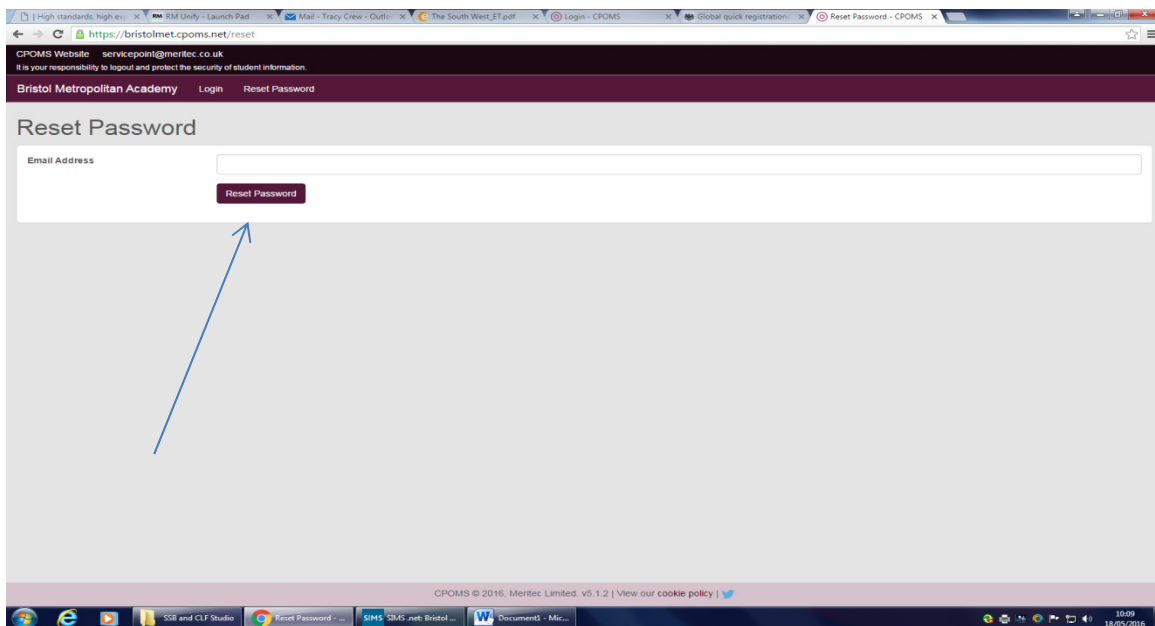
SIMPLE LOGGING ON INSTRUCTIONS

First type in this address: <https://summerhill.cpoms.net/login>

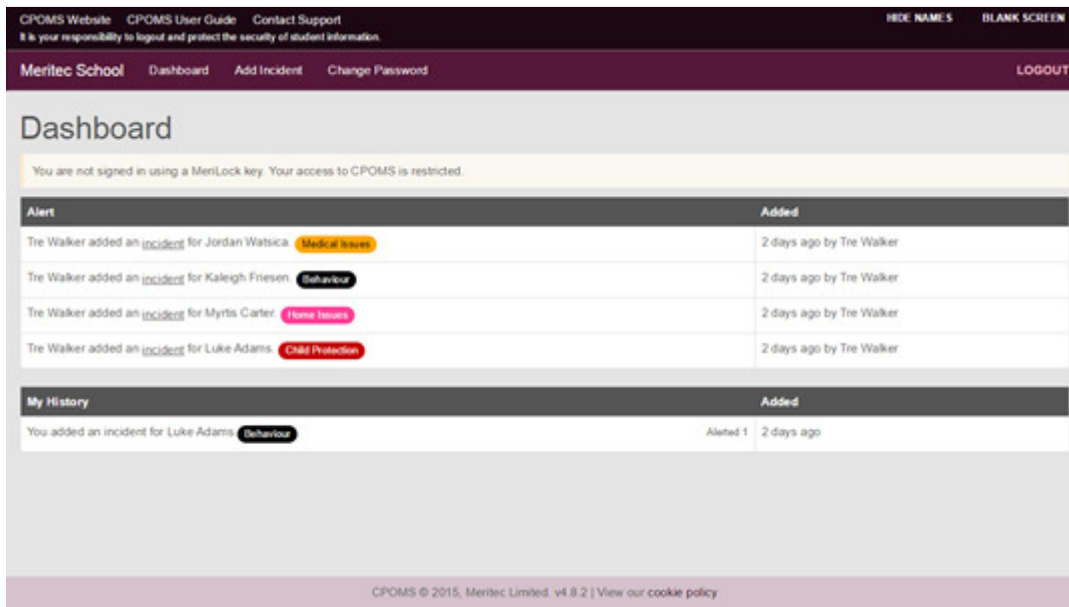
You will arrive at this screen.



