



**The Park Federation Academy Trust  
Western House Academy**

**Safeguarding Policy**

## Approval

<b>Signed by Chair/CEO/Principal</b>	Martin Young
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## Section 1: Introduction

This document should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy and Procedures
- Educational Visits policy
- Equality and Accessibility Policy
- E-Safety Policy
- First Aid Policy
- Health and Safety Policy
- Home-Academy Agreement
- Intimate Care Policy
- Promoting British Values
- Sex and Relationships Policy
- Single Equality Policy
- Special Needs and Disabilities policy
- Staff Code of Conduct
- Supporting Pupils with Medical Conditions Policy
- Whistleblowing Policy

Western House Academy's Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school and is an overarching document which demonstrates how everyone working in or for our school service, shares an objective to help keep children safe from harm and abuse.

The academy mirrors Ofsted (2014) in its recognition of the definition of the term 'Safeguarding' used in the Children Act 2004. In summary this is:

- 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;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

We aim to ensure that:

- children within our school feel safe at all times;
- all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences attached to their action;
- all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge
- to ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.

Western House Academy (WHA) is committed to safeguarding and promoting the welfare of all its pupils. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to

develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance.

The Designated Safeguarding Lead at WHA is **Jenna Bent** (Director of Inclusion).

The deputy Safeguarding Lead at WHA is **Sarah Pearce** (Vice Principal Early Years Foundation Stage).

The Safeguarding Team at WHA consists of **Andy Dagleish** (Child and Family Support Worker), **Coral Snowden** (Principal), **Kyla Parmley** and **Rob Jones** (Vice Principals)

The designated Safeguarding Governor is **Anjali Singhal**.

The Safeguarding Team meets weekly with the aim to raise awareness of local and national safeguarding practice and procedures and to discuss areas of concern.

## **Section 2: Providing a Safe and Secure Environment**

### **Safer Recruitment and Selection**

The academy pays full regard to current DfE guidance '*Keeping Children Safe in Education*' (September 2016). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews, enhanced DBS check with barred list information, prohibition order check, and providing honest and accurate references when individuals move on.

In line with statutory requirements, our safer recruitment practices include:

- verifying a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtaining a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- carrying out an additional check to ensure any member of staff appointed to carry out teaching work is not prohibited from teaching.
- carrying out an additional check to ensure any member of staff taking part in the management of a school (e.g. member of a senior team, a trustee or member of a governing body) is not prohibited or restricted under section 128 of the Education and Skills Act 2008.
- ensuring that 'Disqualification by Association' disclosure process is carried out as required by Ofsted;

- verifying the candidate's mental and physical fitness to carry out their work responsibilities.

**All members of SLT and governor (Anjali Singhal)** have undertaken Safer Recruitment training and at least one of them is in attendance at interview for all staff and volunteer appointments. Further information can be found in the academy's Child Protection Policy and Procedures document.

### **Welcoming other Professionals**

Visitors with a professional role, such as the school nurse or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Principal will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS, within the last three years and cleared to work with children.

When the said individuals make ad-hoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit except in incidences when paramedics are called to deal with a medical emergency.

It is recognised that in emergency situations when the Police are called, perhaps to deal with an unruly pupil/adult, it may not be possible to confirm their identity before access to the school site is allowed. The Principal will use their professional judgment to effectively manage these situations.

### **Safer Working Practice**

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of gender, race, disability or sexuality;
- are aware of the academy's policy on confidentiality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The academy's policy is based on *Guidance for safer working practice for those working with children and young people in education settings (September 2015)*.

## Site Security

WHA aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- gates are locked except at the start and end of each day, and at lunchtime for access to the Nursery (this provides access to the Nursery only);
- doors are kept closed to prevent intrusion;
- visitors and volunteers only enter through the main entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance.
- children are not allowed to leave school alone during school working hours and if collected by an adult, signed out.
- should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Parents and Police will then be immediately informed of the circumstances.

