

SAFEGUARDING (Statutory)



**Nunthorpe
Academy**

Context – What is Safeguarding?

Safeguarding is seen by the Academy as our 'duty of care' to ensure that every student is safe from harm. Harm can be defined in numerous ways and we take this in its broadest form.

It is our responsibility to work with our students, parents/carers, the community, local service providers and multi agencies to ensure the best possible outcomes for all students no matter what their background or need. It is our duty to ensure that we protect learners, meet statutory requirements, promote their welfare and aspirations and prevent radicalisation and extremism. We must do 'what is in the best interests of the child' (KCSIE 5 Sept 2016)

In the first instance we aim to do this by ensuring outstanding punctuality and attendance, outstanding behaviour, maintaining a zero tolerance policy in relation to any form of bullying, and ensuring that our students know how to keep themselves safe in the very diverse world and cyber world in which they function on a daily basis.

Safeguarding is not just about protecting children from deliberate harm.

It also relates to:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context

And can involve a range of potential issues such as:

- Bullying, inc. cyberbullying (by text message, on social networking sites etc) and prejudice-based bullying
- Racist, disability, and homophobic or transphobic abuse
- Radicalisation and extremist behaviour (Appendix 1 'Prevent')
- Child sexual exploitation

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- Sexting
- Substance misuse
- Local issues e.g. gang activity and youth violence
- Other issues including domestic violence, sexual exploitation, Female Genital Mutilation (FGM), forced marriage and honour based crimes

It is the duty of the Academy to ensure that every child in their care is safe, and the same principles should apply to the 'virtual' or digital world as would be applied to the Academy's physical buildings.

Who deals with safeguarding issues?

Every member of staff at the Academy has a responsibility for the safeguarding of our students. However we have a dedicated team of Child Protection Officers who are always available to speak to a child if they have a concern be it about themselves, friend or peer, during Academy hours.

Safeguarding Role	Member of staff	Position
<u>Safeguarding SLT Lead</u> Deputy Nominated Person Child Protection	Mrs Kate Kell	Vice Principal
Nominated Governor Child protection	Mr Malcolm Robinson	Governor
Nominated Person Child Protection	Mrs Benita Shaw	Head of Inclusion
Deputy Nominated Person Child Protection	Mr Alistair Armstrong	Assistant Vice Principal
Deputy Nominated Person Child Protection	Mrs Tracy Davison	Senior Learning Support Assistant
Deputy Nominated Person Child Protection	Mr Mark Keegans	Learning Support Assistant
Deputy Nominated Person Child Protection	Mrs Elaine Potter	Academy Counsellor
Deputy Nominated Person Child Protection	Mrs Samantha Edwards	Behaviour Specialist

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In addition, all staff complete annual safeguarding training led by the nominated person for child protection and are encouraged to refer concerns to a member of the team who will then take appropriate action in accordance with the procedures issued by Redcar and Cleveland Local Safeguarding Children Board. (Appendix 2).

Regular safeguarding updates are also given at staff briefings; via the weekly Academy staff bulletin and safeguarding pages of the Academy intranet/website.

Redcar and Cleveland contacts:

Position	Name	Contact number
Local Authority Designation Officer (LADO)	Lorraine Press	01642 771500
Child Protection Officer for Education	Marianne Dixon	01642 837744 07909 906460

If a member of staff has a concern about safeguarding practices within the Academy, this should be referred to the Executive Principal, Head of School or Vice Principal. If, after raising concerns, the member of staff is not satisfied with the response/resultant action staff members should refer to the staff concerns/whistleblowing policy or contact the NSPCC whistleblowing helpline on 0800 028 0285.

Key documents for reference and use by all staff

Keeping Children Safe in Education 2016 is the most recent safeguarding compliance guidance and came into effect on **5th September 2016**. It specifies 18 separate safeguarding issues that school staff should be aware of. Some of these topics are very common and widely understood such as bullying, whilst others are far less common and more complex such as forced marriage, Female Genital Mutilation and radicalisation.

All staff will sign a document to state that they have read and understood part 1 of this document.

The **Working Together to Safeguard Children 2015** document explains how different agencies and organisations can work together to provide a comprehensive approach to safeguarding and supporting vulnerable people. One of the key messages in Working Together is that 'safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part'.

