



SAFEGUARDING AND PROMOTING STUDENT WELFARE POLICY

1 Sponsors' Statement

- 1.1 All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities and in particular through the specialism of Enterprise and Innovation, and Maths.

2 Introduction

The Bishop of Winchester Academy fully recognises its responsibilities for safeguarding and child protection. The Bishop of Winchester Academy recognises that Academy staff are in regular and frequent contact with children, and therefore are particularly well placed to observe signs of abuse. The Academy is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the Academy is committed to reacting in accordance with the student's home Local Authority procedures in all cases where there is concern.

This safeguarding policy is consistent with the Safeguarding and Child Protection Procedures outlined in the following publications: DfE 'Keeping children safe in education (Revised Sept 2016)', 'Working Together to Safeguard Children (2016)', Counter Terrorism and security Act (2015); 'Dealing with Allegations of Abuse against Teachers and Other Staff- Guidance for Local Authorities, Head Teachers, Academy Staff, Governing Bodies and Proprietors of Independent Academies' (2011). It reflects the current advice of the DfE and of the Local Safeguarding Children Boards (LSCB) including preventing radicalisation under the Counter Terrorism and Security Act 2015 and changes in the following documents:

HM Government (2015) Working together to safeguard children
HM Government (2015) What to do if you're worried a child is being abused
HM Government (2015) Information sharing
HM Government (2015) Disqualification under the Childcare Act 2006

3 Who does this policy apply to?

- 3.1 This policy applies to all staff, Governors and volunteers working in the Academy or on behalf of the Academy.

4 Who is responsible for carrying out this policy?

- 4.1 The implementation of this policy will be monitored by the Governing Body of The Bishop of Winchester Academy and remain under constant review by a designated member of the Academy Leadership Team.

Designated Safeguarding Lead	Amanda Hooper, Vice Principal
Deputy Designated Safeguarding Lead	Dawn Gibbs, ESW
Safeguarding Governor	Carole Aspden
E-Safety	Kevin Jones, Behaviour & Inclusion Lead Simon Moore, Governor
Anti bullying champion	Kevin Jones, Behaviour & Inclusion Lead
Prevent	Dawn Gibbs, ESW Amanda Hooper, Vice Principal
CSE & FGM	Dawn Gibbs, ESW

5 What are the principles behind this policy?

- 5.1 The Academy, its staff and governors, are committed to safeguarding and promoting the welfare of our students and to providing a safe environment with robust systems to ensure the safety and healthy development of all our students, within the Academy and on related Academy trips and other activities.
- 5.2 Everyone working in or for the Academy shares the objective of helping to keep children and young people safe by contributing to:
- ensuring that the Academy provides a safe environment in which children and young people can learn and develop,
 - identifying children and young people who are suffering or likely to suffer from maltreatment; ensuring that students grow up in circumstances consistent with the provision of safe and effective care; enabling all students to have the best outcomes; and taking action with the aim of making sure they are kept safe both at home and in the Academy.
- 5.3 We recognise that some children may be especially vulnerable to abuse. We are committed to doing our best to identify such children and to working with the appropriate authorities to support and safeguard them.
- 5.4 We are committed to providing all our students with a safe learning environment, free of bullying and other forms of harassment, and to teaching students to recognise risk both in and outside the Academy, on the internet, and know how to keep themselves safe and where to go for support and help.
- 5.5 We will always take a considered and sensitive approach in order to support all of our students.
- i. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
 - ii. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
 - iii. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
 - iv. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
 - v. Establishing a safe environment in which children can learn and develop.
 - vi. This policy is to be read in conjunction with the Academy's Behaviour for Learning Policy and E Safety Policy.

5.6 *Identifying Children and Young People Who May Be Suffering Abuse*

Definitions

The Children Acts 1989 and 2004 define a child as anyone who has not yet reached his/her 18th birthday.

The Academy uses the definition of 'abuse' as described in The Children Act 1989 under the term 'Significant Harm'. This definition is wide-ranging and covers a number of areas as outlined below:

Harm is ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical, such as neglect, emotional abuse or bullying.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children. Abuse takes many forms, including physical, sexual, emotional and neglect.

Teachers and other adults in the Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or the Academy staff being alerted to concerns.

5.7 *Signs of Possible Abuse*

The following list is not prescriptive and many signs listed will not necessarily indicate abuse. They can only act as a guide:

- Unexplained injuries, bruising etc,
- Absences from the Academy that do not have a reasonable explanation or exhibit a suspicious pattern,
- Significant change of behaviour,
- Watchful cautious response to adults,
- Inability to be spontaneous,
- Aggressive or abusive,
- Bullying other children or being bullied,
- Underachieving, unable to concentrate,
- Avoiding the removal of clothing in PE, etc.
- Truancy, lying or stealing,
- Inability to trust others and make friends.

