

Top Valley Academy

**Safeguarding  
and  
Child Protection Policy**

Approved by Governing Body 29 September 2015



**Top Valley Academy  
Safeguarding and Child Protection Policy**

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**For Academic Year – September 2015 – August 2016**

This Policy was written in accordance with the following guidance:

- Working together to safeguard children March 2015
- Keeping Children Safe in Education July 2015
- What to do if you are worried a child is being abused 2015 – Advice for practitioners
- Nottingham and Nottinghamshire Safeguarding Children Board Inter-agency Child Protection Procedures and Practice Guidelines July 2015
- Information Sharing March 2015
- The Prevent Duty June 2015

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## A) INTRODUCTION

Top Valley Academy fully recognizes the contribution it can make to protect all children and young people using our services.

We fully endorse the belief that all children deserve the opportunity to achieve their full potential as reflected in the outcomes from Every Child Matters and we work with partner agencies and the Nottingham Local Safeguarding Children Board to protect, safeguard and promote the welfare of children in our care. We recognize that because of the day to day contact with children, Academy staff are well placed to observe the outward signs of abuse and can therefore make a significant contribution to the protection and safeguarding of children and young people.

In addition, we will uphold the Academy core values of pride, opportunity respect and belief; actively promote British Values and operate within the objectives as set out in SMSC.

Our policy applies to all staff, governors and volunteers working in the academy. A review of safeguarding and child protection is a standing agenda item on the Local Governing Board (LGB), which takes place once a half term.

There are three main elements to our Safeguarding and Child Protection Policy:

### **Prevention:**

A key priority of the Academy is to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. Our Student Support Centre has an open door policy and home to a multi-disciplinary team of staff and external services.

Staff involved in supporting students and their families liaise regularly with other professionals and agencies and are committed to developing productive, supportive relationships with parents to promote children's interests.

Opportunities for personal, social and health development and to encourage trusting relationships are developed through a tutorially based pastoral care programme in Year 7 and curriculum drop-down days once a half term in all year groups. A major development of this work has been through the Ofsted acclaimed *SID (Safety, Identity and Difference) Campaign* initiated in 2009-10, which requires tutor groups to work together to produce presentations on personal development themes. In Year 7, pupils focus on safety. They consider what makes them unsafe and how they can contribute to making Top Valley Academy a safer place to be. Tutor groups often focus on bullying. For this stage of the project, tutor groups receive a safe card to place in the door of their tutor room, identifying to the Academy that it is a safe place to be.

In Year 8, pupils focus on identity. They look at national identity, their identity as Top Valley Academy pupils, tutor group and individual identity.

Finally, in Year 9, pupils focus on difference. They look at the protected characteristics within the Equality Act 2010, individual differences within their tutor group and how we can celebrate diversity and stop discrimination.

Pupils are awarded with badges on completion of each theme.

Pupils are encouraged to talk to their Tutor, Head of Year or any trusted member of staff about any concerns they have and both to provide an alternative support route and to encourage talk, children's helplines such as Childline, Kooth online counselling and the NSPCC are advertised in the Student Support Centre. In addition, the Academy operates a website called *SHARP (School Advice and Reporting Page)* where pupils can obtain information on safety issues and report concerns to school staff anonymously.

Through our curriculum drop-down days, pupils have opportunities to develop the skills they need to recognize and stay safe from abuse. Pupils are also advised of the support available in and out of school if they have concerns about any issues. Assemblies, sometimes using outside speakers, are also used to raise awareness of specific issues.

Top Valley Academy recognises that when using digital technologies, both inside and outside of the school day, to learn and socialize, students may encounter risks.

Top Valley Academy promotes E-Safety within its safeguarding duties as 'the process of increasing resilience to risks when using technology through a combined approach to policies and procedures, infrastructure and education, underpinned by standards and inspection' (British Educational Communication and Technologies Agency). This includes acceptable use policies for pupils and staff, ICT curriculum content, staff training and participation in "Safer Internet Day". Further information about our approach to E-Safety can be found in our E-Safety policy, which is currently under review.

#### **Protection:**

The protection of children and young people in our care is of paramount importance. By developing and following agreed procedures and ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns we will ensure everything possible is done to protect the children and young people of Top Valley Academy.

All staff, whether permanent or temporary and volunteers who work with children, will be given a written statement about internal child protection procedures (see appendix 3) and the names of relevant contacts within the Academy as well as the telephone numbers of agencies for emergency purposes. All new employees to the Academy undergo an induction that looks at the Academy's policy, procedures and practices in relation to safeguarding and child protection, as well as being provided with part one of Keeping Children Safe in Education 2015.

#### **Support:**

Support will be provided for children and young people who have been abused. A detailed support package will be developed in accordance with the agreed child protection plan. When the need arises, support will also be provided for staff who are involved in supporting children who have been abused. Support will also be provided for pupils who are in need of protection and where additional needs are identified (requiring either internal or external agency involvement).