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The **Inspecting Safeguarding Children 2015** guidance goes into detail of the things inspectors will be focusing on during future inspections.

What to do if you are worried a child is being abused advice for practitioners March 2015 clearly lists signs and referral procedures for all staff requiring clarification.

Teachers Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain trust in the teaching profession as part of their professional duties.

Essential Academy policies to be considered alongside this overarching Safeguarding policy are:

CHILD PROTECTION POLICY (Statutory)

<http://www.nunthorpe.co.uk/our-Academy/policies/child-protection/>

Our policy applies to all colleagues, directors and volunteers working in the Academy. There are five main elements to our policy:

1. We practice safe recruitment in checking the suitability of staff and volunteers to work with all students.
2. We raise awareness of Child protection issues and equipping the students with the skills needed to keep them safe.
3. We develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse.
4. We support the students who have been abused in accordance with his/her agreed Child protection plan.
5. We have established a safe environment in which students can learn and develop.

We recognise that because of the day to day contact with students within the Academy, Academy colleagues are well placed to observe the outward signs of abuse. The Academy therefore:

1. Established and has maintained an environment where students feel secure, are encouraged to talk, and are listened to.
2. Ensure students know that there are adults in the Academy whom they can approach if they are worried.
3. Include opportunities in the LIFE curriculum (and other relevant curricular areas) for students to develop the skills they need to recognise and stay safe from abuse.

We will follow the guidance set out in the Department for Education FE Keeping Children Safe in Education Sept 2016 Working together to Safeguard Children 2013; guidance by the Tees Valley Local Safeguarding Children's Board and in partnership with Cleveland Police (Channel/Operation Encompass/Prevent).

ANTI-BULLYING POLICY (Non-Statutory)

<http://www.nunthorpe.co.uk/our-academy/policies/anti-bullying/>

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ALLEGATIONS OF ABUSE AGAINST COLLEAGUES POLICY (Statutory)

(internal policy)

This policy and guidance is based upon the Department for Education and Skills publication “Safeguarding Children in Education: Dealing with Allegations of Abuse against Teachers and Other Colleagues”, updated April 2013, ref: DfE/2044/2005.

This guidance is about managing cases of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or other colleagues in a Academy/Academy (including a volunteer) has; behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; or, behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Peer On Peer Allegations of abuse will be investigated in line with the procedures in the **POSITIVE BEHAVIOUR POLICY** (to be approved) by the Academy’s Inclusion officers.

OFFICIAL POLICY FOR STAFF CONCERNS POLICY [Grievance, Bullying, Harassment and Whistle blowing] (Statutory) (internal policy)

This policy sets out how individual colleagues might raise concerns they have about actions taking place within our workplace. Nunthorpe takes the view that most concerns raised by colleagues (including whistleblowing, grievances and allegations of harassment and/or bullying) are, in reality, different categories of complaints/grievances that colleagues might wish to bring forward. Therefore, in order to avoid having individual policies for each category of concern, and to avoid confusion as to which individual policy might then apply in a particular case, this single policy aims to provide a generic mechanism for addressing colleagues concerns with a view to ensuring that all such concerns, problems or complaints in relation to work or practices are considered and investigated where necessary and appropriate action taken.

Nunthorpe encourages colleagues to alert any member of the SLT if they have knowledge or suspicion of something which may need addressing

HEALTH AND SAFETY POLICY (Statutory) Policy

as required by the Health and Safety at Work Act 1974

<http://www.nunthorpe.co.uk/our-academy/policies/health-safety/>

Every colleague of Nunthorpe Academy (“The Academy”) should read the Academy’s policy which draws attention to the specific obligations of the Academy. This policy statement meets specific needs of the Academy’s colleagues, students, visitors and members of the public who may use the Academy’s premises. All colleagues are reminded of their duties under Section 7 of the Health and

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Safety at Work Act 1974. Section 7 enables the premises to successfully carry out practices that are developed to ensure compliance with the Act. All colleagues have the responsibility to co-ordinate with their Line Managers to achieve a healthy and safe workplace. Each colleague also has a responsibility to take reasonable care of themselves and of others who may be affected by their activities at work.