5.8 *Potential indicators of sexual abuse:*

- Loss of self-esteem,
- Significant lack of self-care i.e. dirty clothing,
- Inappropriate use of sexual talk or sexualised behaviour,
- Wetting/soiling,
- Fearful of physical contact,

- Eating disorders, substance/drug use, cutting, etc.

For Further information and Guidance please see, which all staff should read each year:

Annex 1 – Part One of Keeping children safe in education (Sept 2016)

6 Procedure

- 6.1 All staff follow the Child Protection Procedures which are consistent with ‘Keeping children safe in education’, and ‘Working Together to Safeguard Children’, in line with the Bournemouth LSCB
- 6.2 It is not the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff have a duty, however, to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection prior to discussion with parents.

6.3 *Issues that require immediate reporting by staff*

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play,
- any explanation to the above given which appears inconsistent or suspicious,
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or play),
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- any concerns that a child is presenting signs or symptoms of abuse or neglect,
- any significant changes in a child’s presentation, including non-attendance,
- any hint or disclosure of abuse from any person,
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

6.4 *Responding to disclosure*

Disclosures or information may be received from students, parents or others. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential between the person disclosing and the member of staff, but must be passed on immediately to the Designated Safeguarding Lead (also known as designated senior person) and make a written record. The disclosure remains confidential between these people.

6.5 *Action by the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)*

Following any information raising concern, the DSL or Deputy DSL will consider:

- any urgent medical needs of the child,
- discussing the matter with other agencies involved with the family,
- consulting with appropriate persons e.g. designated officer/s in the local authority.

- the child's wishes.

Then decide, in accordance with the procedures or advice of the local safeguarding children's board/ designated officer/s:

- where possible to talk to parents, **unless** to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR:

- not to make a referral at this stage;
- if further monitoring is necessary; or
- if it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. Any referrals to children's social care will be accompanied by a standard referral form.

6.6 *Action following a child protection referral*

The DSL or DDSL will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, attend strategy discussion meetings;
- provide a report for, attend and contribute to any subsequent Child Protection Conference;
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- where a child on the child protection register moves from the Academy or goes missing, immediately inform the key worker in the social care department.

6.7 *Recording and monitoring*

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal/Designated Safeguarding Lead/Deputy Designated Safeguarding Lead

6.8 *Supporting the child and partnership with parents*

- The Academy recognises that the child's welfare is paramount and that good child protection practice and outcomes rely on a positive, open and honest working partnership with parents.
- While, on occasion, we may need to make referrals without consultation with

parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the local children's safeguarding board as appropriate.

- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff need to know personal information and what they need to know to support and protect the child.

6.9 *Use of mobile phones and cameras*

In response to the findings of the Plymouth serious case review (2010)

No member of staff, volunteer or visitor should use a mobile phone within any teaching space or other area when children are present to make or receive calls, access internet (including social media) or record images or sound.

Adults should be particularly conscious of the need to ensure phones and cameras are used appropriately within the school's EYFS setting.

No images of children may be taken by staff or volunteers (including on trips) on privately owned devices (including phones, cameras and tablets).

7 Safer Recruitment

7.1 We ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, visitors 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 capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Prohibited List (for teachers) and Barred List checks and Disclosure and Barring Service checks. For staff who have worked or resided overseas, checks will be taken with the in-country authorities and their right to work in the UK.

7.2 In line with statutory changes, underpinned by regulations, the following apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to the Academy's workforce.
- The Academy keeps an up to date Single Central Record detailing the checks carried out on its staff. All new appointments to the Academy workforce who have lived outside the UK will be subject to additional checks as appropriate.
- The Academy checks that all agencies or third party organisations that send staff or volunteers to the Academy have systems that ensure that the same standards are applied to regularly visiting non staff as apply for the Academy staff.

- The Academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointees to the Academy before the appointment is confirmed.
- A check ensuring that employees are not 'disqualified by association' (Disqualification under the Childcare Act 2006) must take place.

8 Anti-bullying

8.1 Students, staff and visitors to the Academy must be treated with respect, courtesy and consideration at all times. Physical or other forms of bullying, including cyber bullying, are not tolerated in or outside the Academy and are dealt with in the Academy's codes of conduct.