Click on **Forgotten your password or using CPOMS for the first time?** You will arrive at this screen.



Type in your school email address and click on **Reset Password** An email will be sent to you with a password. Copy this and then return to the original screen. Enter your email address and paste in the Password you were given and click on **Login** You will then arrive at this screen

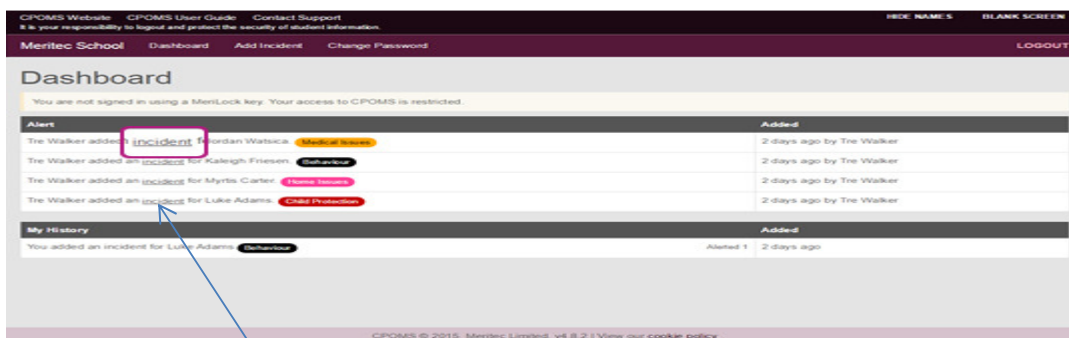


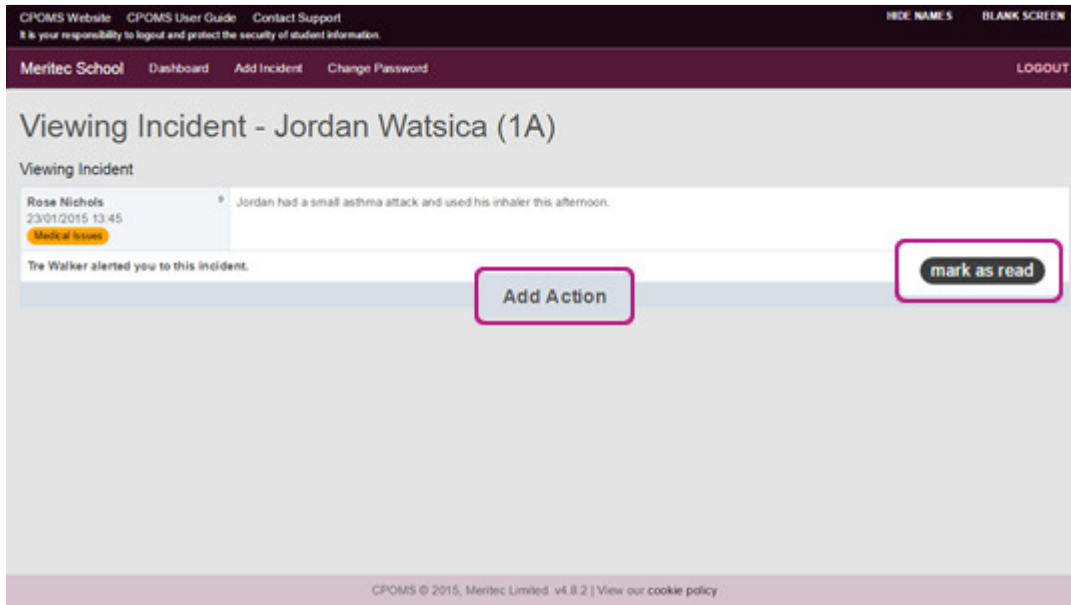
Restricted Access Dashboard

With restricted access you will only be able to add incidents and view those that you have been alerted to, and therefore you do not require key access. When you are logged in without a key, you will be notified that: 'You are not signed in using a MeriLock key. Your access to CPOMS is restricted.'