## Section 3: Supporting Pupils and Families

### Safeguarding Information for Pupils

Pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Our social, emotional, spiritual and cultural curriculum supports this.

### The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Personal, Social and Health Education relevant discussions around related issues take place with the children. Topics will include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and e-safety issues. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE and Design & Technology.

Visiting speakers, with correct clearance and/or constant supervision, are always welcome into school so that they can give specialist knowledge to the children.

### Partnership with Parents

WHA shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents'

rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

WHA will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with us. We make parents aware of our Safeguarding and Child Protection policies via our website.

### **Educational Visits**

The Academy's Educational Visits Policy reflects the consideration given to the protection of our pupils when away from the Academy while undertaking off site trips and visits. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Principal.

For educational visits taking place abroad or with a residential element, authorisation is necessary from the Chair of the Academy Council.

### **Internet and E-Safety**

Children are encouraged to use the internet as much as is possible but at all times in a safe way. Parents, pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a staff member, volunteer or child, the issue must be reported to the Principal without delay.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Safeguarding Lead should be informed immediately);
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc.;
- pupils adhere to the school policy on mobile phones;
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

### **Fulfilling our Prevent Duty**

WHA gives full regard to the need to prevent people from being drawn into terrorism, as part of the Government's Prevent Strategy (July 2015).

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. WHA has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated Safeguarding Lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

If the academy felt that there was a potential risk to an individual child, the academy would contact Children's Services.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively;
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community;
- Regularly review emergency plans and procedures to prepare for future events and risks.

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

From the 31<sup>st</sup> October 2015, there is a mandatory duty on education professionals to report 'known' cases of FGM. 'Known' cases are those where either a girl informs the person that an act of FGM has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out.

Guidance on the mandatory reporting duty can be found in *Mandatory Reporting of Female Genital Mutilation - procedural information, October 2015*.

WHA gives full regard to the need protect young girls from undergoing FGM. FGM is illegal in the UK. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

Guidance for staff can be found in the academy's Child Protection Policy and Procedures document.

Further information is also available in *Multi-Agency Practice Guidelines: Female Genital Mutilation 2014* (available at [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)).

### **Preventing Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

## **Sexting**

There is no clear definition of ‘sexting’, many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Pupils in the academy are educated on the harm of producing sexual imagery through learning opportunities in the PSHE curriculum.

When an incident involving sexting comes to the attention of the academy:

- The incident should be referred to the DSL
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

## **Peer-on-Peer Abuse**

Peer-on-Peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc but staff should be aware that peer on peer abuse can take place and it should not be tolerated as a ‘part of growing up’ or ‘banter’ This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. Staff should be aware that different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

However, any concern must be referred to the DSL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim,

## **Section 4: Safety Policies and Procedures**

### **School Training and Staff Induction**

The designated Safeguarding Lead and all members of the Safeguarding Team protection training which includes how to undertake their role. Refresher training is undertaken at two yearly intervals.

All other school staff, including non-teaching staff, volunteers and governors undertake appropriate in-house training to equip them to carry out their responsibilities for child protection effectively at least once every two years, with at least annual updates to their knowledge and skills. Staff also receive safeguarding updates via email or at staff meetings/briefings to keep their skills and knowledge up-to-date.

### **First Aid**

In school the following members of staff are trained to oversee first aid:

**Penny Reid  
Lisa Evans  
Rubina  
Nikki Madigan  
John Brennan  
Barbara Payne  
Key Workers  
Vanessa Pleace  
Sukh Hack  
Tracey perkins  
Marion Smith  
Bal Natt  
Asha Prasher  
Shahira Zoofar  
Caroline Achour  
Rubina Ali  
Alison Reynolds  
Gloria Shaw  
Helen Haines**

First aid kits are situated around the school in the following locations:

- Welfare Room
- Wet Areas

### **Health and Safety Policy**

The school has a Health and Safety policy, which is reviewed by the Trust at least annually. The Principal, with the COO and the Premises Team oversee the policy. Any concerns from staff, volunteers, governors or pupils are reported to any of the above and the Premises Team carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual fire risk assessment.

