

Safeguarding Policy.

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Purpose and Aims

The purpose of Samuel Ward Academy's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- All our pupils are safe and protected from harm.
- All elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices.
- Staff, both teaching and non teaching, pupils, governors, trainees, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to the safeguarding and the welfare of all our pupils.



Ethos

Safeguarding in Samuel Ward is considered everyone's responsibility and the school aims to create the safest environment whereby a child-centred approach is adhered to and the best interests of the child are always considered. All pupils at Samuel Ward must feel that they are listened to and appropriate action taken.

Samuel Ward works in partnership with other agencies and seeks to establish effective working relations with parents, carers and other colleagues. We provide activities and opportunities across the curriculum that encourage pupils to develop essential life skills and protective behaviours. Our school fully recognises the contribution it can make to protect children from harm by supporting and promoting the welfare of all children who are registered pupils at our school.

The Legal Framework

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 14B of the Children Act 2004, the Local Safeguarding Children Board (LSCB) can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

This policy and the accompanying procedure have been developed in accordance with the following key documents including guidance and statutory guidance and the school has reflected on local safeguarding procedures. **It should be noted that statutory guidance is issued by law; must be followed unless there is a good reason not to.**

The common inspection framework: education, skills and early years, Ofsted, 2015

www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015

School inspection handbook, Ofsted, 2015 www.gov.uk/government/publications/school-inspection-handbook-from-september-2015

Keeping children safe in education, Department for Education, 2016

www.gov.uk/government/publications/keeping-children-safe-in-education--2.

Working together to safeguard children, Department for Education, 2015

www.gov.uk/government/publications/working-together-to-safeguard-children--2.

The 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.

www.gov.uk/government/publications/prevent-duty-guidance.

Responsibilities and Expectations

Samuel Ward Academy has a Governing body whose legal responsibility is to make sure that the school has an effective safeguarding policy and that appropriate safeguarding procedures are in place, that these are monitored and the school complies with them.

- The Governing body ensures that this policy is made available to parents and carers if requested.
- The Governing body ensures that all staff and volunteers are properly checked out to make sure that they are safe to work with pupils who attend Samuel Ward Academy.
- The Governing Body ensures that Samuel Ward has the procedures for handling allegations of abuse made against members of staff (including the Head Teacher) trainees and volunteers.

The Governing Body has a Designated Safeguarding Lead, and alternates, who have *lead responsibility* for dealing with all safeguarding issues in school.

The **Designated Safeguarding Lead (DSL)** is: **Miss Jenna Powell**

The **Designated Teacher for Children in Care** is: **Miss Jenna Powell**

If she is not available the **Alternates** are: **Mrs Dawn Fenwick (Deputy), Miss Mary Coe, Miss Gemma Wheeler, Mrs Helen Hillard**

The named **Safeguarding Governor** is: **Lisa McGerty/Sue Kehr**

The **Chair of Governors** is: **Sue Kehr**

The **Local Authority Designated Officer (LADO)** for this locality is: **(North & West Suffolk)
Rennie Everett
Riverside House, Lowestoft
01502 405188
LADOcentral@suffolk.gcsx.gov.uk**

The Safeguarding Team ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. This is currently through the Customer First procedures.

They arrange appropriate whole school safeguarding training for all staff and volunteers who work with pupils in the school. This training will take place at least every three years, but will be reviewed at least annually, and is delivered in school and is linked to the support and quality assurance process offered by Suffolk County Council.

The Safeguarding Team ensure that a senior member of staff who has the relevant training and access to appropriate supervision attends, where appropriate, all conferences, core group meetings or meetings where it concerns a pupil at Samuel Ward and contributes to multi-agency discussions to safeguard and promote the pupil's welfare.

The Safeguarding Team complete an Annual Self-Assessment Report which demonstrates that the safeguarding arrangements within the school are being met.

All adults at Samuel Ward are made aware of Safeguarding procedures which are laid out in the Staff Handbook. Staff induction directs new members of staff to these pages and level 1 Safeguarding training is delivered as soon as feasibly possible.

Visitors to reception are made aware of Samuel Ward's Safeguarding procedures as well as who the Safeguarding Team are when sign into the building.

All child protection concerns must be acted on immediately. If school staff are concerned that a child may be at risk or is actually suffering abuse they should tell the Designated Safeguarding Lead immediately.