Once logged into the dashboard you will see your list of alerts. They again will tell you which member of staff has alerted you, which student the alert is for, which category the incident falls under and finally when the incident alert was created. If you click on the word incident you will be taken directly to view the incident. Once you have read the incident, you can **mark as read** to acknowledge that you have seen the incident and understand the content.

However as you do not have key access, once you have marked as read, the alert will disappear from your alerts dashboard and you will not be able to read it again therefore if you are required to add any actions make sure to do this **before** you select the 'mark as read'.





CPOMS Website CPOMS User Guide Contact Support
It is your responsibility to log out and protect the security of student information. HIDE NAMES BLANK SCREEN

Meritec School Dashboard Add Incident Change Password LOGOUT

Viewing Incident - Jordan Watsica (1A)

Viewing Incident

Rose Nichols 23/01/2015 13:45 Medical Issues Jordan had a small asthma attack and used his inhaler this afternoon.

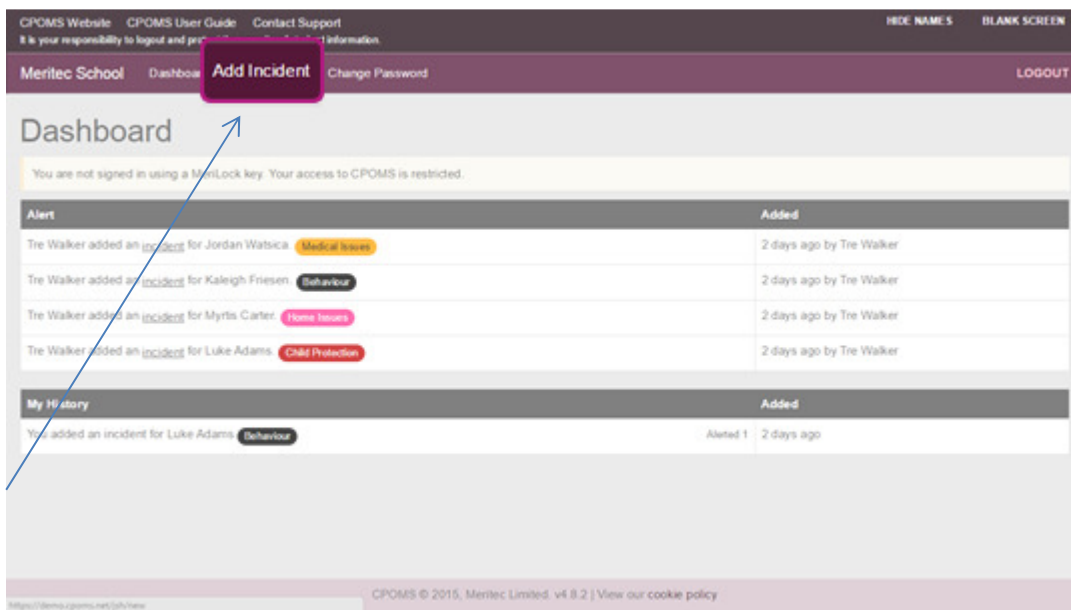
The Walker alerted you to this incident.

[Add Action](#) [mark as read](#)

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Adding An Incident

To add an incident to the system click on the **Add Incident** link at the top of the screen.



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Meritec School Dashboard **Add Incident** Change Password LOGOUT