8.2 To prevent instances of bullying the Academy will:

- seek to identify bullies,
- address the needs of individual children, both bullies and victims,
- provide a consistent response to bullies and their victims,
- implement a system to deal with different degrees of bullying,
- secure clear agreement among all the adults involved on the steps forward,
- provide time during the Academy's in-service training programme to discuss issues associated with children's physical, social and educational well-being, and
- disseminate the Academy's anti-bullying policies and procedures throughout the Academy.

8.3 New students might be at risk of bullying. New students should be introduced properly to Academy life and routines. Teachers should consider the needs of new students in the following areas:

- Introductions and welcomes
- Lunchtimes/breaktimes
- Tour of the Academy
- Toilets

9 Internet Safety and Social Media

9.1 The Academy aims to provide a learning environment with very many opportunities for children to achieve their full potential. As part of this aim we see access to the internet as an essential tool. The Academy ensures that it protects and educates students and staff in their use of technology, and has mechanisms to intervene and support any incident, where appropriate.

We believe that access to the internet:

- Enriches the quality of curriculum provision and extends learning activities,
- Helps us raise children's attainment,

- Supports teachers' planning and resourcing of lessons,
- Enhances the Academy's management and administration systems,
- Enhances staff development through access to educational materials, as well as the sharing of information and good curriculum practice between academies, schools, support centres, external agencies, the LA and the DfE.

9.2 *Inappropriate Material*

To ensure that children access the internet within a safe environment, the Academy uses software which filters lists of inappropriate sites to which access is barred when using the Academy's on-line access.

The Academy will advise parents that students are provided with filtered and monitored access to the internet.

If any staff member at the Academy becomes aware that it is possible to access any offensive web pages, through Academy equipment, they are obliged to make a note of the address and report it to the Academy's DSL, Deputy DSL or Principal who will notify the IT Helpdesk who will take the appropriate action to block the site.

All internet users – students and staff will agree and sign an 'Acceptable Use' policy before being given internet access. On-going training and education will be provided for students and staff to ensure safe internet use, including the use of social media.

The Academy will provide training and guidance to parents about their childrens' use of the internet.

9.2 *Guidance for staff*

The Academy will ensure that teachers have received adequate training on internet use before they supervise children's use of the internet.

9.3 *Supervising and Monitoring Usage*

Teachers should guide students toward appropriate materials on the internet. This will avoid time wasting as well as going some way towards monitoring the sites accessed by students.

9.4 *Teachers should:*

- Supervise students' use of the internet,
- Supervise children at all times when accessing the internet, with all monitors clearly visible by the teacher,
- Train children in how to use the internet safely including the need to avoid disclosing personal details and the care needed on social networking sites, as appropriate to age and maturity,
- Give children clear objectives for internet use,
- Take prompt action if they or their students encounter inappropriate material on the internet,
- Inform the DSL/Deputy DSL/Principal of the site details as soon as possible

- Ensure that their own 'digital footprint' is one of a professional educator

9.5 *The DSL/Deputy DSL/ Principal will:*

- Make occasional checks on files to monitor compliance with the Academy's Internet Usage Policy;
- Discipline any students who make inappropriate use of the internet, in line with the Academy's behaviour policy

9.6 *Email:*

To prevent students receiving unwelcome email, the Academy will consider the use of email designed especially for students.

- Incoming e-mail to children should be checked by a teacher wherever possible, before being read by children.
- Outgoing e-mail sent by children should be checked by a teacher before it is sent.

9.7 *Children should be taught to:*

- Recognise potential risks to internet and social media use in terms of:
- Exposure to inappropriate **content**, incl pornography, games where age-rating has been ignored, (violence, racist language), substance abuse and 'revenge' porn
 - Lifestyle websites – self-harm, pro-anorexia, suicide
 - Hate sites – risk of radicalisation
- in terms of **contact** such as Grooming
 - Cyber-bullying in all forms
 - Social networks – risks of CSE, radicalisation
 - Identity theft, sharing passwords, fraping
- In terms of **conduct** such as Privacy incl. disclosure of personal information
 - Digital footprint and on-line reputation
 - Health and well-being (time spent on-line)
 - Sexting (sending and receiving personally intimate images)
 - Copyright (infringements such as music or film)
- Inform a teacher immediately if they encounter any material that they feel is offensive or they think may cause offence to others;
- Be aware that their files held on the system may be reviewed by the teacher at any time;
- Be aware that they will incur sanctions if they make irresponsible use of the internet;
- Only send polite e-mail messages to the addresses their teacher has specified and not include personal details (e.g. their address, age, telephone number or other identifying material);

9.8 *The Academy will:*

- Inform parents that students are provided with supervised internet access as part of the Academy's curriculum;

- Inform all parents of the Academy's "Rules for Responsible Internet Use" which their children will be expected to abide by in order to ensure a safe environment;
- Answer parents' queries and concerns about their child's use of the internet and social media and our safeguards to protect them from unpleasant material, and provide guidance to support parents in keeping their children safe using the internet and social media at home.