The Role of the Designated Safeguarding Lead (DSL)

The DSL should have this role specified in their job description and responsibilities should not be delegated. The DSL has three main broad areas of responsibility: **managing referrals, training and raising awareness**. They should ensure all cases of suspected abuse are reported to the local authority children's social care and, if applicable, the LADO (for all cases which concern a staff member), the DBS (for cases where a person

is dismissed or left due to risk/harm to a child) and the Police, for cases where a crime may have been committed.

The DSL should liaise with the principal to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL should also act as a source of support, advice and expertise to staff on matters of safety and safeguarding and decide whether to make a referral by liaising with relevant agencies.

With regards to training, the DSL should receive appropriate training every two years which should be reviewed at least annually. They should also ensure each member of staff has access to and understand the school's child protection policy and procedures.

The DSL should also ensure the school's policies are known and used appropriately, ensuring that the policy is reviewed annually and that is available publicly. The DSL should also ensure that all staff understand the role of the DSL.

Keeping Children Safe in Education, 2016

This policy refers to KCSIE 2016. It is the requirement of all members of staff at Samuel Ward Academy that they have read Part One of this document. They should also have read 'Appendix A: Further Information.' The Safeguarding Team and Senior Leadership Team will ensure mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of KCSIE 2016.

Referrals/Disclosures

All adults including the DSL and Alternates have a duty to refer all known or suspected cases of abuse. It is the policy of Samuel Ward that all staff apart from the Safeguarding Team should refer any disclosures to the members of the Safeguarding team. The Safeguarding Team in turn may have to refer to Children's Social Care or to the Police.

If a disclosure is made to a visiting staff member from a different agency (community worker, the school counsellor or the school nurse) it is the responsibility of that agency to formally report the referral to the school DSL. When visitors arrive at Samuel Ward and are registered, they are made aware of Safeguarding procedures and **their** expectations.

If the disclosure is made by a pupil attending a PRU or alternative provision, the referral should be recorded and referred to the relevant DSL at that institution and a formal notification made to Samuel Ward's DSL if the pupil is on our role, for information or appropriate action. Any records made will be kept securely on the child's main school child protection file.

Concerns about the welfare or safety of any pupil will be recorded on the agreed report form and given to the DSL or Alternate. Reports of concern must be made in writing and signed and dated by the person with the concern. **The correct form is produced by Suffolk County Council and is on pink paper.**

All information recorded will be kept in a separate named file, in a secure storage place and not with the pupil's academic file. These files are the responsibility of the DSL and Team, and information will only be shared on a need to know basis for the protection of the pupil.

Any safeguarding information will be kept in the file and added to as appropriate. Copies of referrals, invitations to CP conferences, core groups and reports will be stored here. All safeguarding files will have a chronology and contents front cover.

Confidentiality, Consent and Information Sharing

The school recognises that all matters relating to child protection are confidential.

The Head teacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

The school will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in *Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers*. HM Government, March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years. Listening to children and acting on the information received to prevent further risks of harm needs to be taken seriously. Seeking advice early prevents delays in identifying children needed additional help and therefore timely action e.g. referrals to the MASH team (Multi-Agency Safeguarding Hub) use of the professional's consultation helpline by the Safeguarding Team should be used appropriately to support professionals in making robust decisions. All staff have a role to play in identifying children who would benefit from 'early help', whether this be within School or from the MASH team. The pink slip for safeguarding concerns, or the green Samuel Ward concern slip (where there is a concern but it is not a safeguarding issue) should be completed so that the appropriate early help can be given to students. Early intervention can stop things from escalating and Samuel Ward staff are encouraged to pass on all concerns, however small, to the Safeguarding Team.

Students requiring early help are the vulnerable children in school. Samuel Ward Academy has a vulnerable students list to identify and monitor these young people, as per KCSIE 2016. Students are coded red, amber or green according to their level of vulnerability. Vulnerable students are those who may need to be safeguarded to prevent issues escalating, and does not refer to a child who is in immediate danger or significant risk of harm (this would be a Child Protection issue).

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from harm. At Samuel Ward it includes such things as pupil safety, bullying, peer-on-peer abuse, racist abuse and harassment, education visits, intimate care, children missing education and online safety.

The witnessing of abuse can also have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well being of the child.

Abuse can take place in any contexts in any family, institution or community setting, by telephone or on the internet.

