



# Beamont Collegiate Academy

## **SAFEGUARDING AND PUPIL WELFARE POLICY**

|   |             |
|---|-------------|
| Date approved by the Governing Body     | 18.03.13    |
| Signature of Chair to the BFP committee | L Waterson  |
| Signature of Academy Principal          | A Moorcroft |
| Date of Review                          | 10.11.14    |
| Date of Review                          | 30.11.15    |
| Date of Review BFP committee            | 20.10.16    |

## Contents

|     |   |    |
|-----|---|----|
| 1.  | Foreword .....  | 3  |
| 2.  | Policy Statement .....  | 4  |
| 3.  | Responsibilities .....  | 5  |
| 4.  | Principles .....  | 5  |
| 5.  | Recognition of Poor Practice, Abuse and Bullying .....            | 6  |
| 6.  | Identifying Signs of Possible Abuse.....                          | 8  |
| 7.  | Bullying .....  | 9  |
| 8.  | Prevention of Abuse .....   | 9  |
| 9.  | Training .....  | 11 |
| 10. | DBS Checking .....  | 12 |
| 11. | Code of Behaviour for Staff .....                                 | 12 |
| 12. | Guidance and Procedures relating to activities and services ..... | 13 |
| 13. | Internet .....  | 14 |
| 14. | Responding to Disclosures, Suspicions and Allegations.....        | 14 |
| 15. | Links to other policies .....                                     | 14 |
| 16. | Monitoring, Evaluation and Review.....                            | 15 |

## Safeguarding and Promoting Pupil Welfare Policy

This policy should be read in conjunction with:

- **Child Protection and Associated Training policy**
- **Working Together 2013**
- **Keeping Children Safe 2016**
- **PAN Cheshire Safeguarding Procedures**
- **Mandatory Reporting of Female Genital Mutilation (FGM) from 31st October 2015**

### 1. Foreword

- 1.1 Beamont Collegiate Academy is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for children and young people as participants and for the staff whose involvement is integral to the development of quality opportunities and services.
- 1.2 Safeguarding children is a priority for Beamont Collegiate Academy and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.
- 1.3 This policy provides a generic statement about what parents, the community, young people and staff can expect from us as minimum standards in the area of safeguarding. The policy and procedures will be transparent and open to inspection by anyone, and details how concerns about the wellbeing of young people will be responded to.
- 1.4 It provides a reference point for all in our quest for making young people's lives as safe as possible. We are aware that we cannot do this alone and, will expect staff to adhere to our practices
- 1.5 The term '**staff**' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of Beamont Collegiate Academy.
- 1.6 Safeguarding and promoting the welfare of children is defined by the Department for Education as:
- protecting children from maltreatment
  - preventing impairment of children's health or development
  - ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

- 1.7 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.
- 1.8 This document makes a commitment to review and to adapt to change in a positive stance on all areas of safeguarding. This policy is mandatory for all staff working for or on behalf of Beamont Collegiate Academy. The policy and procedures will be reviewed whenever there is a significant change in Safeguarding and Child Protection legislation. This policy should be read in conjunction with the PAN Cheshire Safeguarding Procedures

## **2. Policy Statement**

- 2.1 It is the policy of Beamont Collegiate Academy that all young people have a right to be safe and for their welfare to be paramount. The following Safeguarding Pupils Procedures will be formally adopted and made known to all staff.
- 2.2 By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and young people and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.
- 2.3 We expect agencies and organisations and other stakeholders, with a remit for working with young people that we work with or who use our facilities, to adhere to our procedures as a minimum standard or operate their own effective Safeguarding and Child Protection Policies.
- 2.4 This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need.
- 2.5 The policy and procedures apply to all children and young people regardless of gender ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults.
- 2.6 This document should be read in conjunction with the guidance in the publication **Working Together to Safeguard Children** - A guide to inter-

agency working to safeguard and promote the welfare of children ( 2013) and the PAN Cheshire Safeguarding Procedures

### **3. Responsibilities**

- 3.1 The Academy Governing Body will accept the responsibility to implement procedures to provide a duty of care for young people to safeguard their well-being and protect them from abuse.
- 3.2 They will respect and promote the rights, wishes and feelings of young people and recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them.
- 3.3 The Governing Body requires staff to adopt and abide by the Beamont Collegiate Academy Safeguarding Policy and Procedures and will make people feel confident in reporting any issues relating to safeguarding and child protection.
- 3.4 They will respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures if required.
- 3.5 They delegate the maintenance and operation of Safeguarding Policy and procedures to the Principal.
- 3.6 The governing body will designate a Governor to take the lead on Safeguarding.

