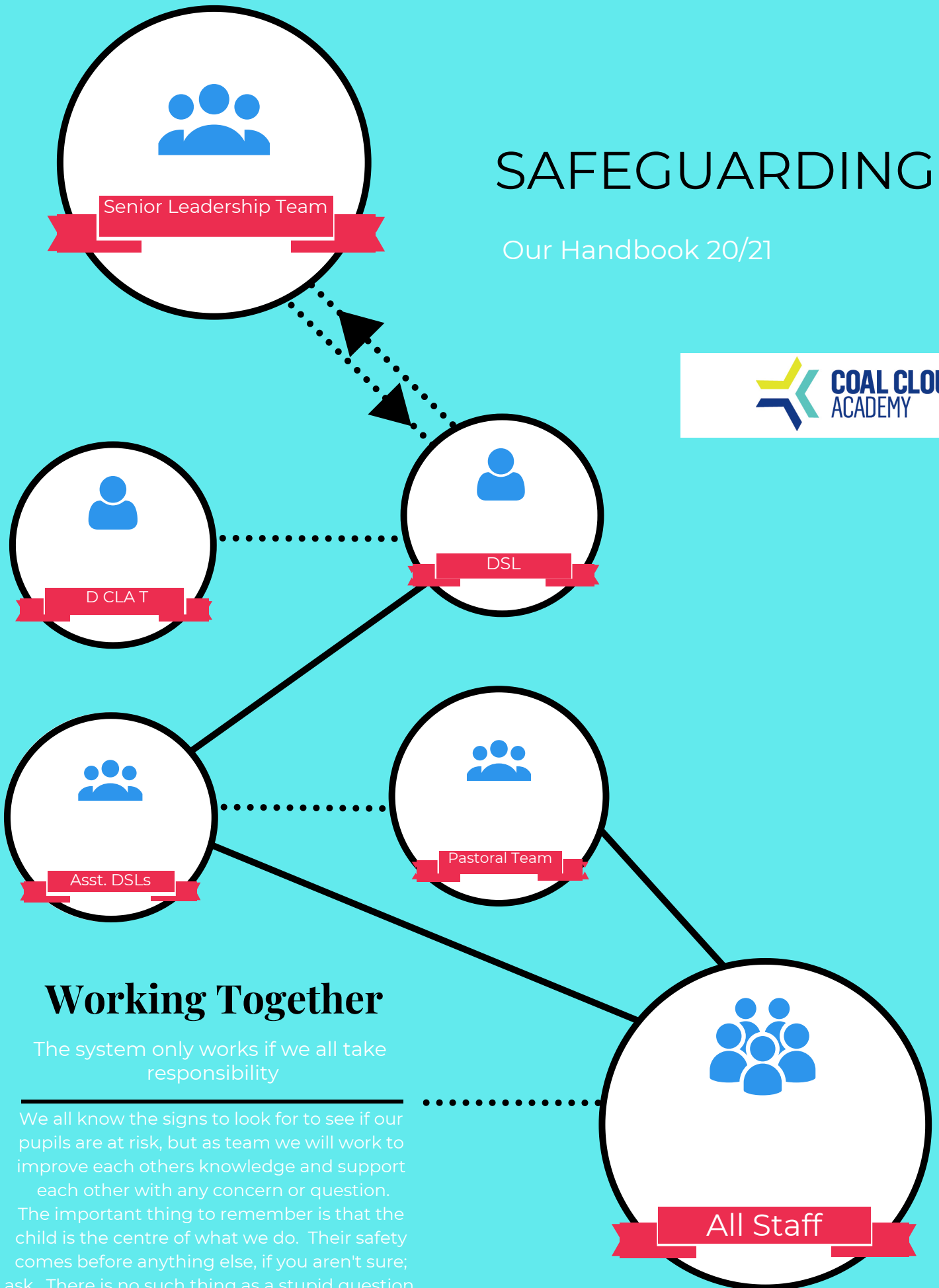


SAFEGUARDING

Our Handbook 20/21



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 Whittaker
- Dillon Yates
- Stephanie Carter
- Lauren Keenan
- Nathaniel Eatwell

Designated Safeguarding Lead

Designated CLA Teacher

- Nathaniel Eatwell

Assistant DSL's

- Lauren Keenan
- Lisa Hill
- Dillon Yates
- Demi Hartley
- Richard Burberry

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 2020 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](#).

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 school and college staff have a responsibility to provide a safe environment in which children can learn. Paragraphs 6-40 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

Changes for 2020

- Mental Health as an indicator of Safeguarding Issues
- There is new information on Criminal Exploitation. This is an especially pertinent issue to our school as a number of our pupils are at risk of being exploited or are likely targets for recruitment into exploitation or criminality



Keeping children Safe in Education

Actions to take where staff have concerns

The updated version of the guidance makes a distinction, in paragraphs 21-28, between action to be taken where a member of staff has concerns about a child, and action to take where a child is in immediate danger or at risk of harm.

Where a staff member has concerns about a child, he/she will make a decision on how to act. This would usually involve a conversation with the DSL about what action to take, including whether a referral needs to be made, though any member of staff can make a referral to social services.

However, if the staff member believes a child is in immediate danger or at risk of harm, he/she should make a referral to children's social care and/or the police immediately. If a referral is made without the DSL's knowledge, he/she should be informed as soon as possible. Paragraph 48 says all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

The guidance also explains that where a teacher discovers that female genital mutilation (FGM) has been carried out on a girl under the age of 18, he/she must report this to the police.

Paragraphs 41- 59 set out what staff should do where they have concerns about another staff member (including the head teacher) or the school's safeguarding practices.

Poor practice

Examples of poor practice are outlined in paragraph 55, and include:

- Failing to act on early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to reassess concerns where the situation does not improve
- Sharing information too slowly
- Failing to challenge those who are not taking action

Types of abuse and neglect

Paragraphs 18-38 define:

Abuse

Peer on Peer abuse

Physical abuse

Emotional abuse

Sexual abuse

Serious Violence

Neglect

Staff should also know that safeguarding issues can manifest via peer-on-peer abuse...

Specific safeguarding issues

The guidance explains in paragraph 20 & 21 that all staff are expected to be aware of safeguarding issues such as drug use, child sexual exploitation and radicalisation. Staff should also know that safeguarding issues can manifest via peer-on-peer abuse, including bullying and sexual assault.

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 in education settings

This guidance was published in 2009 by the Department for Children, Schools and Families (DCSF) and 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.