Dashboard

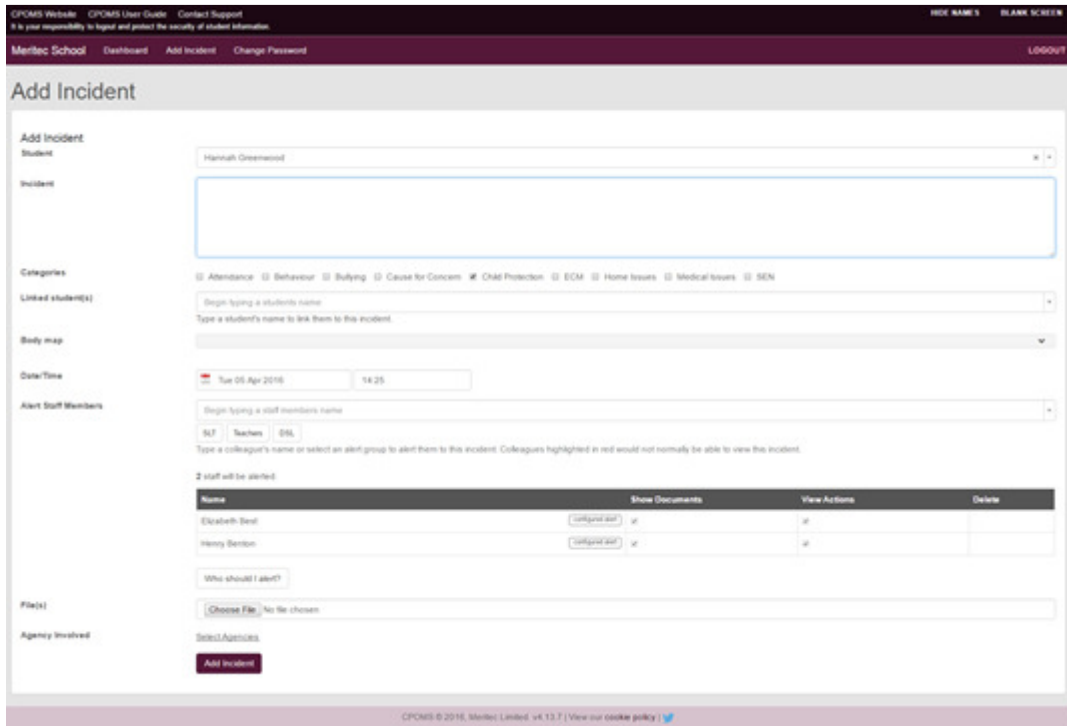
You are not signed in using a MeriLock key. Your access to CPOMS is restricted.

Alert	Added
The Walker added an incident for Jordan Watsica. Medical Issues	2 days ago by Tre Walker
The Walker added an incident for Kaleigh Friesen. Behaviour	2 days ago by Tre Walker
The Walker added an incident for Myrlys Carter. Home Issues	2 days ago by Tre Walker
The Walker added an incident for Luke Adams. Child Protection	2 days ago by Tre Walker

My History	Added
You added an incident for Luke Adams. Behaviour	Alerted 1 2 days ago

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This will take you to the incident page where you can proceed to fill in all the required information. To select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey



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Merflec School Dashboard Add Incident Change Password LOGOUT

Add Incident

Add Incident

Student: Hannah Greenwood

Incident:

Categories: Attendance Behaviour Bullying Cause for Concern Child Protection ECM Home Issues Medical Issues SEN

Linked student(s):
Begin typing a student's name
Type a student's name to link them to this incident.

Body map:

Date/Time: Tue 05 Apr 2016 14:25

Alert Staff Members:
Begin typing a staff members name
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

2 staff will be alerted:

Name	Show Documents	View Actions	Delete
Elizabeth Best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Henry Benton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who should I alert?

File(s):
 No file chosen

Agency Involved:

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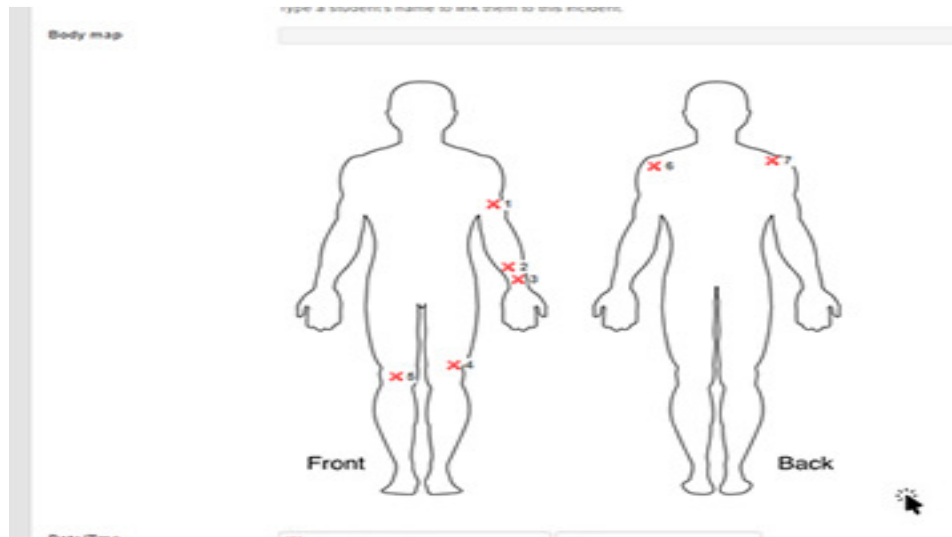
If you have selected the wrong name click the delete button to choose an alternative.