## **B) DESIGNATED STAFF WITH RESPONSIBILITY FOR SAFEGUARDING/CHILD PROTECTION**

The designated senior leader with overall responsibility for safeguarding and child protection is **Sean Kelly, Headteacher**. **The Designated Safeguarding Lead (DSL) is Ki Vanterpool, Assistant Headteacher**. She liaises with external agencies, including the Local Authority's Safeguarding Officer and within Academy is responsible for:

- ensuring that effective procedures for identifying and reporting cases, or suspected cases of abuse are developed and implemented.
- ensuring that all staff are appropriately trained in safeguarding and child protection procedures and supported to respond appropriately and sensitively to child protection concerns.
- ensuring that every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- ensuring that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- raising awareness of safeguarding and child protection issues.

In her absence, **Sue Matthews** and **Phil Owen, Safeguarding & Child Protection Workers**, are able to take responsibility for the role and responsibilities of the designated safeguarding lead. In the event of neither being available, child protection matters should be referred to Sean Kelly, Headteacher. All four named members of staff have received the appropriate child protection training to carry out their role. **Abigail Hawkins, Strategy Manager for Vulnerable Groups**, has also received this training for additional capacity.

The nominated **Safeguarding Governor** is **Rosie Vernon**, whose responsibility it is to champion issues to do with safeguarding and promoting children's welfare and child protection within the Academy, liaise with the Designated Senior Person for Child Protection, and provide information and reports to the LGB.

It is the responsibility of the Headteacher to ensure that the policies and procedures adopted by the LGB are fully implemented, and followed by all staff.

### **Safeguarding Strategy Group**

This group will call upon senior colleagues with responsibility from the following: DSL, Chair of Governors, Governor with responsibility for Safeguarding and Headteacher. The group is convened as necessary for internal serious case reviews.

### **Safeguarding audit**

An annual audit of our safeguarding and child protection procedures, including attendance and record keeping takes place internally (based on a Local Authority audit) and is reviewed by the Safeguarding Governor.

## **Training and Support**

The DSL and those with deputizing roles undertake training in inter-agency working and refresher training at 2 yearly intervals.

All new staff to the Academy receive a safeguarding and child protection induction within 3 weeks of their employment commencing.

All other staff who work with children undertake training to equip them to carry out their responsibilities for Child Protection effectively and this is updated at 3 yearly intervals. Training is delivered by the Local Authority's Schools and Education Coordinator, the designated safeguarding lead in the Academy or through the NSPCC online training service. We also access additional training opportunities provided by the Nottingham City Safeguarding Children Board and other agencies that will help us to better support our students.

The DSL attends a city partnership network meeting once a term to stay abreast of national and local updates in safeguarding.

## **Confidentiality**

We recognize that effective information sharing by professionals is central to safeguarding and promoting the welfare of children and makes an important contribution to the addressing of children's needs at an early stage, helping children, young people and families who need additional services to achieve positive outcomes and averting the development of serious problems.

In sharing information we are aware that the law permits the disclosure of confidential information necessary to safeguard a child or children though disclosure should be justifiable, according to the particular facts of the case.

We are guided by the seven golden rules to sharing information as described in Information Sharing March 2015 and if in doubt, would call upon the advice of the Schools and Education Safeguarding Coordinator.

The safeguarding notice board in the staff room identifies pupils for whom we have concerns, as well as the lead member of staff to contact. There is also corresponding information on the Hub that provides teaching staff with relevant information about the nature of the concern and the support that is in place. In addition to this, these pupils are identified on SIMS via specific colour-coding (red = social care involvement, blue = external agency, green = LAC).

In summary:

- We recognise that all matters relating to child protection are confidential
- The DSL will disclose information about a child or young person to other members of staff on a need to know basis only
- Through effective training, all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- The Academy's procedures for child protection matters makes clear to all staff that they cannot make a promise to a child to keep secrets
- Where safeguarding or child protection concerns are identified for a specific child, this information is securely held in a Confidential Pupil/child Record, within a locked cabinet.

## **Referrals**

When child protection concerns are raised, the Designated Safeguarding Lead will assess all information available to the Academy and, if appropriate, refer to Children and Families Direct and, within 24 hours confirm this referral in writing using the Safeguarding Concern Form (appendix 4).

Copies of the referral form are given to the Headteacher, Education Welfare Service, Academy Nurse and the Local Authority Schools and Education Safeguarding Coordinator. In the case of a new referral to Social Care, the pupil's file is marked with a red 'C' to denote the existence of a Confidential File.

## **C) PROCEDURE FOR MONITORING AND RECORD KEEPING**

We recognize that academies can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child's progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties. Monitoring is particularly valuable because Academy staff are in daily contact with children and are used to monitoring them. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' or 'unusual' for a particular child.

Parents are informed of the Academy's Child Protection duties and responsibilities through the Academy Prospectus and also in the Brochure issued to all new intake Y7 students. In the event of a child transferring to a new Academy, the CP file / monitoring notes, will be sent by recorded delivery separately from the main pupil file, marked as confidential and for the attention of the new Designated Person.

