

facts and liaising fully with both the employing agency and the LADO to determine a suitable outcome. This may include decisions relating to whether to suspend the supply teacher or redeploy them to another part of school while investigations are underway.

- Ensuring the Academy is aware of and will follow the local safeguarding arrangements.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at the Academy. The key role of the Designated Safeguarding Lead is to:

- understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- manage referrals from staff or others from inside/outside the Academy.
- work with external agencies and professionals on matters of safety and safeguarding.
- Raise awareness of safeguarding and child protection amongst the staff and parents.
- help promote educational outcomes by confidentially and discretely sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Academy leadership staff.
- ensure that child protection information is transferred to the student's new school/Academy.

The Designated Safeguarding Lead (DSL) and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education 2020'. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

The DSL and Deputy DSL at the Academy will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely. These will be sampled periodically by Executive Leaders.

When a child leaves the Academy, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

The DSL is responsible for ensuring that all staff members, including governors, volunteers, supply teachers and agency staff are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2020 and the RSCP. (A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk)

PROCEDURES FOR MANAGING CONCERNS

The Academy adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are;

1. Local Authority.
2. Clinical Commissioning Group.
3. The Chief Police Officer.

It is *not* the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academies. Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in the Academy/Trust eg CPOMS/safeguarding email or written form (see appendix 2).

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with the RSCP procedures – Chapter 1 '*Referring Safeguarding Concerns about Children*'

www.rotherhamscbproceduresonline.com/index.htm

If, after a referral, the child's situation does not appear to be improving, we will consider following the appropriate LSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Principal are all unavailable and they are convinced that a direct report is the only way to ensure the student's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member, including governors, volunteers, supply teachers and agency staff then this should be referred to the Designated Safeguarding Lead, Deputy DSL or Vice Principal who will liaise with the Principal. Where there are concerns about the Principal this should be referred to the Chief Executive, Chair of Governors, or Trust Board

Where there are concerns about the way that safeguarding is carried out in the Academy/Trust, staff should refer to our Whistleblowing Policy, which can be found on the Academy website.

At the Academy, we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of *'Keeping Children Safe in Education 2020'* describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information.

We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check.
- A barred list check.
- An enhanced DBS check/certificate.
- A prohibition from teaching check.
- A section 128 check for management positions in independent schools (including free schools and academies).
- A check of professional qualifications.
- A check to establish the person's right to work in the UK.
- Further checks on people who have lived or worked outside the UK.
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children and young people. There are circumstances, however, when it is appropriate for staff in our Academies to use 'reasonable force' to safeguard children and young people.





'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or young person needs to be restrained to prevent violence or injury. Staff in the Academy will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Principal.

At the Academy, the chosen approach to the use of reasonable force is 'Team Teach'. The 'Team Teach' manual sets out the accepted approaches which can be taken to be use of reasonable force and when these can be applied.

MANAGING ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children and young people at the Academy. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations

Name	Role/Contact Details	Photograph
	Designated Safeguarding Lead	
Karen Smallwood	Deputy Safeguarding Lead	
Emma King	Safeguarding Officer / E-Safety	
Emma Haigh	Safeguarding Officer	
Anneka Thomas	Mental Health Practitioner	

Jayne Dickson	Governor with Specific responsibility for safeguarding	
---------------	--	--

APPENDIX 2: WHAT TO DO IF YOU SUSPECT OR ARE INFORMED OF A CHILD PROTECTION ISSUE

- Recognise that you have a duty of care to alert the safeguarding team of your concern. Always act in the interest of the child or young person.
- Do not take responsibility to investigate the welfare concerns or determine the outcome at this stage. You must collate and pass on any information.
- If a child or young person is in immediate danger or at risk of harm, contact the DSL or DDSL **IMMEDIATELY** so an urgent referral can be undertaken to children's social care and/or the police.
- Anyone can make a referral if the DSL, DDSL Vice Principal or Principal are not available. If you suspect the child or young person is at risk of immediate harm (is not safe to go home), speak to a member of the safeguarding team immediately. Do not delay.
- Provide details of your concerns by contacting the safeguarding team on the designated email address and/or through the CPOMS system and inform the DSL or DDSL verbally **URGENTLY**

Any logged concern will:

- Be accessed by the safeguarding and pastoral staff.
- Generate a response from the Core Safeguarding team. The alert will be investigated and triaged in accordance with the nature of the concern.
- The core team is trained to recognise thresholds of child protection and necessary intervention.
- Be stored securely in CPOMS. The entry is the responsibility of the DSL.
- The member of staff who alerted the safeguarding email system will receive an email acknowledgment that action has been taken.