Abuse can be difficult to recognise as children behave differently or seem unhappy for many reasons and this changes as they move through adolescence and family circumstances. It is important to know the indicators of abuse and to be alert to the need to consult further. The following are listed under the categories of abuse but are not an exhaustive list:

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by proxy. It can also include subjecting a child to Female Genitalia Mutation (FGM).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone. Symptoms:

- Excessively clingy or attention seeking
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers, too eager to please
- Eating disorders and self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or viewing pornographic materials including through the use of the internet. It can also include enticing children to engage in the exchange of sexually explicit messages or videos via text, online or social media.

- Allegations or disclosures,
- genital soreness,
- injuries or sexually transmitted diseases,
- inappropriate sexualised behaviour including in play, words or drawing.

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm health and 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 (include the use of inadequate care-givers) or ensure access to appropriate medical care or treatment
- respond to and meet a child's basic emotional needs
- (Source HMSO: Working Together to Safeguard Children 2015)

What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other person or young person it is important that you:

- **Do** let the child know that you will need to tell someone else
- **Do** stay calm and listen carefully
- **Do** reassure them that they have done the right thing in telling you
- **Do not** investigate or ask leading questions
- **Do not** promise to keep a secret or keep what you have been told a secret
- **Do** inform the Senior Designated Person immediately
- **Do** make a written record of the allegation, disclosure or incident and sign, date and record your position. Preferably use the pink recording sheet, copies available in the staff room trays and on T-drive.
- **Do not** include your opinion without stating it is your opinion
- **Do** refer without delay

If you have any concerns that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person report your concerns to the Head Teacher. Where those concerns relate to the Principal this should then be reported to the Chair of Governors using the *Samuel Ward Whistle Blowing* policy.

Managing allegations

Samuel Ward Academy is aware of the possibility of allegations being made against members of staff, trainees or volunteers that may be working in the school. Allegations will be that some kind of abuse has taken place. They may be made by children, young people or concerned adults.

Allegations are made for a variety of reasons:

- Abuse has actually taken place
- Something has happened to the child that reminds them of a past event
- Some children realise that allegations can be powerful and if they are angry about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether staff or volunteers this should be brought to the immediate attention of the Principal. In the case of an allegation against the Principal this will be brought to the immediate attention of the Chair of Governors. The Principal/Chair of Governors will need to discuss with the Local Authority Designated Officer the nature of the allegation in order for appropriate action to be taken.

The Principal will need to:

- Refer to the LADO immediately and follow up in writing within 48 hrs
- Consider safeguarding arrangements of the child to ensure they are away from the alleged abuser
- Contact the parents or carers of the child if advised to do so by LADO
- Consider the rights of the staff member for a free and equal process of investigation
- Ensure that appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in a strategy meeting
- Advise the Independent Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.
- **NSPCC Whistleblowing Helpline – 0800 028 0285**

Training

All members of staff will have access to whole school safeguarding training at least every three years but this training will be reviewed at least annually.

As part of Samuel Ward induction processes the school will issue information in relation to this safeguarding policy and any other policy related to safeguarding and promoting our pupils welfare to all newly appointed staff, trainees and volunteers.

The DSL and alternates will undertake (in addition to whole school training every three years) further training which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. The training for Designated Safeguarding Leads will be undertaken every two years, with an update at least once yearly. The DSL will also take part in multi-agency training in addition to Safeguarding training.

A summary of the safeguarding policy is available to parents in our prospectus and on the website. Full copies of the policy are available at school. We can also arrange for our policy to be made available to parents whose first language is not English on request.

The Governing Body

The governing body will have access to safeguarding training and our named governor for safeguarding will also undertake additional training at least every two years to support their employers' role in handling allegations against adults who work with children and young people, including our staff and volunteers.

Our Safeguarding arrangements are reported on a termly basis to our Governing body and this Safeguarding policy is reviewed annually. Details of the number of referrals made are also reported to Governors on a termly basis.

It is the responsibility of the Governing Body to ensure that appropriate filters and monitoring systems are in place regarding the use of IT and the internet in school. Samuel Ward Governing body is of the opinion, as per paragraph 69 of KCSIE 2016, that over-blocking does not 'lead to unreasonable restrictions as to what children can be taught.'

The Governing Body ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, assemblies, Meeting Time and as part of providing a broad and balanced curriculum.

Safe Staff

All staff will have access to and be expected to know our school's policy for safe restraint. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of personnel able to practice *school safe* is kept by the Principal.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Sometimes allegations are made against adults who come in to contact with children. We have a responsibility to ensure that the requirements of *Safeguarding Children in Education: Dealing Allegations of Abuse Against Teachers and Other Staff* are adhered to.

