



Grace Academy

Safeguarding and Promoting Student Welfare Policy

Policy Reference:	GA-SP029
Version:	V12
Status	Operational
Authors	Reviewed by Dawn Russell/Marcus Davies-Friend
Applicable to	All Staff, Students and Governors
Checked by	Local Governing Board
Valid From	Sept 2020
Review Date	Sept 2021

Table of Contents

1. Safeguarding and Promoting Student Welfare Policy	1
2. Behaviour Policy.....	4
3. Around the Academy.....	4
4. Extremism and Radicalisation Behaviour.....	5
5. Child Criminal Exploitation/Child Sexual Exploitation	5
6. Female Genital Mutilation.	5
7. Mental Health.....	5
8. Online abuse:	5
9. First Aid	6
10. Emergency Procedures.....	6
11. Health and Safety Officer	6
12. Trips and Visits and Work Experiences	6
13. The Curriculum and alternative provision.....	6
14. Learning Support.....	7
15. Self-Review	8
16. Policy Details.....	8
17. Specific Safeguarding Roles in the Academy:	9
18. Staff Induction, Training and Development	9
19. Supporting staff	9

1. Safeguarding and Promoting Student Welfare Policy

Grace Academy fully recognises its responsibilities for safeguarding and promoting student welfare. Our policy applies to all staff, governors and volunteers working in the Academy. Whenever the word ‘staff’ is used it covers all staff on site including supply, self-employed, contractors, governors and volunteers. Safeguarding and promoting the welfare of student, that includes everyone under the age of 18, although our duty of care applies to all of our students, is everyone’s responsibility.

The Academy believes that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.

The Academy recognises that because Academy staff are in regular and frequent contact with student, they are particularly well placed to safeguard and promote the welfare of students. The Academy is

aware of the responsibilities which staff have with regard to the welfare of students and to always act in the best interests of the student.

Safeguarding is “the process of protecting student from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safer and effective care that enables student to have optimum life chances and enter adulthood successfully” (Working Together to Safeguard Student DCSF 2006). Section 175 of the Education Act 2002 introduced a duty on governing bodies to have arrangements to ensure that they exercise their functions with a view to safeguard and promote the welfare of student. This requires academies to review policies and procedures annually. Further statutory guidance that is complied with is set out in Keeping Student Safe in Education, September 2020. This document should also be read alongside Working Together to Safeguard Student, 2015 and departmental advice ‘What to do if you’re worried a student is being abused: advice for practitioners’.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

It is the responsibility of everyone in the Academy community to be vigilant about safeguarding and student welfare. All staff may raise concerns directly with student’s Social Care Services.

Aims:

The aim of this policy is to identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff (including child protection lead, behaviour and attendance lead and special educational needs co-ordinator).

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the academy and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published the Academy website: www.graceacademysolihull.co.uk.

The Principal will:

- a) Ensure that all staff read **at least** part one of the most recent version of Keeping Student Safe in Education.
- b) Put in place mechanisms to assist staff to understand and discharge their role and responsibilities.
- c) Ensure that everyone knows what safeguarding is and that it is taken seriously.
- d) Ensure that an ALT member is designated as the teacher in charge of looked after student (LAC) and receives appropriate training to protect and promote their care.

- e) Ensure that student missing education are promptly investigated as set out in the student protection policy.
- f) Encourage students and parents to inform the Academy of any concerns.
- g) Ensure that all reasonable precautions are taken in the development of the use of new and existing media technologies to prevent students to any potential harm.
- h) Work with the Head of Department Business and ICT team to ensure safeguarding when using digital media and education of students in safe use of the internet. (See Digital Policy)
- i) Ensure that the Academy has access to both external and internal resources to ensure the best possible support.
- j) Monitor the processes for promoting student welfare and safeguarding to ensure that adequate resources are given to it.
- k) Work with the Governing Bodies to put mechanisms in place to ensure that students requiring safeguarding measures are monitored in relation to their situation and progress with their learning. A report will be prepared for Governors.
- l) Appoint a Designated Safeguarding Lead (DSL) and where possible (DDSLs) from within the leadership team.
- m) Consider the 'position of trust' offence (Sexual Offences Act 2003).