### **Monitoring**

The Academy holds a weekly safeguarding meeting, attended by relevant staff. This meeting allows staff to provide feedback on our most vulnerable students: students with an active Social Care case; students with a CAF and/or external agency involvement; students who are LAC; students who are subject to Managed Move protocol or being admitted via Fair Access Panel; and any other students where there are ongoing concerns (monitored by Heads of Year).

A procedure is in place for the identification of students about whom we have safeguarding concerns and whose attendance requires close monitoring. This list of named students, updated regularly, is monitored twice daily and includes students open to Social Care and LAC. If one of these students is absent, designated staff are informed and additional measures are put in place to establish the reason for absence.

### **Recording**

When a child is being monitored for protection concerns, key staff will be informed on a need to know basis and asked to contribute to the monitoring process by reporting any relevant information. This is reinforced via the pupil information on the staffroom and Hub safeguarding notice boards.

Minutes of weekly safeguarding meetings are kept securely by the DSL, as well as tracking spreadsheets for vulnerable students that includes a list of all students who are discussed as monitoring concerns. An up to date chronology is in place for all students subject to Social Care involvement, CAF or LAC.

All monitoring records are held securely and the decision to make a formal referral is the responsibility of the designated person. The Safeguarding Concern Form (Appendix 4) will be used for all written referrals to Social Care.

A log of concerns raised to the DSL by Academy staff is also maintained in accordance with Ofsted requirements and reviewed every half term by the Headteacher.

#### **Triggers: When is recording needed?**

*When there is a concern over:*

- marks on a child's body
- unusual, significant changes in behaviour
- mood changes
- puzzling statements or stories from a child
- information from others
- If requested by another agency, for example, following an Initial Child Protection Conference

#### **What should be recorded?**

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanor and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

## **D) ENSURING SUITABLE STAFF WORK WITH CHILDREN**

This Academy operates vetting and safe recruitment practices in line with Keeping Children Safe in Education July 2015. Safer Recruitment Training has been undertaken by the Chair and Deputy Chair of Governors, the Safeguarding Governor, the Headteacher, DSL and the Finance Manager. As part of our recruitment process, it is Academy policy that there will always be at least one member of the interview panel who has been trained in safer recruitment. All members of SLT will complete Safer Recruitment training in October 2015.

A Single Central Record is maintained for all permanent and agency staff, volunteers (including the Academy Governors) and staff from 'bought in' services (e.g. catering, cleaning services). All staff are made aware of internal child protection procedures.

All staff and volunteers are issued with guidance annually and know it is their individual responsibility to be clear about appropriate forms and levels of contact with young people, both physical and social, in and out of the Academy.

More information on our safer recruitment procedures can be found in the Central Academy Trust DBS disclosure and recruitment of ex-offenders policy.

## **E) ALLEGATIONS AGAINST PROFESSIONAL CARERS/Abuse of Trust**

In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The Academy recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigation are thorough and not subject to delay.

The Academy recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the Academy will do so with sensitivity and will act in a careful, measured way.

The staff and volunteers of Top Valley Academy have a legal and moral duty to safeguard and promote the welfare of the children and young people they come into contact with and are considered to be in a position of trust which carries with it expectations of appropriate behaviour.

Procedures are in place to support all staff who have concerns about the conduct of any adults working in Academy either in a professional role or in a voluntary capacity and all such concerns should be referred directly to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of Governors. Staff should refer to the Central Academy Trust Whistleblowing policy for further information on raising concerns about safeguarding practices within the Academy.

In the event of an allegation about the behaviour of a teacher or other professional carers this academy will follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Working Together to Safeguard Children 2015.

Any allegation or concern about the conduct or behaviour of a person who works with children and/or young people must be referred to the Designated Officer (previously Local Authority Designated Officer). This will enable the management of the three strands of the allegations management process (potential safeguarding concerns, criminal investigation and disciplinary procedures).

All information should go to the Headteacher in the first instance before a referral is made to the Designated Officer. Referrals must be made to the designated officer when information suggests that an adult who has contact with children as part of their employment or voluntary work may have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicated he or she would pose a risk of harm if they work regularly or closely with children.

Top Valley Academy also recognizes that employers have a duty of care to their employees and as such, will ensure that effective support is provided for anyone facing an allegation in line with the requirements of Keeping Children Safe in Education 2015. Following initial enquiries by the Headteacher, if an investigation is appropriate, this will be undertaken by the DSL and the Strategy Manager for Staff Support will become involved. At this stage, the Chair of Governors and Safeguarding Governor will be made aware. Referrals will be made to the Disclosure and Barring Service (DBS) where appropriate and in consultation with the Designated Officer.

## **F) VULNERABLE CHILDREN/CHILDREN AT RISK**

Some children and young people may be particularly vulnerable to abuse and harm. The DSL is aware of the range of guidance that is available (appendix 1) and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. Staff working with children are alert to signs which may indicate possible abuse or harm.

Additional information about these vulnerable groups can be found in appendix 7.