Next fill in the incident box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific, as once you submit the incident, you cannot delete it.

After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also select to copy any documents added to the linked student.

The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.



Following this you can select a time and date. These will both default to the current time and date you are adding the incident however if you wish to change it to when the incident actually occurred you can do so here.

Next you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively you can select to alert an entire user-group by choosing the specific tick box.

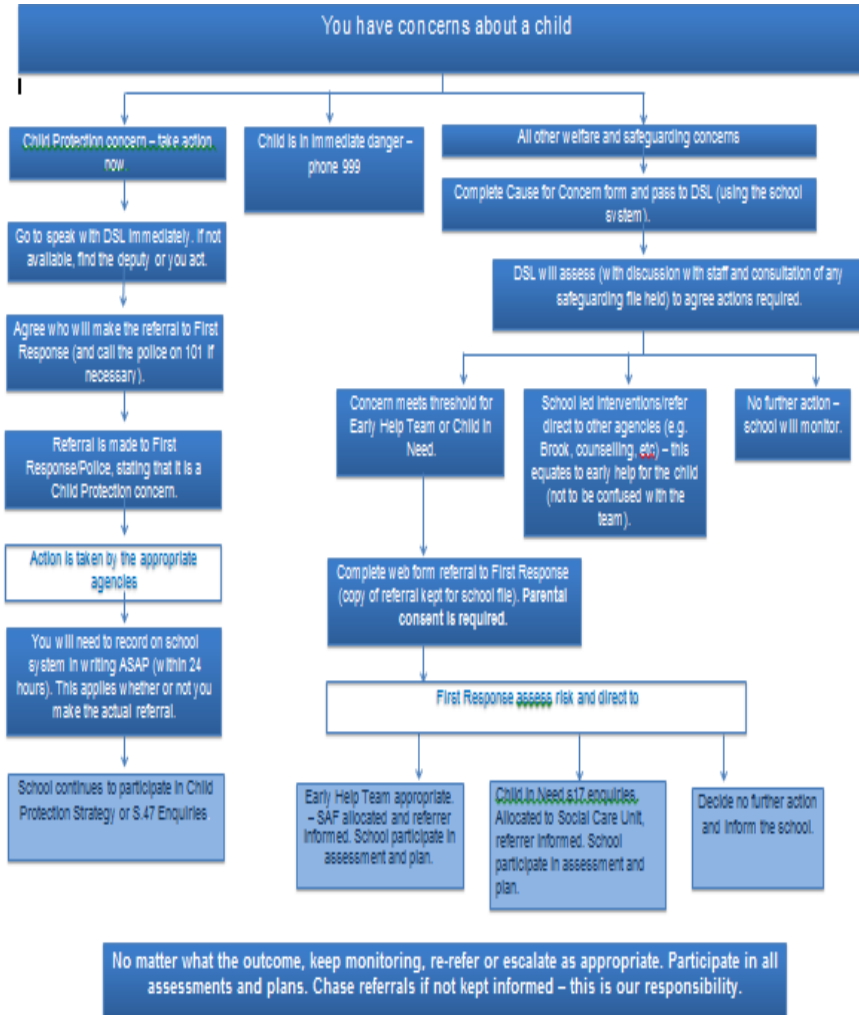
If you want to upload a document to the incident e.g. social services letter, previous school case notes, meeting minutes etc. you can do so at this point. Select the browse button to find the relevant document on your pc and add as you would an email attachment.

Lastly, you can add agency names to the incident to make others aware of which agencies are involved with this pupil.

Once all this has been done you can select the Add Incident button and submit. This will then send email alerts to all the selected staff members telling them that they need to log into CPOMS to look at a newly added incident.