### **4. Principles**

- 4.1 The guidance given in the procedures is based on the following principles;
  - a) The welfare of young people is the primary concern
  - b) All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse
  - c) It is everyone's responsibility to report concerns but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place
  - d) All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately
  - e) Confidentiality will be upheld at all times and in line with the Data Protection Act

- f) There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within any organised activity, service or programme
- g) Discrimination, prejudice and oppressive behaviour or language are unacceptable

## **5. Recognition of Poor Practice, Abuse and Bullying**

- 5.1 It is not always easy to recognise a situation where abuse may occur or has already taken place. Beamont Collegiate Academy staff have a responsibility to act if they have any concerns about the behaviour of an individual towards a young person.
- 5.2 The Academy encourages and expects staff to discuss any concern they may have about the welfare of a young person immediately with the Academy Designated Child Protection Officer See *Child Protection and Associated Training Policy*
- 5.3 There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically, to a young person. We recognise that perpetrators of abuse can be:
  - both male and female (adults and other young people)
  - well known and trusted by the young person

The abuse can happen anywhere (home, school, trips, and activities).

- 5.4 Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.
- 5.5 Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.
- 5.6 Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally

inappropriate expectations being imposed on young people. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill - treatment of a young person, though it may occur alone.

5.7 Emotional abuse can take place through the inappropriate use of technologies which include;

- Cyber - e-mail, internet chat rooms
- Mobile phone - Threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

5.8 Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways, particularly in relation to grooming

5.9 Sexual abuse can take place through the inappropriate use of technologies which include;

- Cyber - e-mail, internet chat rooms
- Mobile phone – Sexualised text message and images
- Other technology - mobile phone cameras, cameras and videos

5.10 Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment.

Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns.

5.11 Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse.

## **6. Identifying Signs of Possible Abuse**

6.1 There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is

occurring. Some of these signs are common to all types of abuse; others are more specific.

6.2 Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly.

6.3 The following are indications that a young person may be being abused:

- a) Unexplained bruising or suspicious injuries
- b) An injury for which the explanation seems inconsistent
- c) The young person describes what appears to be an abusive act involving him/her
- d) Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- e) Inappropriate sexual awareness or engaging in sexually explicit behaviour including possible grooming leading to child sexual exploitation
- f) Distrust of adults, particularly those with whom a close relationship would normally be expected
- g) A young person has difficulty in making friends
- h) Changes in appearance such as weight loss

6.3 Remember that at all times the welfare of the young person is paramount. If a young person's behaviour or your observations give rise to concern then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the Designated Senior Person. It may be appropriate to raise your initial concerns with parents, but do so only after discussing this with the DSP.

## **7. Bullying**

7.1 In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another young person.

7.2 Bullying is defined as ‘The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves’.

7.3 Bullying behaviour can take a variety of forms including:

- a) Emotional - Being unfriendly, excluding and tormenting
- b) Physical - Pushing, punching, kicking and any other violence
- c) Racist - Taunts, graffiti and gestures
- d) Sexual - Unsolicited contact or sexually abusive comments
- e) Disability - Picking on people because of their physical or mental disabilities or those students with special educational needs
- f) Homophobic – intimidating and humiliating individuals because of their sexuality
- g) Verbal - Teasing, name calling, spreading rumours
- h) Cyber - e-mail, internet chat rooms
- i) Mobile phone - Threats by text message and calls
- j) Other technology - mobile phone cameras, cameras and videos

7.4 The **Beamont Collegiate Academy Anti-bullying Policy** covers more detailed information about the Academy’s approach to bullying and should be referred to if bullying is suspected.

## **8 Prevention of Abuse**

8.1 Recruitment and training of employees who will have direct or indirect contact with young people is crucial to help prevent abuse.

8.2 This guidance should be considered alongside the Safeguarding Children and Safer Recruitment in Education DfE guidance published in 2007.

8.3 The term ‘direct’ contact with young people refers to a member of staff who has responsibility for young people in a supervisory role. It is usual in this situation for parents/guardians not to be present.

- 8.4 The term 'indirect' contact with young people refers to an employee that may come into contact with young people during the course of their work.
- 8.5 Guidance in the **Safeguarding Children** document (above) must be followed. The appendices in this guidance give the following order of events:
- a) Vacancy advertised (where appropriate)
  - b) Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to receive a full enhanced DBS clearance
  - c) Applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing
  - d) Shortlist prepared
  - e) References - Sought directly from referee on short listed candidates, ask recommended specific questions, include statement about liability for accuracy. On receipt of references they will be checked against information on the application and scrutinised. Any discrepancy / issue of concern noted will be taken up with the applicant (at interview if possible)
- 8.6 The following must be included in the recruitment and selection checklist; Initials  
Date
- a) Invitation to interview -Includes all relevant information and instructions
  - b) Interview arrangements -There must be at least 2 interviewers: panel members must have authority to appoint and have met and agreed issues and questions/assessments criteria/standards. The Academy Principal and one Governor must have passed the Safer Recruitment course.
  - c) Interview - Explores applicants' suitability for work with children as well as for the post.
  - d) N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate **original** documents: copies of documents taken and placed on file; where appropriate applicant completed application for Enhanced DBS
  - e) Conditional offer of appointment –pre appointment checklist - Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period