There are sensible steps that every adult should take in their daily professional conduct with children. This can be found in the Investigation, Referral and Support Coordinator guidance for *Safe Working Practice for the Protection of Children and Staff in Education Settings*. (www.teachernet.com)

All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. At Samuel Ward Arts and Technology College we adhere to the guidance laid down in the county council's guidance and will seek appropriate advice from our local Area Education Office. Neither the Principal nor any other member of school staff will investigate these matters. We will seek and work with the advice that is provided. Should an allegation be made against the Principal, this will be reported to the Chair of our governing body who will liaise with the Area School Support Officer.

Useful Contacts:

Suffolk Local Safeguarding children Board www.suffolk.org.uk

Customer First 0845 023023

Police 999 / 101

Child Exploitation and Online protection Agency www.ceop.org.uk; www.thinkuknow.co.uk

Current Safeguarding Issues

(The following Safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Samuel Ward Academy does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced Marriage

Samuel Ward Academy does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's social care.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-06-16%20SG%20chd%20-Forced%20Marriage%20Guidance1.doc>

Honour Based Violence

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based violence, Samuel Ward Academy will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Samuel Ward Academy is made aware of a child who is suspected of, or actually being trafficked/exploited we will report our concerns to the appropriate agency.

[http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20\(2\)%20\(2\).doc](http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20(2)%20(2).doc)

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon **that individual** to report it to the police.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

http://www.dcsf.gov.uk/everychildmatters/_download/?id=661

Radicalisation

The PREVENT strategy is a national strategy to stop people becoming terrorists or supporting violent extremism in all forms. The strategy has three objectives, (see appendix 2 – Practitioner's Quick Guide – Vulnerable to Radicalisation (VTR) or Influenced by Extremism) one of which is to prevent people from being drawn into extremism and ensure they are given the appropriate support and advice.

There has been an increase in incidents of extreme sections of the community grooming our young people. Staff have been made aware that social media and internet gaming have been highlighted as conduits for radicalising young people. Students and staff have been made aware of the dangers of social media and with reference to radicalisation, in particular the gaming chat rooms.

It is the academy's policy that all staff have been trained to recognise the signs that a young person may be being radicalised or vulnerable to radicalisation, including discussing with parents the playing of inappropriate games online.

Any concerns about radicalisation or extremist behaviour should be referred to the DSL or alternates. In line with the PREVENT strategy a radicalisation risk assessment is in place.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place

Children Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Samuel Ward Academy we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/CME%20SUFFOLK%20LOCAL%20AUTHORITY%20PROCEEDURES%20V3%20Final.pdf>
http://www.dcsf.gov.uk/everychildmatters/_download/?id=720

Anti-bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are:

Physical (e.g. hitting, kicking, theft)

Verbal (e.g. racist or homophobic remarks, threats or name calling)

Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

Cyberbullying

Cyberbullying is the harassment, maltreatment or discrimination of another through the use of Mobile technology including text messaging, or social network sites or mobile phones. Samuel Ward Academy has a clear commitment to enable all children and young people in Suffolk to live, play, learn and socialise in environments that are free from victimisation, harassment and bullying and will vigorously enforce anti bullying policies and procedures that support this cross county strategy.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Procedures/Anti%20Bullying.pdf>

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Samuel Ward Academy we will ensure our policy for managing this issue links to the available protocol.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/SSCB%20Working%20with%20sexually%20active%20young%20people%20protocol%20Final%20Version%2001%2002%2008.doc>

Safeguarding SEND Children

Children with Special Educational Needs and Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-SEN or non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and ‘*created vulnerability*’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Keeping Children Safe in Education, 2016*) Furthermore, there are additional barriers, such as communication difficulties, that exist when recognising the abuse of pupils with SEND. Samuel Ward Academy will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Children in Care (CIC)

Children in Care have a wide range of vulnerabilities that mean they also require additional action. Any concerns about a CIC should be referred to the Designated Teacher for CIC. The Virtual School Headteacher is responsible for the progress of Children in Care.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Samuel Ward Academy we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

All Governors will be subject of an Enhanced DBS check.

The prohibition from teaching check must be completed for everyone engaged in 'teaching work' whether a qualified teacher or not, and recorded on the Single Central Record (SCR).