RISK ASSESSMENT POLICY (Non Statutory) (internal policy)

Managers will ensure that suitable and sufficient risk assessments are carried out for all tasks, activities, locations and work activities that present a significant hazard in their area(s) of responsibility. Managers must plan, co-ordinate and monitor how risk assessments will be managed locally. Actions must include the following:-

INTERNET AND NETWORK USAGE POLICY (E-SAFETY) (Non Statutory) <http://www.nunthorpe.co.uk/our-academy/policies/esafety/>

This policy has been written by the Academy, it draws information and guidance from a range of outside sources. It should be obvious that e-safety is a child safety (not an ICT) issue, and indeed it should not be managed primarily by the ICT team. It should be an extension of general safeguarding and led by the same people, so that, for instance, cyber bullying is considered alongside real-world bullying.

Safeguarding children and young people in both the real and virtual world is everyone's responsibility. Any establishments relying solely on technological solutions could be placing themselves, and their students and staff, at risk.

Above all, e-safety education should be a continuing feature of both staff development and young people's educational lifelong learning.

STAFF RECRUITMENT AND SELECTION POLICY (Non Statutory) (internal policy)

ACADEMY VISITOR BEHAVIOUR (Non Statutory) <http://www.nunthorpe.co.uk/our-academy/policies/academy-visitor-behaviour/>

The Academy Trust is responsible for protecting the Health and Safety and Welfare of our staff and students and as such procedures are put in place to protect members of staff from abuse and threatening behaviour from parents and others whilst on Academy premises.

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The Academy Trust expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards members of Academy staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

ACADEMY JOURNEYS / VISITS AND INSURANCE POLICY (Non Statutory)

<http://www.nunthorpe.co.uk/our-academy/policies/academy-visitor-behaviour/>

Nunthorpe encourages educational visits for a range of good educational, curricular and social reasons. But whenever a student, staff or Volunteer leaves the Academy site on such visits, the Academy must be assured that the criteria of this policy are followed in line with Educational Visits and Outdoor Education legislation.

CONTROL AND RESTRAINT POLICY (Statutory) (to be approved)

POSITIVE BEHAVIOUR POLICY (Statutory) (to be approved)

EQUALITY POLICY (Statutory)

<http://www.nunthorpe.co.uk/our-academy/policies/equality/>

EQUALITY DUTY STATEMENT (Statutory)

<http://www.nunthorpe.co.uk/our-academy/policies/equality-duty-statement/>

ESTRANGED FAMILIES (Non Statutory)

<http://www.nunthorpe.co.uk/our-academy/policies/estranged-families/>

FIRST AID POLICY (Non Statutory) (internal policy)

FIRE PREVENTION POLICY (Non Statutory)(internal policy)

SEX EDUCATION POLICY (Statutory) (internal policy)

<http://www.nunthorpe.co.uk/our-academy/policies/sex-education/>

All Academy policies are available via the Academy intranet/website. All staff are expected to familiarise themselves with these policies. Any policy updates will be announced via staff briefings and weekly bulletins.

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PREVENT STRATEGY

The aim of **Prevent** is to stop people becoming extremists or supporting terrorism or extremism. The Academy is committed to help to protect young people from extremist and violent views in the same ways that it helps to safeguard children from drugs, violence or alcohol. The purpose of this strategy is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

The Academy has an important role to play in **Prevent** by:

- Informing staff what **Prevent** is and how it links into Safeguarding.
- Ensuring balanced debates take place protecting freedom of speech as well as identifying hate crime.
- Understanding a clear responsibility to exercise duty of care and to protect the welfare of the students by identifying change in behaviour through students' interaction with or involvement in particular extreme right wing groups or faith based religious groups and use of unethical or illegal websites.
- Offering support to students who may be drawn into extremism.
- Conducting work through partnership with local authority and police who can advise on referral and support mechanisms which are agreed by the Redcar and Cleveland's Independent Advisory Group and the Community Safety Partnership.

