SAFEGUARDING

Our Handbook 22/23

COAL CLOUGH ACADEMY

Senior Leadership Team

D CLA T

DSL

Asst. DSLs

Pastoral Team

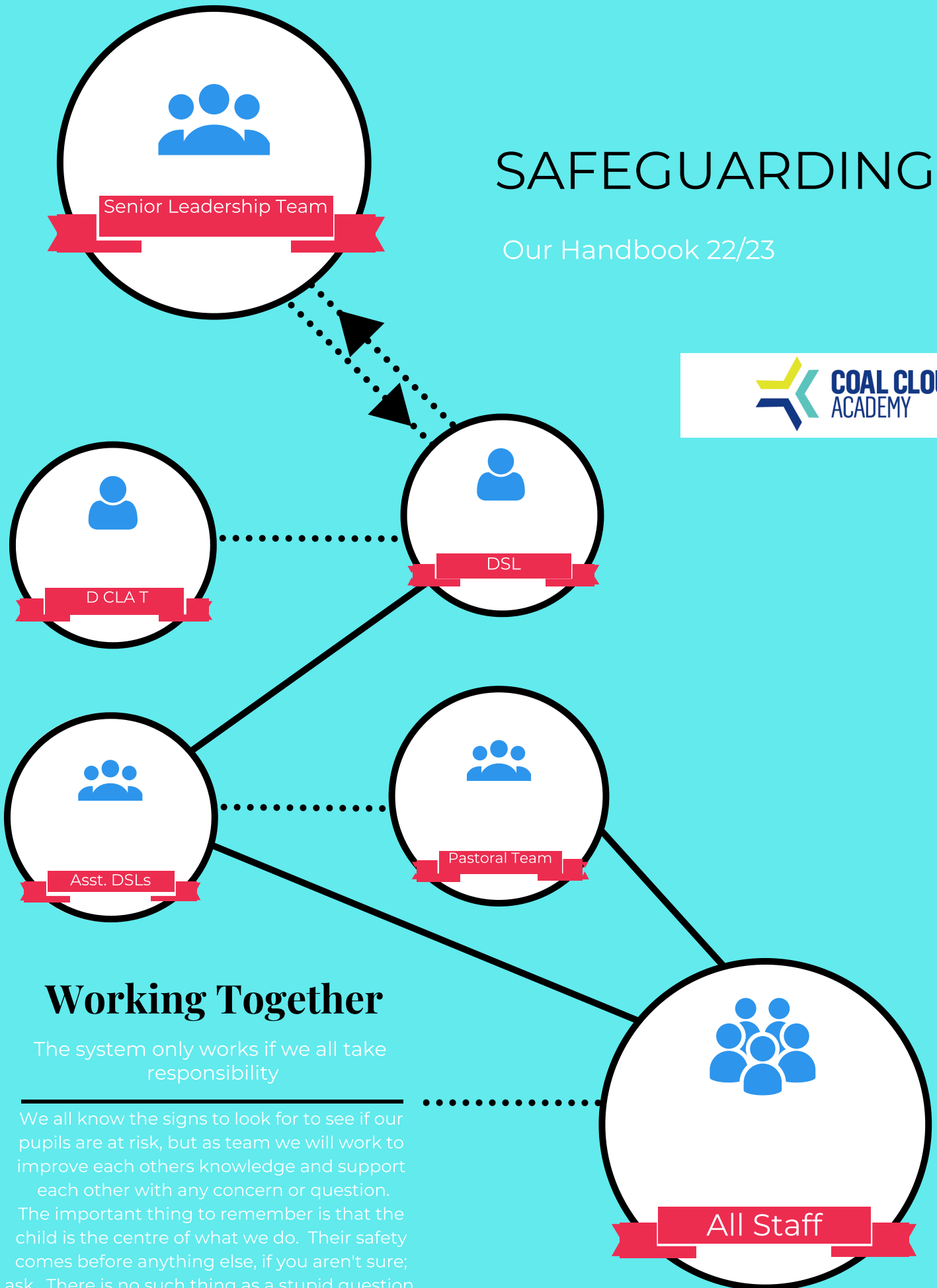All Staff

Working Together

The system only works if we all take responsibility

We all know the signs to look for to see if our pupils are at risk, but as team we will work to improve each others knowledge and support each other with any concern or question. The important thing to remember is that the child is the centre of what we do. Their safety comes before anything else, if you aren't sure; ask. There is no such thing as a stupid question, and by asking our collective knowledge will grow.

Who's who in Safeguarding at Coal Clough Academy?

Senior Leadership Team

- Holly Clarke
- Chris Whitaker
- Dillon Yates
- Stephanie Carter
- Nathanial Eatwell

Designated Safeguarding Lead
Designated CLA Teacher

- Nathanial Eatwell

Deputy Designated Safeguarding Lead

- Jo Green

Assistant DSL's

- Lucy Bibby
- Richard Burbery
- Demi Hartley
- Lisa Hill
- Katie Inckle
- Dixon Lambert
- Chloe Pomfret

Remember; if you suspect or are worried about something write it down on a Cause for Concern Sheet shared with all staff on the Google Drive in the Staff Safeguarding folder, you can email any of us or of course come and talk to us!