When Samuel Ward recruits temporary staff from an Agency, the school will check that the person presenting at the school is the same person that the agency has provided the vetting checks for (*Keeping Children Safe in Education (KCSIE) 2016*)

Similarly, further checks should be undertaken to ensure that a person is not prohibited from engaging in a 'management role.' (*KCSIE 2016*)

Domestic Abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Samuel Ward Academy will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Dealing%20with%20Domestic%20Incidents%20and%20Violence%20.pdf>

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Samuel Ward Academy to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Private%20fostering%20Protocol%20.pdf>

International Students

The families who host our International Students who are 16 years old and under are vetted by Social Services prior to the students' arrival and the documentation relating to the Social Services visit is stored under a separate folder 'International Students'. The Head of Internationalism is responsible for informing Social Services and passing the completed documentation to the Safeguarding Administrator.

Peer-on-Peer Abuse

"Sometimes the people that you chill with want you to do certain things that you don't want to do, but you have to do it because you're part of that crew, you're part of it" (Participant, 13 years old) (Firmin 2011:46)

In recent years practitioners and policymakers have become increasingly concerned about the levels of violence and abuse between young people evidenced in UK research (Home Office 2011a, Home Office 2011b, Beckett et al 2014). The UK's first study into teenage relationship abuse and exploitation found that one in three girls surveyed had experienced sexual violence from a partner before they turned 18 and 25% had been in physically abusive relationships (Barter et al 2009). Young people have reported physical, sexual and emotional abusing, and being abused, by their peers as a means of survival in gang affected neighbourhoods (Beckett et al 2013, Firmin 2011, Pitts 2008). A growing interest in child sexual exploitation has evidenced that a quarter of cases in many areas are peer-on-peer as opposed to adult on child (Berelowitz et al 2012, Barnardo's 2011), with some areas suggesting that it is their most frequently identified model of exploitation (Beckett et al 2014). Most recently a European study found that more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015), underlining that some issues prevalent when dealing with peer-on-peer abuse can be related to gender

Our safeguarding policy and online safety policy seek to address these issues. Staff with concerns should report their concerns using the pink reporting form. Where it is suspected that a child is suffering from any form of peer-on-peer abuse, we will report our concerns to the appropriate agency.

Samuel Ward Academy will seek to ensure that all abuse is treated as such, and should never be tolerated or passed off as "banter" or "part of growing up." Peer-on-peer abuse includes sexting.

Self-Harm and Suicidal Behaviour

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. Any member of staff with concerns of this nature regarding a student must refer their concerns to the Designated Safeguarding Lead or Alternate as soon as possible.

See also – Mental Health Policy

Child Exploitation and Online Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Samuel Ward Academy will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our **Online safety** policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Children%20Abuse%20through%20Sexual%20Exploitation%20.pdf>

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Samuel Ward Academy is a safe place to learn and work.

Related Policies

Mental Health Policy

Behaviour Policy

Online Safety Policy

Last updated	11 September 2017
Ratified by the Governing Body on:	29 September 2017
Due for Review	September 2018



Samuel Ward Academy recording form for safeguarding concerns

(Must be hand-written)

Name of student concerned about	Childs date of birth	Tutor Group/ Form/Class	Your name (and position in school)

Nature of Concern/Disclosure

(Remember to only record fact - DO NOT add your own opinion)

Injury?	Yes	No	Did you see it?	Yes	No
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Describe the injury:

Have you filled in a bodyplan to show size/location of injury?	Yes	No
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Was anyone else with you?	Yes	No	Who?
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Where were you?

Has this happened before?	Yes	No
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Previous incident reported?	Yes	No	To Whom?	Date:
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Is the safeguarding concern enabled or dependant on the internet	Yes	No
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Your Signature: _____ Date: _____

Your Name (printed): _____

Who are you passing this information on to?	DSL	Alternate DSL	SLT	Police	Customer First
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Their Name: _____ Time: _____ Date: _____

<i>For use by DSL only:</i>				<i>Date and Time received:</i>		
Summary of Action Taken (continue overleaf if necessary):						
Referred to:		Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/>		Date and time completed :		
		Log ref number:				

Action taken by DSL/Alternate (Name: _____)

Referred to:

Education

Attendance Service

Police

School Nurse

Customer First

Professionals Advice Line

Parents

Allocated Social Worker

Other

Parents informed? Yes / No (If No – state reason)

FEEDBACK GIVEN TO

Pastoral Team

Parents

Student

Person who recorded