10 Harassment, Discrimination and Victimisation

The Bishop of Winchester Academy has due regard to the need:

- to eliminate discrimination, harassment and victimisation, and
- to promote equal treatment for all.

The Bishop of Winchester Academy will:

- Welcome and provide for all its students and employees;
- Help all students and employees to achieve their full potential;
- Ensure that no student, employee or applicant receives less favourable treatment on grounds of sex (including marital status or gender reassignment), sexual orientation, age, disability, race (including nationality, ethnic or national origins or colour), religion or belief (except where an Academy's status as a church Academy permits any limitation, or where any other statutory exception applies);
- Ensure that all statutory obligations are met.

This section should be read in conjunction with The Bishop of Winchester Academy Policy on 'Equality and Diversity'.

11 Supporting Students

11.1 Prevent Duty

From 1 July 2016 all educational establishments have a duty under the Counter Terrorism and Security Act (2015) to be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. This is part of the wider safeguarding duty.

On-going training of all staff in this area takes place, including how to assess the risk of a child/young person being drawn into terrorism; working in partnership with the LSCB and local authority/Home Office prevent coordinator/s; and in equipping children and young people to stay safe on-line, both in school and out.

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

The Academy will help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

The Academy will play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way and facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.

Dorset Police can be contacted to discuss any concerns on PREVENT@dorset.pnn.police.uk.

11.2 *Child Sexual Exploitation (CSE)*

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc. The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation 'Champion training'

11.3 *Female Genital Mutilation (FGM)*

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations

11.4 *Forced marriage*

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment

in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

12 Use of Physical Intervention

- 12.1 Occasionally staff members are required to use restraint to protect children and young people from harming themselves, members of staff and/or property.
- 12.2 Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- 12.3 In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

12.4 *Schools can use reasonable force to:*

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

12.5 *Schools cannot:*

- use force as a punishment – it is always unlawful to use force as a punishment.

12.6 *Power to search students without consent*

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

12.7 Reference:

Use of reasonable force:

Advice for headteachers, staff and governing bodies July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

13 Complaints/Allegations of Abuse Made Against Staff

13.1 The detailed framework for managing cases of allegations of abuse against people who work with children is set out in Working Together to Safeguard Children (2015) and Keeping children safe in education (2016).

13.2 This guidance provides a summary of the steps that must be followed where it is alleged that a member of Academy staff (including volunteers and those who work on a temporary or supply basis) has:

- 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 in a way which poses a risk of harm if they work regularly or closely with children.

13.3 Any allegation of abuse must be dealt with quickly, fairly and consistently, giving protection to the child and at the same time supporting the person who is the subject of the allegation.

13.4 When an allegation of abuse is made

When a complaint is made against an employee there should be immediate consideration of whether a child or children is/are at risk of significant harm and in need of protection.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure the matter is reported to the Principal. In the event that the allegation involves the Principal then the matter must be reported to Chair of Governors.

The process and procedures for dealing with allegations made against members of staff are laid out in the 'Allegations Against Staff Policy'.

14 Managing Allegations Against Other Children

14.1 We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour for Learning Policy.

14.2 *Safeguarding allegations*

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- blackmail or extortion
- threats and intimidation
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

What to do

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (Deputy DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be

made to investigate the circumstances.

The DSL or Deputy should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL or Deputy will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the student being complained about for a period of time according to the Academy's Behaviour for Learning Policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

15 Roles and Responsibilities

- 15.1 The Bishop of Winchester Academy retains statutory responsibility for ensuring that all legal responsibilities are discharged.
- 15.2 The Governing Body ensures that all staff read Part One of the 'Keeping Children Safe in Education' document at least annually, through the Principal/DSL.
- 15.3 Responsibility is delegated from the Chair of Governors to the DSL, to act on their behalf and ensure that policies are also compliant with local authority guidance and locally agreed inter-agency procedures, and that processes for dealing with allegations of abuse against staff and volunteers comply with local authority guidance and locally agreed inter-agency procedures.
- 15.4 The Governing Body is responsible for ensuring compliance with DfE guidance and all legal responsibilities in relation to safe recruitment. Responsibility for ensuring that compliance is maintained is passed to the Vice Principal who provides policy guidelines to ensure compliance.
- 15.5 Responsibility to ensure that the Academy complies with these set policies is delegated to the

Designated Safeguarding Lead.