Appendix 7

Bristol Safeguarding Children's Board referral process

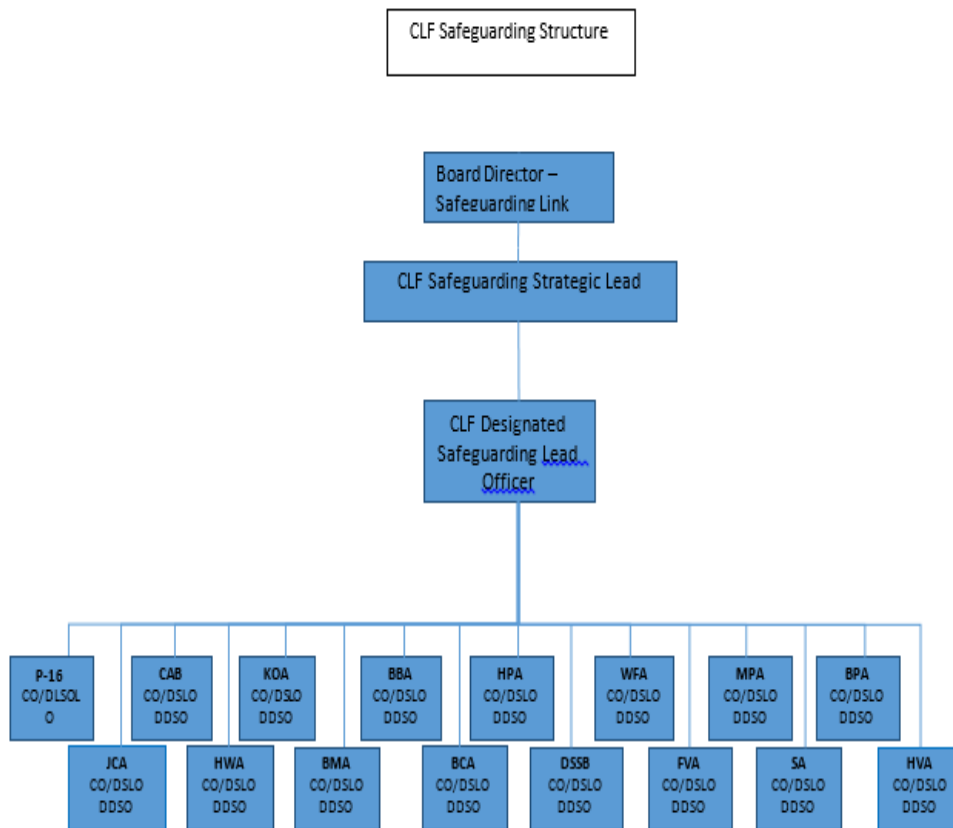




If you have concerns about a child...

<p>If a child is at immediate risk call the POLICE</p>	<p>POLICE 999</p>			
<p>To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response</p>	<p>FIRST RESPONSE 0117 9036444 (Out of Hours Emergency Duty Team 01454 815 185)</p>			
<p>To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).</p>	<p>FIRST RESPONSE https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern</p>			
<p>To raise concerns and ask for advice about extremism (also contact First Response).</p>	<p>PREVENT DUTY 0117 9455536 channelsw@avonandsomerset.pnn.police.uk</p>			
<p>For advice and guidance about whether to make a referral.</p>	<p>EARLY HELP (N) 0117 3521499 EARLY HELP (E/C) 0117 9415886 EARLY HELP (S) 0117 9037770</p>			
<p>For information, advice and guidance in relation to safeguarding policy and procedures.</p>	<p>Schools Safeguarding Advisors</p> <table border="1"> <tr> <td data-bbox="687 1256 874 1368"> <p>North Lesley O'Hagan 0117 9223736 07901102652</p> </td> <td data-bbox="906 1256 1093 1368"> <p>East/Central Henry Chan 0117 9224282 07464889157</p> </td> <td data-bbox="1125 1256 1294 1368"> <p>South Esther Lambert 0117 9222832 07464889158</p> </td> </tr> </table>	<p>North Lesley O'Hagan 0117 9223736 07901102652</p>	<p>East/Central Henry Chan 0117 9224282 07464889157</p>	<p>South Esther Lambert 0117 9222832 07464889158</p>
<p>North Lesley O'Hagan 0117 9223736 07901102652</p>	<p>East/Central Henry Chan 0117 9224282 07464889157</p>	<p>South Esther Lambert 0117 9222832 07464889158</p>		
<p>To raise concerns and ask for guidance in relation to the conduct of someone who works with children</p>	<p>Local Authority Designated Officer (LADO) Nicola Laird 0117 9037795</p>			

Appendix 8: Safeguarding Structure



CO - Academy Counsellor responsible for Safeguarding

DSLO - Academy Designated Safeguarding Lead Officer

DDSO - Academy Deputy Designated Safeguarding Officer