There is a Critical Incident Plan that details what the school will do in case of emergencies.

## Intimate Care

Intimate personal care includes hands-on physical care in personal hygiene, and physical presence or observation during such activities.

Intimate personal care tasks can include:

- body bathing other than to arms, face and legs below the knee;
- toileting, wiping and care in the genital and anal areas;
- dressing and undressing;
- application of medical treatment, other than to arms, face and legs below the knee;
- supporting with the changing of sanitary protection

This policy applies to all staff undertaking personal care tasks with children but particularly to those who are in the Early Years. The normal range of development for this group of children indicates that they may not be fully toilet trained. Due to parenting issues it may be that some may not even have commenced toilet training at this age.

In addition to this there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment. This could include:

- children and young people with limbs in plaster;
- children and young people needing wheelchair support;
- children and young people with pervasive medical conditions .

## Supporting Pupils with Medical Conditions

The Children and Families Act 2014, from September 2014, places a duty on schools to make arrangements for children with medical conditions. Pupils with special medical needs have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. However, teachers and other school staff in charge of pupils have a common law duty to act in loco parentis and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site. This could extend to a need to administer medicine.

The prime responsibility for a child's health lies with the parent who is responsible for the child's medication and should supply the school with information. The school takes advice and guidance from the DFE's *'Supporting Pupils at School with Medical Conditions'* (April 2014).

The Principal, in consultation with the Trust Board and the Academy Council, staff, parents/carers and health professionals will decide how our academy can assist a child with medical needs.

The staff are responsible for:

- Implementing the policy on a daily basis;
- Ensuring that the procedures are understood and implemented;
- Making sure that there is effective communication with parents/carers, pupils, staff and all relevant health professionals concerning pupils' health needs,

- Determining if medication is to be administered in school, and by whom, following consultation with staff. Ensuring that all members of staff are aware of the school's planned emergency procedures in the event of medical needs,
- Keeping medication in a secure place, out of the reach of pupils, and
- Keeping a record of all medication administered. Staff, including supply staff, will be informed of any pupil's medical needs where this is relevant and of any changes to their needs as and when they might arise.
- All staff, parents and pupils will be informed of the designated person with responsibility for managing medical conditions.

## **Inclusion Opportunities**

Within the Equality and Accessibility Plan there is a statement around *Inclusion Opportunities* which asserts:

*At Western House Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We will offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. WHA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.*

## **Behaviour Policy**

Good behaviour is essential in any community and at WHA we have high expectations in this area. The school has a Positive Behaviour Policy and The Western House Values must be adhered to by all pupils, staff and families. This is shared with parents and is available on the school website and from the school office. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are many rewards available to children including:

- stickers;
- showing another teacher good work;
- postcards home/hero cards
- Learning and Behaviour Star certificates.

Sanctions range from:

- having to discuss their behaviour;
- being removed from the class;
- loss of playtime;
- reporting to a senior member of staff;
- a letter home;
- exclusion.

Our Positive Behaviour Policy available on the academy's website.

## **Anti-Bullying Policy**

The school's response to this is unequivocal: ***Adults must be informed immediately and action will take place.***

Children will be encouraged to realise that silence is the bully's best friend. The academy will act swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the academy's website.

## **Equalities and Racial Tolerance**

The school has a Single Equality Policy that has a section on racial tolerance. This includes information about what the academy, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism will be tackled through both the RE and in the PSHE curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

## **Photographing and Videoing of Children in School**

At WHA we have taken a sensible and balanced approach to photographing and videoing children on the school site. We gain parental/carer permission for use of digital photographs or videos involving their child when they join the school.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The academy ensures that safeguards are in place to ensure anonymity (wherever possible) in their usage.

## **Whistle-blowing**

If members of staff, volunteers or governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

The school follows the Trust's policy on whistleblowing and a copy of the Whistleblowing Policy is available.