- 15.6 The Local Advisory Board will require **the Designated Safeguarding Lead** to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Local Advisory Board or any of its members; however, the Local Advisory Board

performs a vital role in monitoring compliance and challenging the Academy to ensure that best practice is followed.

15.7 The Local Advisory Board will ensure that:

- The Academy has a safeguarding and child protection policy and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- Consideration as to how children are taught about safeguarding as part of providing a broad and balanced curriculum, is given;
- The Academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from DfE and locally agreed inter-agency procedures;
- The Academy has procedures for dealing with allegations of abuse by other children;
- A senior member of the Academy's Leadership Team is designated to take lead responsibility for child protection;
- A governor is nominated to be responsible for liaising with the Academy's Local Advisory Board, through the Academy's senior management team, in the event of allegations of abuse being made against the Principal or of the Local Advisory Board having any concerns as to the Academy's compliance with DfE or other guidance;
- Where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- That policies and procedures are reviewed annually.

15.8 The Principal will ensure that:

- Ensure that all policies and procedures adopted by the Academy and LAB are followed by all staff;
- Where work placements are arranged that appropriate policies and procedures are in place to protect children from harm;
- Where students may stay in homes as part of a school activity, either in the UK or overseas, that the statutory guidance in Keeping children safe in education (April 2014) is followed.
- The nominated governor with responsibility for child protection is made known to all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- The Designated Safeguarding Lead with Responsibility for Child Protection will:

15.9 Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the Academy;
- Inform the Principal of any issues and ongoing investigations and ensure there is always cover for this role.

15.10 *Training*

- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Ensure that all staff have access to and understand the Academy's Safeguarding and Promoting Student Welfare policy;
- Ensure that all staff have received training (with refresher courses at a minimum of once every three years);
- Keep detailed accurate secure written records and/or concerns;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Ensure that all staff receive training on current national and local topics to include, e-safety, Female Genital Mutilation (FSM), Child Sexual Exploitation (CSE), Preventing Violent Extremism, forced marriage, honour-based violence and gangs.

15.11 *Raising Awareness*

- Ensure that the child protection policy is updated and reviewed annually;
- Ensure that parents are made aware of the child protection policy;
- Where a child leaves the Academy, ensure that the child protection file is copied for the new Academy as soon as possible and transferred to the new Academy separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

15.12 *Reporting*

The Designated Safeguarding Lead will report annually to the Local Advisory Board through the Principal on safeguarding in the Academy.

All staff and volunteers will:

- Fully comply with the Academy's policies and procedures;
- Attend appropriate training;
- Inform the Designated Safeguarding Lead of any concerns

16 Concerns About Safeguarding Practices Within the Academy

Any member of staff with concerns should feel able to raise concerns about poor or unsafe safeguarding practices or failures. Appropriate whistleblowing procedures are available in the Academy to enable these concerns to be raised with the management team. If a member of staff feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be

open. There is a link to these on page 6 of Keeping children safe in education 2015 (Part One only)

17 Confidentiality

- 17.1 Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee absolute confidentiality. Instead they must explain that they may need to pass on information to other professionals in order to keep the student or other students safe.

The Bishop of Winchester Academy must follow the guidance set out in “What To Do if You Are Worried a Child Is Being Abused”, which can be found in the Safeguarding File or on the Bournemouth and Poole, Local Safeguarding Children Board website.

- 17.2 Parents will normally be involved and should be kept informed of concerns unless staff are certain that the child would not be put at risk by their doing so. (In this policy statement, “parents” means all those having a parental responsibility for a child.)

18 Policy Review

- 18.1 This policy will be reviewed annually by the Academy Leadership team as part of the Academy annual review process.
- 18.2 This policy will be reviewed and submitted to the Governing Body. This will allow Governors to assess its implementation and effectiveness.
- 18.3 This policy will be actively promoted and implemented throughout the Academy.

19 References

HM Government Guidance “Prevent Duty” (2015)

DfE Guidance “Keeping Children Safe in Education” (Sept 2016)

DfE Guidance “Working Together to Safeguard Children” (March 2015)

DCSF Guidance “Safeguarding Children and Safer Recruitment in Education” (issued Nov 2006 and came into force January 2007)

DfEE Circular 10/95 Protecting Children from Abuse: The Role of the Education Service