### **Preventing Radicalisation**

The Academy has due regard to the need to prevent people from being drawn into terrorism, as laid out in The Counter-Terrorism and Security Act 2015. The Academy actively promotes fundamental British values and staff have been made aware that concerns about pupils being radicalised fall under child protection procedures.

We will ensure that pupils' awareness of this issue is raised through the curriculum (drop-down days) and assemblies.

The Academy vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Visiting speakers are always supervised by Academy staff and if extremist views are expressed by visitors, this will be referred to the DSL or member of SLT.

Where we are concerned about individual children there is a referral pathway.

We are aware of our responsibilities as a specified authority within the Prevent Duty 2015 and have outlined how we meet/will meet these responsibilities in a separate action plan (see appendix 8).

This Safeguarding and Child Protection policy should be considered alongside other related policies in the Academy (some of which are currently under review) including:

- Attendance and Punctuality
- Behaviour
- Anti Bullying
- Special Educational Needs & Disabilities
- Health and Safety
- Whistleblowing (Central Academy Trust)
- DBS disclosure and recruitment of ex-offenders (Central Academy Trust)
- E-safety
- Pupil and Staff Acceptable Use Policies

**Approved by Governing Body on 23<sup>rd</sup> June 2015, updated 29<sup>th</sup> September 2015**

**To be reviewed by the Headteacher and Governing Body Annually**

## Appendix 1:

### **Glossary of terms taken from Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015)**

**Children:** Anyone who has not yet reached their 18<sup>th</sup> birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

**Safeguarding and promoting the welfare of children:** Defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

**Child protection:** Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by other (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**Physical abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

**Sexual abuse:** Involved forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via

the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Young carers:** Are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental ill health problems, or misuse drugs or alcohol.

**The following specific safeguarding issues are taken from Keeping Children Safe in Education July 2015 and have associated government guidance:**

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

**Appendix 2:**

**Requirements of schools and colleges taken from Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015) and how they are met by Top Valley Academy:**

<p>A clear line of accountability for the commissioning and/or provision of services.</p>	<p>Two Safeguarding &amp; Child Protection Workers dedicated to liaising with external agencies and use of the CAF; SENCO and designated safeguarding lead also responsible for decisions on opting into external agency traded services and liaison.</p>
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A senior person to take leadership responsibility for the organisation's safeguarding arrangements.	Sean Kelly, Headteacher
A culture of listening to children.	Promoted through our SID campaign, Peer Counsellor scheme, SHARP, regular pupil consultation (including anti bullying focus groups) and Student Council.
Clear whistleblowing procedures and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.	Whistleblowing policy is available to all staff on the Hub. DSL attends safeguarding network meeting once a term and reviews this area with the Safeguarding Governor on a regular basis.
Arrangements which set out clearly the process for sharing information.	Included in Safeguarding & Child Protection Policy and Child Protection guidelines for staff.
A designated professional lead for safeguarding.	Ki Vanterpool, Assistant Headteacher.
The designated lead should be given sufficient time, funding and supervision to fulfil their role.	Added capacity through two Safeguarding & Child Protection Workers.
Safe recruitment practices.	Always at least one member of staff on any interview panel that has received Safer Recruitment training. All SLT due to complete Safer Recruitment training October 2015. Job adverts state our commitment to safeguarding and promoting the welfare of children and interviews include a question that checks out values and understanding of safe working practices.
Mandatory induction to help new staff become familiar with child protection responsibilities.	Induction procedures are overseen by HR Manager and all new staff receive a Child Protection induction, copy of the Safeguarding and Child Protection policy and part one of Keeping Children Safe in Education 2015.
Appropriate supervision and support for staff, including undertaking safeguarding training.	Weekly safeguarding meeting allows regular supervision of staff dealing with individual cases. Safeguarding training is monitored by the DSL – all staff due to complete 3 year refresher October 2015 (expires April 2016).
Clear policies to deal with an allegation against a member of staff or volunteer who has: <ul style="list-style-type: none"> <li>• behaved in a way that has harmed a child, or may have harmed a child</li> <li>• possibly committed a criminal offence in a way that indicates they may pose a risk of harm to children</li> <li>• behaved towards a child or children in a way that indicates he or she may pose a risk of harm children.</li> </ul>	Included in Safeguarding & Child Protection Policy.

## Appendix 3: **CHILD PROTECTION – STAFF GUIDANCE**

The Designated Senior Person for Child Protection is: **SEAN KELLY, HEADTEACHER.**

The day to day management of child protection concerns is overseen by the Designated Safeguarding Lead (DSL): **Ki Vanterpool, Assistant Headteacher.** All referrals should be directed to her in the first instance and she can be contacted on mobile number 07832 956678. Sue Matthews (mobile number 07940 082203) and Phil Owen (mobile number 07940 082367) are also trained in child protection procedures and are located in the Student Support Centre. In their absence, child protection concerns can be referred to Abigail Hawkins, Strategy Manager for Vulnerable Groups.