The Academy Leadership Team will:

- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account.

Staff have a responsibility to provide a safe environment in which student can learn and therefore staff should:

- a) Always be aware of the needs of young people, and be vigilant for any possible signs of abuse.
- b) Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff either present or informed of the meeting.
- c) Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the student and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with ALT before it takes place.
- d) Understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else. Clear guidance is set out in the restraint policy.
- e) Not take young people alone in a car journey, however short. Where this is unavoidable, it where possible should be with the full knowledge and consent of the parents. The DSL (or Principal in their absence) must always be notified. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability.
- f) Not contact or meet with young people away from the Academy other than for formal organised activities such as scouts/guides, sports clubs, church groups etc.
- g) Inform the Principal if, with the parents' permission, contact with the young person away from the Academy is unavoidable.
- h) Should ensure that their personal relationships do not affect the young people around them.

- i) Should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.
- j) Should remember that young people themselves can be responsible for abusing their peers.
- k) Attend training whenever offered due to a new role or changes in legislation or procedure.
- l) Report matters to the Principal if they have any concerns about another adult in the Academy.

Staff should never:

- a) Engage in sexually provocative or rough physical games.
- b) Allow students to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments).
- c) Make sexually suggestive comments in front of, about, or to a young person, even in fun.
- d) Use sarcasm.
- e) Let allegations made by a young person go without being addressed and recorded.
- f) Deter young people from making allegations through fear of not being believed.
- g) Jump to conclusions without checking facts.
- h) Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines).

Students should:

- a) Understand the need to keep individuals safe and its impact upon others
- b) Be aware of other peoples' feelings and sensitivities
- c) Understand that some 'jokes' are not commonly understood or appreciated and may cause offence
- d) Encourage each other to report any concerns or issues
- e) Be prepared to accept that people make mistakes and can learn from them

2. Behaviour Policy

The Academy will operate a behaviour policy which provides for the consistent use of rewards and sanctions within lessons and around the Academy. It is intended that the policy will promote very high standards of behaviour. Both staff and students will be trained in the use of this policy. The policy includes an anti-bullying policy which identifies the different types of bullying that students might encounter, and the steps students and staff should take to stop the bullying effectively. Records will be maintained regarding any bullying incidents that occur including, but not limited to, racism and homophobic incidents.

3. Around the Academy

Staff will be on duty around the Academy at all times to deal with any serious issues of behaviour. There is a separate setting at each Academy in which students creating or experiencing problems can be interviewed and dealt with calmly, sensitively and appropriately. Staff will be required to take

responsibility for the areas outside of the classroom during lesson changeovers and to ensure that there is a calm and safe atmosphere.

4. Extremism and Radicalisation Behaviour

The Academy staff will complete training in respect of prevent work as provided for by the local authorities and the police. Some governors will also complete this training. The preventative training will give due regard to the need to protect people from being drawn into terrorism. If staff members are unsure as to what they should do they should always speak to the present single point of contact who may also be the DSL who will promptly refer the matter to the local authority and the 'channel panel' as required. The panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. The Academy as a partner of channel panels will be required to cooperate with the panel in the carrying out of its functions and with the police in understanding the initial assessment as to whether a referral is appropriate.

5. Child Criminal Exploitation/Child Sexual Exploitation

The Academy will provide information and appropriate training to staff to enable them to recognise and understand the forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Definitions and indicators can be found in Annex B of Keeping Children Safe 2020.

6. Female Genital Mutilation.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), **there is a specific legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police, and all police reports must be first hand from the teacher who has discovered the case. However, this does not omit the need to inform the SG team as per process– the report to the police should not be done in isolation and consulting with the SG team will allow the member of staff to access the necessary support throughout the process. The reporting process to the Safeguarding team remains the same as with all other Safeguarding concerns. See Annex B of Keeping Children Safe in Education 2020 for further details.