- f) References (if not obtained and scrutinised previously)
- g) Identity (if that could not be verified straight after the interview)
- h) Qualifications (if not verified on the day of interview)
- i) Permission to work in UK if required
- j) DBS – Where appropriate satisfactory Enhanced DBS Disclosure received
- k) ISA check – person is not prohibited from taking up the post
- l) Health – the candidate is medically fit
- m) QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS) prohibition checks via National College.
- n) Statutory Induction (For teachers who obtained QTS after 7 May 1999)

## **9. Training**

- 9.1 In addition to pre-selection checks, the safeguarding process includes training after recruitment to help employees to analyse their own practice against established good practice, and ensure their practice reduces the likelihood of allegations against them.
- 9.2 They should be able to recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- 9.3 They must respond appropriately to concerns expressed by a young person and work safely and effectively with young people.
- 9.4 Beamont Collegiate Academy will nominate a person as a Designated Senior Person and staff working with young people will attend recognised Child Protection awareness training as soon as this can be arranged following their appointment.
- 9.5 Training levels will be appropriate to staff contact with young people and their responsibilities for child welfare within Beamont Collegiate Academy.
- 9.6 Appropriate training will be provided for staff who may have indirect contact with young people during the course of their work.
- 9.7 The DSL will receive specific training to support their more enhanced role

9.8 Records will be kept of all staff training, naming individuals and detailing what training they have received and when. These will be kept with the central CRB register. (see below) A Schedule of Training will be kept and included as part of the induction process for new staff.

9.9 Training for staff should take place every 3 years

## **10. Disclosure and Barring Service**

10.1 All personnel who come into contact with children, whatever their status, will be subject to an Enhanced DBS check, including Governors. The Academy Business Manager will have responsibility for maintaining the Single Central Register.

10.2 DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.

10.3 The Single Central Register will be complete and kept securely in one place. It will be password protected and there will be limited access to the register and the people who have access will be named and advised.

## **11. Code of Behaviour for Staff**

11.1 In order to ensure adherence and understanding, all individuals working for or on behalf of Beamont Collegiate Academy will behave in an appropriate manner towards all pupils.

11.2 Young people taking part in Academy activities will be expected to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to pupils.

11.3 Further details of our expectations with regards to behaviour, including rewards and sanctions, can be found in the **Beamont Collegiate Academy Behaviour Policy**.

## **12. Guidance and Procedures relating to activities and services**

12.1 In the course of preventing abuse to young people Beamont Collegiate Academy has established guidance and procedures related to activities and services. This includes the use of photography, video recording, image recording and mobile phone cameras

12.2 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

12.3 When using professional photographers or inviting the press to a Academy activity, Beamont Collegiate Academy will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
  - Not allow unsupervised access to young people or one to one photo sessions at events
- 12.4 Parents and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use professional photographic equipment
- Individuals registered to use professional photographic equipment will be issued with identification
  - Young people and their parents will be informed to report any concerns to the event organiser
  - Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern
- 12.5 The majority of promotional and press releases will be organised through Beamont Collegiate Academy Senior Leadership Team. These are generally agreed by both parties in advance. We undertake not to use the young person's images unless we have written consent for both the taking and publication of films or photographs from the parent. Specific permission will be sought if the images are to be used on Beamont Collegiate Academy website.
- 12.6 When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times.
- 12.7 If there is any doubt about the ID, the Principal should be contacted. Beamont Collegiate Academy will ensure that the young person's names are not mentioned in publications if requested by the parents/guardians.
- 13. Internet**
- 13.1 Beamont Collegiate Academy operates secure access to the internet through the Internet provider, preventing access to inappropriate web sites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored.
- 13.2 Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Policy and Procedures.

13.3 Beamont Collegiate Academy will follow the DfE guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

**14. Responding to Disclosures, Suspicions and Allegations**

14.1 The appropriate responses are contained in the Child Protection Policy.

**15. Links to other policies**

15.1 The following policies should be read in conjunction with this policy.

- Child Protection Policy
- Behaviour Policy
- Recruitment and Procedures Policy
- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy

**16. Monitoring, Evaluation and Review**

16.1 The Vice Principal with responsibility for Safeguarding will review this policy at least annually and more often when legislation and guidance changes.

16.2 Its implementation and effectiveness will be monitored by the Principal and the Vice Principal who will report the outcomes to the Governing Body.

16.3 The policy will be promoted and implemented throughout the Academy.