Our Policies

Our Safeguarding policies can be found on our website or by clicking these links:

Safeguarding Policy

Anti Bullying Policy

As a member of staff you will also have access to the general staff handbook which will detail school policy on social media access and also hopefully answer any other questions.

Keeping children Safe in Education

Keeping children Safe in Education 2022 is the Statutory Guidance issued by the government for all staff working in with children and young people in educational settings.
It is broken down into four sections, one each for the following areas;

All staff
Management of Safeguarding
Safer Recruitment
Allegations of abuse Against Staff

In our hand book we'll summarise some key points from section one which is mandatory for all staff to read but there is also a link to the full document here.

Keeping children
safe in education
2022
Statutory guidance for schools and colleges

Safeguarding is defined in paragraph 4 as:
... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.

Role of school and college staff
All staff have a responsibility to provide a safe environment in which children can learn.
Paragraphs 6-50 explain the role of school and college staff in safeguarding, and what they need to know and look out for.

In particular, it says all school and college staff have a responsibility to provide a safe environment in which children can learn. They should also:

Be aware of systems within their school which support safeguarding and have these explained to them during induction.
This includes the child protection and staff behaviour policies, and the role of the designated safeguarding lead (DSL)
Be aware of the early help process and be prepared to identify children who may benefit from early help
Be aware of the process for making referrals to social services
Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure
Receive appropriate child protection training which is regularly updated
Always act in the best interests of the child

Key Changes for 2022
 - The Term Peer on Peer Abuse is no longer used to describe sexual abuse or harassment between children instead we refer to "**Child on Child Abuse**"
 - Staff need to be aware that Children may not feel ready or know how to tell someone they are being abused This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
 - We need to ensure that we reinforce the importance of children being safe online - we will do some training around what we do in school to keep children safe online which can then be fed back to parents.
 - Pupils who are LGBT+ may struggle to disclose concerns if they have no trusted adult to speak to; it is therefore our duty to reduce the barriers pupils who are LGBT+ face

Keeping children Safe in Education

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
Records should include:
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy). All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures are in place for such concerns to be raised with the school's or senior leadership team.
Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

The School Whistleblowing Policy

The NSPCC Whistle Blowing Advice Line is: 0800 028 0285

Poor practice
Examples of poor practice are outlined in paragraph 70, and include:
- Failing to act on and refer the early signs of neglect and abuse
- Poor Record Keeping
- Failing to listen to the views of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information with the right people
- Not sharing information with the right people and between agencies
- Sharing information slowly
- a lack of challenge to those who appear not to be taking action

Types of abuse and neglect
Paragraphs 26-30 define:
Abuse
Peer on Peer abuse
Physical abuse
Emotional abuse
Sexual abuse
Serious Violence
Neglect

The guidance explains in paragraph 31 that all staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence, radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Prevent Duty

Coal Clough Academy is fully committed to safeguarding and promoting the welfare of all our learners. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

All our staff, pupils and visitors are expected to uphold and promote the fundamental principles of human rights and British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
Staff at The Heights have completed WRAP training and senior staff have completed additional Channel training.

We are vigilant about radicalisation and extremism, maintaining an 'it could happen here' mindset and working alongside each other and external agencies to ensure that our pupils are safe from harm.

For further information about the Prevent Duty please visit www.gov.uk

Further Guidance

Working Together to Safeguard Children

Working together 2018 reaffirms that safeguarding is everyone's responsibility and for services to be effective each professional and organisation should play their full part, but adds that for services to be effective they must adopt a child centred approach and be based on a clear understanding of the needs and views of children. Every area should use these principles to underpin their safeguarding plans. In addition, the guidance asserts that for safeguarding procedures to be effective they must reflect the following:

• the child's needs are paramount, and the needs and wishes of each child, should be put first, so that every child receives the support they need before a problem escalates;

• all professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;

• all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;

• high quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;

• all professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes;

• When things go wrong Serious Case Reviews (SCRs) are published and transparent about any mistakes which were made so that lessons can be learnt;

 and

• Local areas innovate and changes are informed by evidence and examination of the data.

Guidance for safer working practice for those working with children and young people

This guidance was published in 2009 by the Department for Children, Schools and Families (DCSF) and was updated in 2019 offers excellent advice to staff and school leaders. The document offers practical steps and reminds adults that they are responsible for their actions and for ensuring that staff teams support each other in maintaining high-quality safeguarding across their organisation. It is well-worth ensuring that all staff can access this information and new staff ought to be given a copy for their own reference.
The document was updated in 2019 and can be found at the link above.

The 'Safer Working Practice' guidance covers the following areas:

Propriety and Behaviour
Dress and Appearance
Personal Living Space
Gifts, Rewards and Favouritism
Infatuations
Communication with Children and Young People (including Use of Technology)
Social Contact
Sexual Contact
Physical Contact
Other Activities that Require Physical Contact
Behaviour Management
Use of Physical Intervention
Children and Young People in Distress
Intimate Care
Personal Care
First Aid and Administration of Medication
One to One Situations
Home Visits
Transporting Children and Young People
Trips and Outings
Photography and Video
Access to Inappropriate Images and Internet Usage
Whistle Blowing

7 Golden Rules of Information Sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.