Interagency Safeguarding Children Procedures of the Nottinghamshire Safeguarding Children Board (NSCB) and the Nottingham City Safeguarding Children Board (NCSCB) are available online via the Hub. The Academy's Safeguarding and Child Protection Policy is on the Hub, website and there are hard copies in reception. Child Protection referrals are kept confidentially in the Student Support Centre and in the Headteacher's office.

You might become involved in the school's child protection procedures because:

- You may see an injury that cannot be explained
- A child may want to tell you about what is happening to him or her
- Another person may express concern for a child's well being
- You may have noticed significant changes in the way a child performs or behaves in school
- You may have information that you think could be an indicator of a child protection issue

Any allegation, disclosure or suspicion of abuse needs to be taken seriously and handled in a sensitive manner. Individual members of staff should never deal with child abuse disclosures in isolation, and should always refer to a Designated Person, who will undertake the interview. Information should be strictly limited to those who need to know.

Staff should **ALWAYS** make it clear to a young person that they cannot make guarantees of confidentiality. If possible, they should warn the individual about this **before** they are given an opportunity to disclose.

If the young person does not wish to continue:

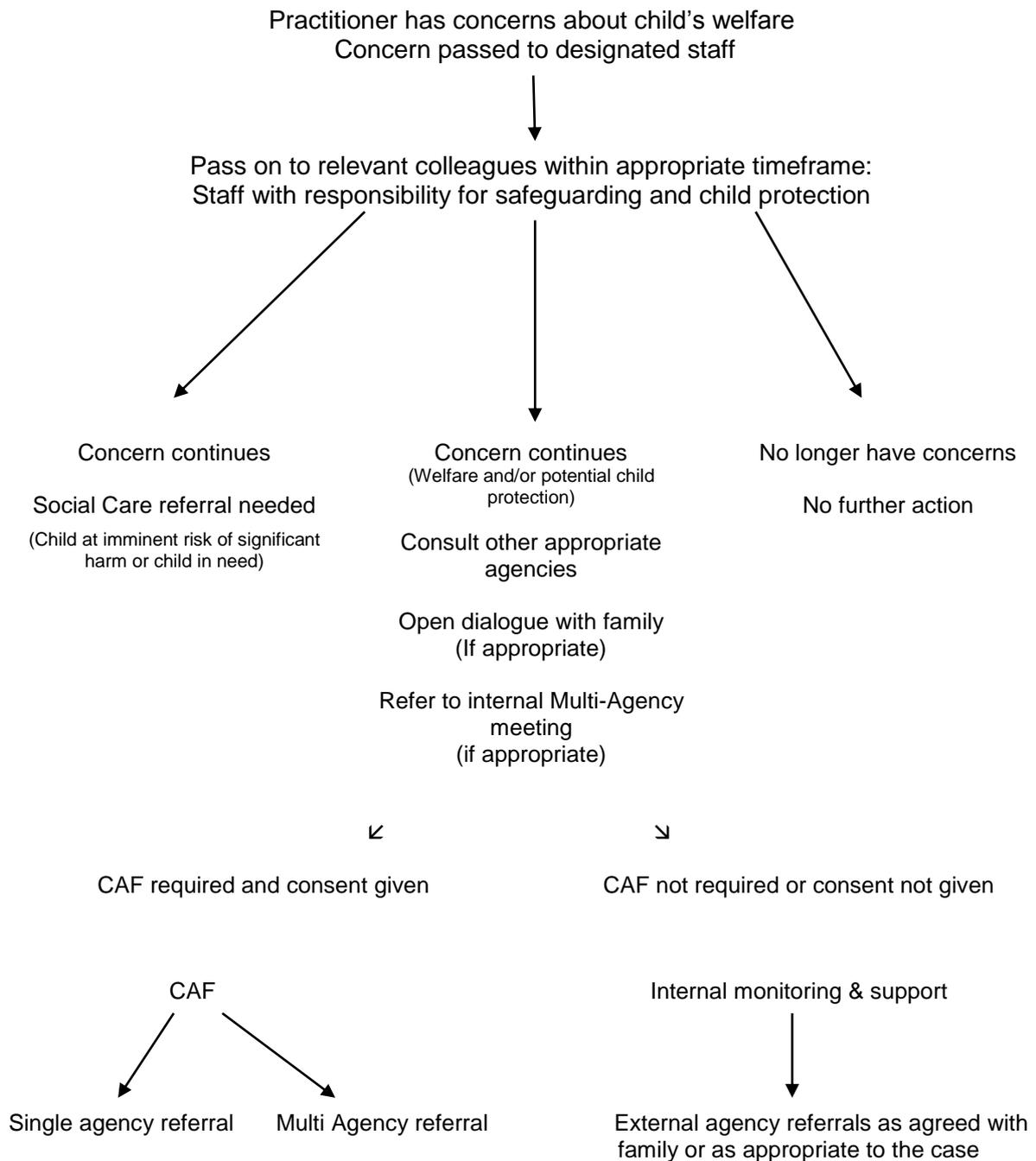
- Encourage them to access support from Student Support Services
- Offer access to a privately located telephone, for helpline support (see 'Useful Numbers' at the end of this document)
- State that you may have to pass on any disclosure.