APPENDIX 3: DISCLOSURE

If a child or young person makes wishes to make a disclosure of a safeguarding nature to you:

- Do not put the moment off.
- You may need to find a place away from others (ensure this is appropriate)
- Be clear that you cannot keep information confidential.
- Keep calm.
- Reassure.
- Guard against negative body language.
- Don't judge.
- Find someone to assist in communication if necessary.
- Respond briefly, slowly and gently.
- Do not ask leading questions.
- Do not assume that there is only one child or young person involved.

Ensure that you:

- Record what you have heard/observed.
- Make notes as soon as possible.
- Use child or young person's words wherever possible.
- Include what you have said to the child or young person.
- Keep information factual.
- Include what led up to the disclosure.
- Date, time, place, who was present.
- Log concern via CPOMS, safeguarding email or by completing the Confidential Safeguarding Incident Slip (see Appendix 4).
- At this point do not discuss with anyone other than designated person and speak to the DSL or core team immediately.

APPENDIX 4 - EXAMPLE OF INDIVIDUAL ACADEMY FORM FOR RECORDING SAFEGUARDING ISSUES

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?
Yes / No

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to? Name:
Position:

Date:
Time:

Your signature:

Date:

□

Action taken by DSL

Referred to...?

EWO

Police

School Nurse

MASH

Young Peoples' Parents
Service

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

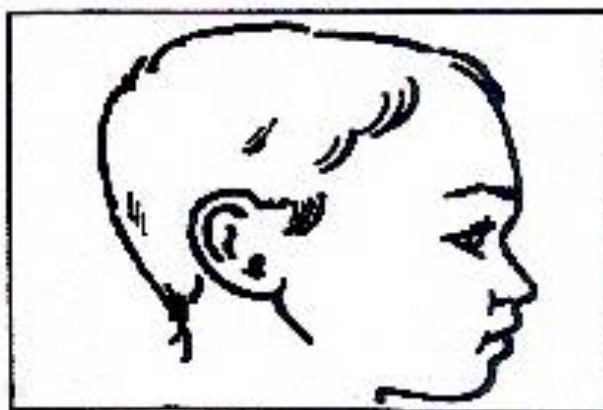
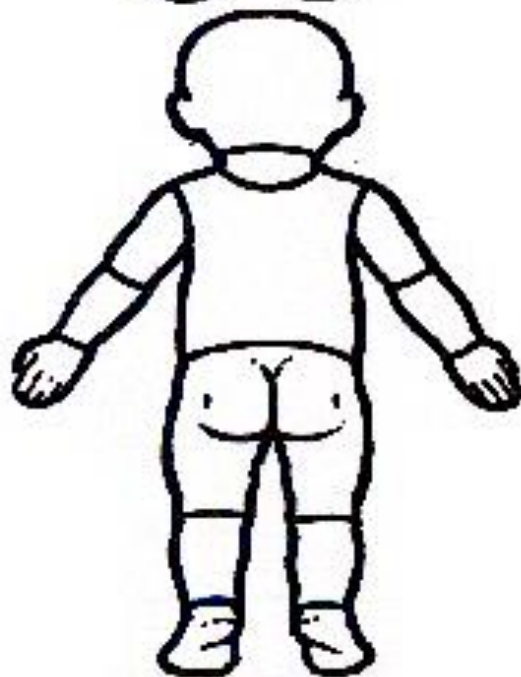
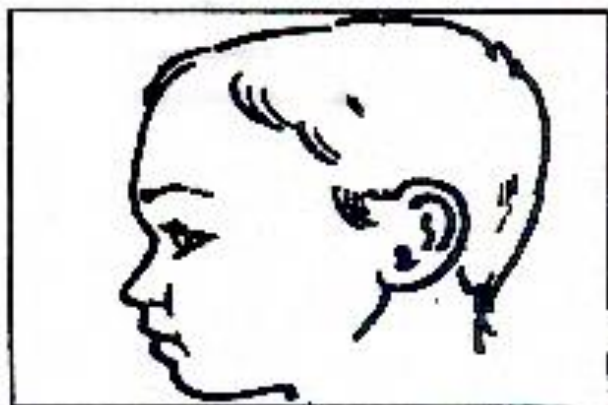
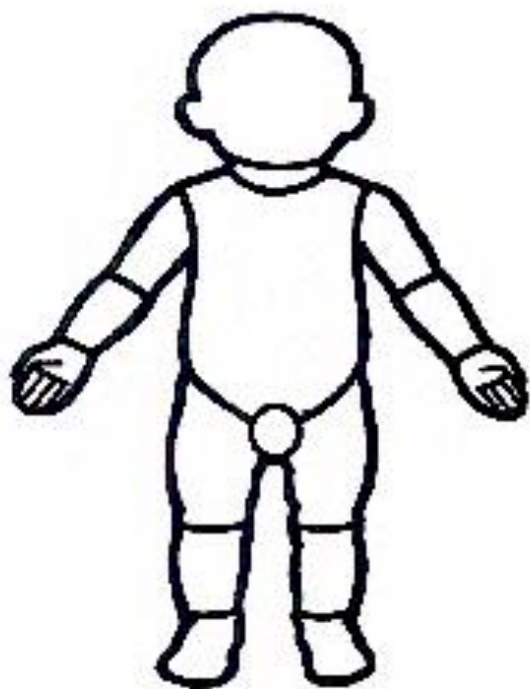
(School to instigate a Family CAF, assessment by Children's Services etc.)