7. Mental Health

The Academy will provide information and training so all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the Academy's child protection policy and speaking to the designated safeguarding lead or a deputy.

8. Online abuse:

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

9. First Aid

Trained first aid staff will operate upon request from reception; they will advise staff about any medical special needs that students may have. In addition, it is the policy of the Academy to identify or train first-aiders in all curriculum areas of the Academy where there are potential hazards.

10. Emergency Procedures

It is the policy of the Academy to have fire and emergency evacuation policies. These will be practised as advised by the fire safety officers. Students will be trained in the procedures.

11. Health and Safety Officer

The Academy will identify a health and safety officer to advise the Academy Leadership team and Governing Body on matters which need to be addressed.

12. Trips and Visits and Work Experiences

12.1 The Academy will have a policy on trips and visits that will provide a checklist of stages that must be worked through and signed off before any trip or visit is taken.

12.2 Where the academy organises work experience placements they will ensure that the placement provider has policies and procedures in place to protect children from harm. Please note if the student or parent organises the work experience themselves it is the parent's responsibilities to ensure adequate safeguarding.

12.3 Barred list checks by the DBS might be required on some people who supervises a student under the age of 16 on a work experience placement. The academy or academy should consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the student on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30day period, or overnight).

12.4 If the person working with the student is unsupervised and the same person is in frequent contact with the student, the work is likely to be regulated activity. If so, the academy will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

12.5 The academy is not able to request an enhanced DBS check with barred list information for staff supervising a student aged 16 to 17 on work experience.

12.6 If the activity undertaken by the student on work experience takes place in a 'specified place', such as an academy, and gives the opportunity for contact with students', this may itself be considered to be regulated activity. In these cases and where the student is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the student/young person in question. DBS checks cannot be requested for students/young people under the age of 16.

13. The Curriculum and alternative provision

13.1 The Academy will support the welfare of all GA students by providing an appropriately differentiated curriculum that engages the interest of students, provides for a range of learning styles, and provides strong progression routes into higher education and

training opportunities. Supervised study during the extended day will support the success of students who might not be motivated to complete work in the home environment. The Academy will support the health and physical well-being of students by providing both a strong PE curriculum and a co-curricular programme, timetabled during the extended Academy day, giving students a range of activity options including games activities.

- 13.2 The curriculum (for example history, English, drama) and in particular the personal, social and health and economic education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationship and sex education), building confidence and resilience in children and young people, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values.

Opportunities are provided for children and young people to develop the knowledge, skills and strategies they need to stay safe from abuse. For example, assessing risk, positive self-esteem, emotional literacy, assertiveness, and an understanding of healthy relationships, sex and relationship education (including explicit understanding of consent), e-safety, preventing radicalisation, female genital mutilation, child sexual exploitation, child criminal exploitation and anti-bullying.

- 13.3 Where the academy places a student with an alternative provision provider, the academy continues to be responsible for the safeguarding of that student, and should be satisfied that the provider meets the needs of the student. Academies should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the academy would otherwise perform in respect of its own staff.

14. Learning Support

a) SEND

In order to meet the needs of students with special behavioural or learning needs or our looked after student the Academy will maintain student support suitable for their individual needs. More applicable this will dovetail with the Academy's behaviour for learning system, reflective of the new SEN code of practice. Student's views are listened to. The SEN/inclusion team act as a link between the staff and the student. Although each Academy has their own way of meeting the needs of each individual student, this may include the following:

- Students are encouraged to engage with the social skills programmes and they are provided with opportunities to write down their thoughts and feelings – this is checked daily or after an incident has occurred. Every incident is investigated and reported to appropriate staff.
- Problems within the classroom – teachers are notified and advised about seating plans and class lists.
- If a student is reluctant to attend academy for whatever reasons – the staff work with the student providing support to build trust, confidence and self-esteem, supporting the students with lesson attendance.
- Students who worry about busy times of the day and noise levels may be allowed to leave the classroom or Academy a few minutes early.
- In order to gain a clear understanding of the student's needs, where appropriate, a representative from the Academy may attend medical meetings to support parents and students.
- Where appropriate, meeting with parents to provide support.

b) Looked after children

- The academy will liaise and work in partnership with agencies to support the education of looked after/vulnerable student.
- A previously looked after student potentially remains vulnerable. When dealing with looked after student and previously looked after student, it is important that all agencies work together and prompt action is taken on concerns to safeguard these student, who are a particularly vulnerable group.

c) Care Leavers

- If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to student's social care for assessment for statutory services if the student's situation does not appear to be improving or is getting worse.
- If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Child Protection Policy for further details.