The Academy implements this strategy within the safeguarding framework that outlines the guiding principles of identifying and addressing welfare needs and keeping young people safe:

RISK:	Young people often present some form of risk
RESPONSIBILITY:	Teachers and managers have a responsibility to minimise risk
REFERRAL:	Existing referral mechanisms should be used
RELATIONSHIPS:	Use partnership relationships for effective, timely response to minimise risk

Through the delivery of curriculum and enrichment programme, the Academy endeavours to enhance students' spiritual, moral, social and cultural development to maximise their understanding of citizenship thereby reducing the risk of extremism:

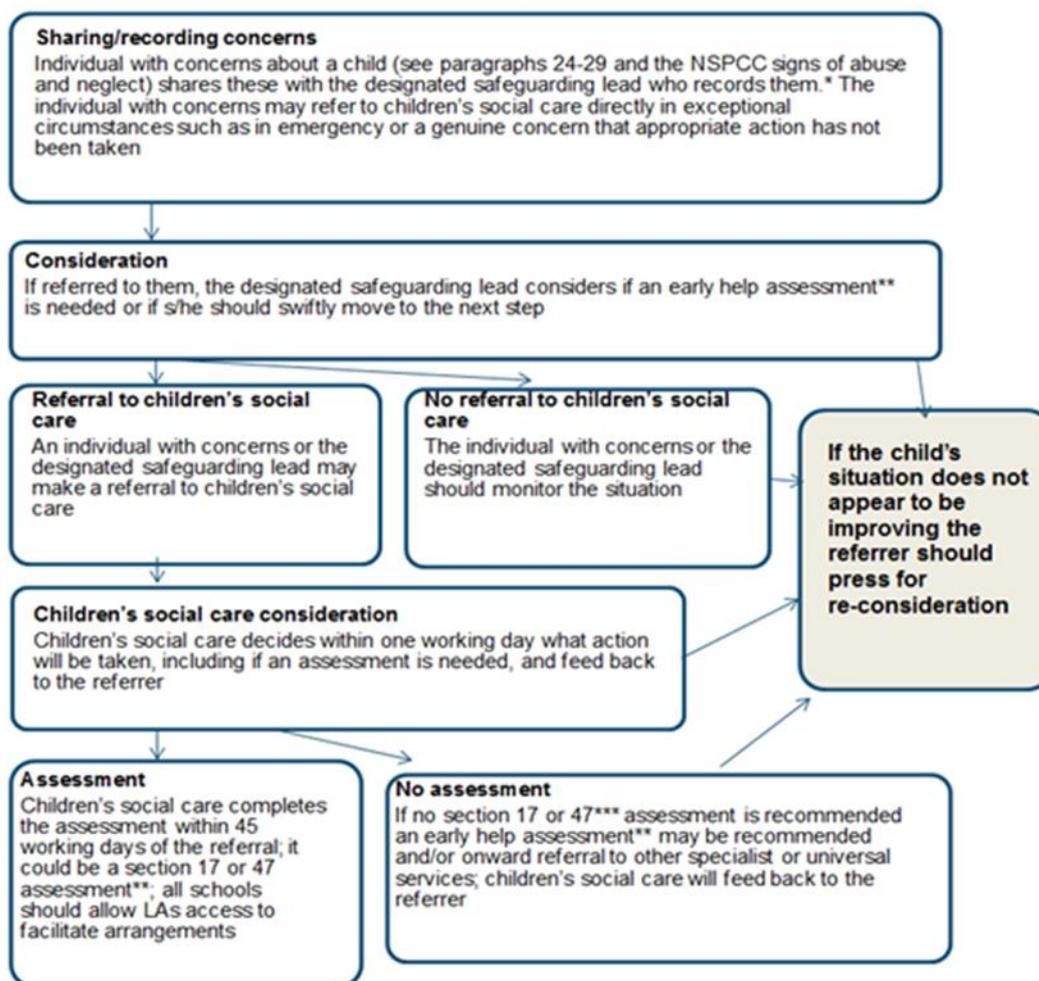
- Reflect on beliefs and values.
- Develop and apply an understanding of right and wrong in Academy and life outside Academy.
- Develop awareness of and respect for diversity in relation to, gender, race, religion and belief, culture, sexual orientation and disability.
- Gain a well-informed understanding of the options and challenges facing them.
- Develop the skills and attitudes to enable them to participate fully in democratic Britain
- Understand and appreciate the range of different cultures within Academy and further afield as an essential element of their preparation for life and work.

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APPENDIX 2



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