If the young person wishes to continue:

- Listen carefully to what is being said
- Keep questions to a minimum, just to clarify what is being said
- Avoid leading questions, prompting or making comments
- Suspend your own judgement – remember that you are not investigating the matter
- Inform the young person of the actions that will follow your conversation and assure them that they will be kept informed of all developments.
- Staff should support the child and give reassurances whilst explaining which other people will need to know about the allegations.
- Staff should make notes of the conversations which may be shared by the investigating agency (e.g. Social Care Services) including:
  - Names of those present during the disclosure/allegation
  - Date and time of the conversation
  - Brief description of the allegation, including when and where it took place
  - Any visible or alleged injuries
  - Young person's preferred action

**Contact the Designated Person immediately after the initial disclosure and pass all information to them.**

# CHILD PROTECTION PROCESS



Safeguarding cases are discussed at a weekly meeting attended by relevant support staff.

Further information can be found on the Safeguarding notice board in the staff room and on the Hub.

Appendix 4:



# Safeguarding Concern Form



Name of student: \_\_\_\_\_ DOB: \_\_\_\_\_

Name of School: \_\_\_\_\_

Nature of concern:

Physical       Sexual       Emotional       Neglect

Concern recorded by: \_\_\_\_\_ Date \_\_\_\_\_

Position: \_\_\_\_\_ Signature : \_\_\_\_\_

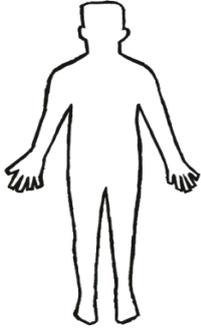
Reasons/Identifying factors of concern/ disclosure:

Permission:

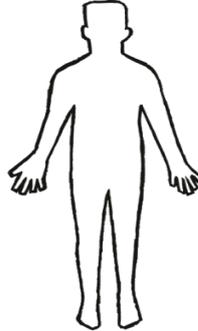
*If applicable, has the young person disclosing been made aware that any information that highlights a 'Risk of Significant Harm' will have to be forwarded to the relevant agency: **YES / NO***

**Injury Details:**

**Front View**



**Back view**



**Outcome**

DSP Name: \_\_\_\_\_

Date Recvd: \_\_\_\_\_

Action Taken:

- No action/ continue to monitor
- Discussion with carers/ student
- CAF Initiated
- Referral to Children Social Care
- Other: \_\_\_\_\_

DSP comments:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: External Contact Numbers for use by Designates

### **NB This is only for use by the Designated person(s)**

**Contact should be made with the Social Care Services which covers the child's address**

#### **NOTTINGHAM CITY**

##### **Children's Social Care**

**Office hours:** Monday – Thursday **8.30am to 5.00pm**, Friday **8.30am to 4.30pm**

General Social Care Services – 0115 876 4800

Duty Team - 0115 876 5600

##### **Outside Office Hours (including weekends & bank holidays):**

Emergency Duty Team: 0115 876 5600

Website: <http://www.nottinghamcity.gov.uk/article/23728/Information-for-children-young-people-and-families>

#### **NOTTINGHAMSHIRE**

##### **Children's Social Care**

**Office hours:** Monday – Thursday **8.30am to 5.00pm**, Friday **8.30am to 4.30pm**

For Professionals reporting a safeguarding concern, contact the Multi-agency Safeguarding Hub (MASH) – 0300 500 80 90

##### **Out of office hours**

Emergency Duty Team: 0300 456 4546

Website: <http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/mash/>

#### **POLICE**

##### **Nottingham City / Nottinghamshire Police**

Nottingham City and Nottingham County Police

If someone's life is in danger or a crime is in progress dial **999**

Otherwise, call the main switchboard number on **101**

## Appendix 6: Useful Numbers and External Contacts

### Useful Emergency Telephone Numbers and Contacts

1	Base 51	0115 9525040
2	Alcohol -Drinkline	0800 917 8282 (Freephone)
3	Samaritans	08457 90 90 90
4	Anxiety disorders – Helpline offering Services in different Asian languages	08444 775774
5	Cruise Bereavement support Young Person's (Bereavement) Freephone	0844 4779400 0808 808 1677
6	MIND – Mental health charity	0300 123 3393
7	Saneline – Mental Health (6-11pm)	0845 767 8000
8	Dyslexia local support group	0115 924 6888
9	beat - beating eating disorders For adults: For teens:	0845 634 1414 0845 634 7650
10	Sex Wise (Sex information Freephone)	0800 282 930
11	The Health shop Health initiatives for the youth (appointments are required)	0115 9475414
12	Healthy Gay Nottingham	0115 9476868
13	Relationships – Phoneline for 10-25 - run by 'Relate' in Nottingham	0115 950 7836
14	Rapecrisis: Mon –Tuesdays: 2 – 8pm Thur, Fri &Sat: 10am – 1pm	0115 941 0440
15	Domestic Violence – National Helpline	0808 200 0247
16	AWAAZ – Asian Mental Health Resources	0115 9245555