15. Self-Review

Student interviews and student questionnaires will form an integral part of the Academy's self review process. The opinions of students gathered in this way will form a key part of the evidence base upon which staff at all levels, including the Principal and Academy Leadership Team will plan future improvements.

16. Policy Details

This policy should be read in conjunction with the following Academy policies:

- Attendance Policy
- Anti-bullying Policy
- Child Protection Policy
- Children with Health needs who cannot attend school
- Designated Teacher for LAC and previously LAC
- Student Protection Policy (includes FGM, CSE and Missing from Education)
- Complaints Policy
- Digital (E-Safety) Policy – highlighting communications on social media
- Equality and Diversity Policy**
- Medical Policy
- Records, Retention, Destruction and Archive Policy
- Restraint Policy
- Safer Recruitment and Selection Policy – particularly, although not limited to, vetting and barring checks
- Special Educational Needs Policy
- Student and Staff Equality Policy**
- Trips and Visits Policy
- Whistleblowing Policy
- Statement of Procedure for Dealing with Allegations of Abuse against Teachers and other Staff and Volunteers linked to the Safeguarding Policy

- Statement of procedure for dealing with sexual violence and sexual harassment between student

17. Specific Safeguarding Roles in the Academy:

The safeguarding governor is: Phil Lievers.

He is responsible for safeguarding and to champion good practice; to liaise with the Principal and to provide information and reports.

The DSL (Designated Safeguarding Lead for Child Protection): is Assistant Principal, Dawn Russell.

The Deputy DSL for Child Protection: Assistant Principal, is Marcus Davies-Friend

Safer Recruitment Lead: Vice Principle, Matt Godwin.

The case manager for dealing with allegations of abuse made against school staff : is Principal: Darren Gelder, and should be contacted directly and immediately in the event of a concern.

The case manager for dealing with allegations the Principal is: Ian Baker, Chair Governor, (who should be contacted immediately in the event of a concern.)

The Designated Teacher for Looked After Children is: Assistant Principal, Dawn Russell.

The Special Educational Needs and Disabilities (SENCO) lead is: Assistant Principal, Dawn Russell.

The Preventing radicalisation lead is: Assistant Principal, Dawn Russell.

The On-line safety lead is: Assistant Principal, Marcus Davies-Friend.

The Behaviour lead is: Assistant Principal, Judith Humphries.

The Anti-bullying lead is: Assistant Principal, Judith Humphries.

Our local police community support officer (PCSO) Karen Ballard can be contacted at Chelmsley Wood Police Station.

In the event of an emergency dial 999.

18. Staff Induction, Training and Development

All staff, including new members and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the range of safeguarding policies including the child protection policy, staff code of conduct, chapter one of the Keeping Children Safe in Education (DFE September 2019). This training and induction is proportionate to their role and responsibilities.

19. Supporting staff

We recognise that staff working in the school who have become involved in a safeguarding issue they might find stressful and upsetting will possibly require specific support. By ensuring clear management oversight of work by senior leaders, we will ensure appropriate support in relation to their work.

This policy has been developed in accordance with the principles established by the Student's Acts 1989 and 2004; The Education Act 2002; the Counter-Terrorism Act 2015 (due to come into force on 1st July 2015) and in line with Government publications, the most recent being 'Keeping Children Safe in Education' September 2019. For further information please go to www.education.gov.uk/academys and www.safeguardingstudent.org.uk.

If after following Academy procedures you consider it necessary to contact an external provider please contact the NSPCC whistleblowing helpline 0800 028 0285.