### Website Page Links

1	<a href="http://www.base51.org.uk">www.base51.org.uk</a>	Holistic health care for Young People
2	<a href="http://www.nas.org.uk">www.nas.org.uk</a>	Autism and Aspergers
3	<a href="http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/">http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/</a>	Attention Deficit Hyperactivity Disorder
4	<a href="http://www.rd4u.org.uk">www.rd4u.org.uk</a>	Young people's cruse bereavement
5	<a href="http://www.worriedneedtotalk.org.uk">www.worriedneedtotalk.org.uk</a> <a href="http://www.childline.org.uk/Pages/Home.aspx">http://www.childline.org.uk/Pages/Home.aspx</a>	Childline
6	<a href="http://www.actionforchildren.org.uk">http://www.actionforchildren.org.uk</a>	Action for Children mediation for divorce and other issues
7	<a href="http://www.talktofrank.com">www.talktofrank.com</a>	Good information on drugs
8	<a href="http://www.thesite.org.uk">www.thesite.org.uk</a>	Facts and impartial advice for young people
9	<a href="http://www.rcpsych.ac.uk/mentalhealthinfo.aspx">www.rcpsych.ac.uk/mentalhealthinfo.aspx</a>	Anxiety information from Royal School of Psychiatry
10	<a href="http://www.panic-attacks.co.uk/index.htm">www.panic-attacks.co.uk/index.htm</a>	Panic attack information and self-help techniques
11	<a href="http://www.crusebereavementcare.org.uk">www.crusebereavementcare.org.uk</a>	Bereavement and death
12	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	Useful links for all aspects of health.
13	<a href="http://www.netdoctor.co.uk">www.netdoctor.co.uk</a>	Details of STI and other health conditions
14	<a href="http://www.depressionalliance.org">www.depressionalliance.org</a>	Information on symptoms and treatment of depression
15	<a href="http://www.dyslexiaaction.org.uk">www.dyslexiaaction.org.uk</a>	Useful support and local links for dyslexia
16	<a href="http://www.b-eat.co.uk">www.b-eat.co.uk</a>	Useful info re. Eating disorders
17	<a href="http://www.nhs.uk/Livewell/Sexandyoungpeople">www.nhs.uk/Livewell/Sexandyoungpeople</a>	Information about sex and relationships
18	<a href="http://www.avert.org/hsexu4.htm">www.avert.org/hsexu4.htm</a>	Information about Aids, being gay and coming out aimed at young people
19	<a href="http://www.relate.org.uk">www.relate.org.uk</a>	Relationships
20	<a href="http://www.harmless.org.uk">www.harmless.org.uk</a>	Self-Harm Network
21	<a href="http://www.rapecrisis.org.uk">www.rapecrisis.org.uk</a>	Sexual assault and rape support for women

22	<a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a>	Immediate help for suicidal thinking
23	<a href="http://www.metanoia.org/suicide">www.metanoia.org/suicide</a>	"If you are thinking about suicide, read this first"
24	<a href="http://www.thesurvivorstrust.org">www.thesurvivorstrust.org</a>	Good support website offering advice and links to those who have experienced childhood sexual abuse
25	<a href="http://www.counselling.cam.ac.uk/selfhelp">www.counselling.cam.ac.uk/selfhelp</a>	Excellent self-help leaflets from Cambridge University counselling service – numerous subjects covered
26	<a href="http://www.selfhelp.org.uk">www.selfhelp.org.uk</a>	Lists local self-help groups and support in Nottinghamshire
27	<a href="http://www.carersfederation.co.uk">www.carersfederation.co.uk</a>	Local organisation for carers
28	<a href="http://www.frameworkha.org">www.frameworkha.org</a>	Housing for homeless and vulnerable people
29	<a href="http://www.teenshealth.org">www.teenshealth.org</a>	General health issues aimed at teens
30	<a href="http://www.ru-ok.org.uk">www.ru-ok.org.uk</a>	Self-help website aimed at teens

#### Prevent team contact details, Nottinghamshire Police

101 Ext. 8015060	<a href="mailto:prevent@nottinghamshire.pnn.police.uk">prevent@nottinghamshire.pnn.police.uk</a>
PC 2027 Debrah Rawsthorne 07595 074131	<a href="mailto:debrah.rawsthorne@nottinghamshire.pnn.police.uk">debrah.rawsthorne@nottinghamshire.pnn.police.uk</a>
PC 3598 Asif Mohammed 07894 510114	<a href="mailto:asif.mohammed@nottinghamshire.pnn.police.uk">asif.mohammed@nottinghamshire.pnn.police.uk</a>
PC 1359 Atlas Iqbal 07595 073953	<a href="mailto:atlas.iqbal@nottinghamshire.pnn.police.uk">atlas.iqbal@nottinghamshire.pnn.police.uk</a>

## Appendix 7: Further information on vulnerable groups

### Bullying

We recognize the damage that bullying can inflict and that, in extreme circumstances, it can cause significant harm, including self harm. We will ensure that the strategies included in our Anti Bullying Policy are rigorously enforced.

### Self harm

We support pupils who self harm in accordance with Nottingham City Safeguarding Children Board practice guidance and in consultation with the Self Harm Awareness and Support Project (SHARP) within Child and Adolescent Mental Health Services (CAMHS). Where appropriate, pupils will be referred to the Academy counsellor or monthly SHARP clinic for additional support. In communication with the pupil and based on level of risk, parents/carers will be informed and signposted to support that they can access within the city. All staff attended a training session delivered by SHARP practitioners on this issue in January 2015 and are aware that concerns should be referred to the DSL.

### **Female Genital Mutilation (FGM)**

We are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Staff with roles within safeguarding have accessed appropriate training and are aware of the local safeguarding procedures that must be followed where there are concerns in this area. We recognise that we have a statutory duty to report to the police the discovery that an act of FGM may have been carried out on a girl under the age of 18.

### **Child Sexual Exploitation**

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

#### ***Who is at risk?***

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

### **Children missing in education**

We recognise that a child going missing from education is a potential indicator of abuse or neglect. Attendance of pupils is monitored on an ongoing basis and appropriate measures put in place to address poor attendance (further information can be found in the Attendance and Punctuality policy, which is currently under review). We will inform the local authority of any pupil who is going to be deleted from the admission register in line with the requirements laid out in Keeping Children Safe in Education 2015. Pupils who transfer to another school are not deleted from the admission register until we have received confirmation of their new school placement. We will also inform the

local authority of any pupil who fails to attend school regularly or has been absent without permission for a continuous period of 10 school days or more.

**Appendix 8: Requirements outlined in Prevent Duty guidance 2015 and how these are being met/addressed by Top Valley Academy.**

<p><b>Risk assessment</b></p>	<ul style="list-style-type: none"> <li>• We have been advised by the Prevent lead from Nottinghamshire Police that there is low risk according to the local terrorism profile for Nottingham.</li> <li>• Our Safeguarding and Child Protection policy and procedures are reviewed at least annually and reflect the Academy's due regard for the need to prevent people from being drawn into terrorism.</li> <li>• Procedures for ensuring that visiting speakers are suitable are laid out within this policy.</li> </ul>
<p><b>Working in partnership</b></p>	<ul style="list-style-type: none"> <li>• Our Safeguarding and Child Protection policy and procedures are in line with the Nottingham City Safeguarding Children Board (NCSCB).</li> <li>• The Designated Safeguarding Lead regularly liaises with the NCSCB, Prevent Team and attends a network for DSLs that meets termly.</li> </ul>
<p><b>Staff training</b></p>	<ul style="list-style-type: none"> <li>• All staff and the Deputy Chair of Governors attended Workshop to Raise Awareness of Prevent (WRAP) training on 5<sup>th</sup> January 2015.</li> <li>• The Designated Safeguarding Lead and additional members of the Senior Leadership Team attended training for accreditation to deliver WRAP training on 3<sup>rd</sup> June 2015.</li> <li>• All members of the Senior Leadership Team completed The Counter Terrorism and Security Act 2015 in education webinar on 16<sup>th</sup> June 2015.</li> <li>• All members of the Local Governing Body have been made aware of the Prevent Duty and the Safeguarding Governor has gone through a more detailed overview with the Designated Safeguarding Lead on 11<sup>th</sup> June 2015.</li> <li>• All staff have had a CPD session on SMSC, promoting fundamental British values and preventing extremism on 13<sup>th</sup> July 2015.</li> <li>• All staff have read part one of Keeping Children Safe in Education 2015 (15<sup>th</sup> July) and this will be provided to all new staff, as well as specific reference to the Prevent</li> </ul>

	<p>Duty, as part of the safeguarding and child protection induction.</p> <ul style="list-style-type: none"> <li>• All staff who did not receive WRAP training in January 2015 will complete this training in 2015.</li> </ul>
<b>IT policies</b>	<ul style="list-style-type: none"> <li>• Our policies that relate to E-safety are currently under review and due for Local Governing Body ratification in November 2015.</li> <li>• The Academy uses Impero software to detect terms that may flag concerns.</li> </ul>
<b>Building children’s resilience to radicalisation</b>	<ul style="list-style-type: none"> <li>• All pupils had a lesson on fundamental British values in September 2015 and additional opportunities will be used to further promote British values and prevent radicalisation through curriculum drop-down days.</li> <li>• The Academy’s S.I.D. campaign completed in Y7-9 explores themes around safety, identity and difference.</li> <li>• Curriculum drop-down days cover topics within citizenship, RE and PSHE.</li> <li>• Outward Bound trips (Y10/11).</li> <li>• Counselling and one to one sessional work provided for targeted students.</li> </ul>