Full name:

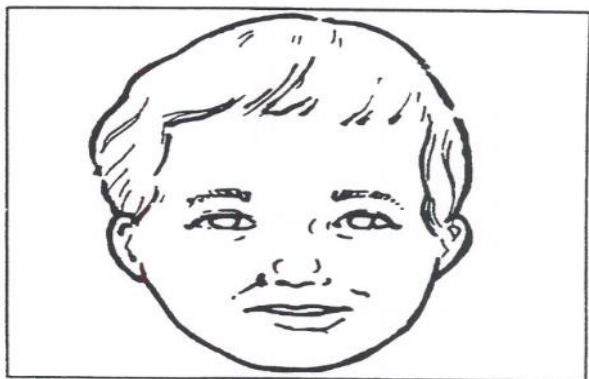
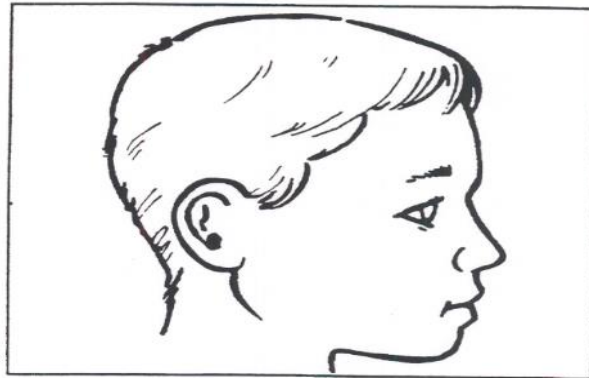
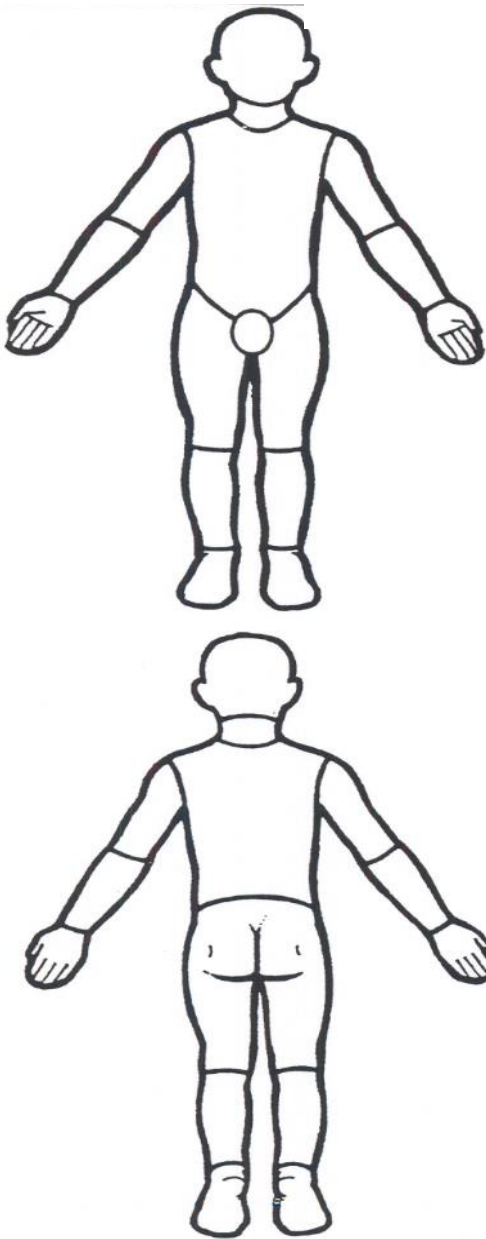
DSL Signature:

Date

Young Child



Older Child



APPENDIX 5: EXAMPLE OF A SAFEGUARDING INDUCTION SHEET FOR NEW OR SUPPLY STAFF AND REGULAR VISITORS OR VOLUNTEERS.

We all have a statutory duty to safeguard and promote the welfare of children at our school and we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or Deputy DSL (details of which are below).

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must speak to the DSL or Deputy DSL without delay.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the Chief Executive or Chair of the Local Governance Committee. Alternatively, you can contact the Local Authority Designated Officer via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead: Rachael Gillatt
Location of office: BSU
Contact Number: 01709 760222 - 137

Deputy Designated Safeguarding Lead: Karen Smallwood
Location of office: Safeguarding Office
Contact Number: 01709 760222 - 150

At the Academy we strive to safeguard and promote the welfare of all of our children. The welfare of the child is always paramount.

APPENDIX 6: WHEN TO MAKE A REFERRAL TO MASH

For information about thresholds, see [Rotherham Multi-Agency Continuum of Need Guidance](#) and [Multi-Agency Threshold Descriptors](#).

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse.
- A child has been abandoned.
- Further concerns have arisen in relation to an open case to Children's Social Care.
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**.
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**.
- A child sustains an injury and there is professional concern about how it was caused.
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**.
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**.
- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to MASH.
- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see **Safeguarding Children at Risk Due to Faltering Growth Procedure**.
- A member of the public makes an allegation that someone has abused a child.
- Professional concern exists about abuse or neglect, despite no allegation being made.
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**.
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order.
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information.
- There are concerns that a child or young person is being sexually exploited - for more information see **Safeguarding Children and Young People from Sexual Exploitation Procedure**.
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**.
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**.

- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Persons who Pose a Risk to Children Procedure**).
- A child is being denied access to urgent or important **Medical Assessment** or services.
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Safeguarding Children in Whom Illness is Fabricated or Induced Procedure**).
- A child is at risk of being subjected to illegal procedures, for example:
 - **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**;
 - **Safeguarding Children and Young People from Forced Marriage Procedure**
 - **Safeguarding Children and Young People from Honour Based Violence Procedure**;
 - There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and **National Referral Mechanism: guidance for child first responders (Home Office, August 2013)**).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**.
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse** (see **Safeguarding Children at Risk because of Domestic Abuse Procedure**).
- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**.
- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure**.
- A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see **Abuse by Children and Young People Procedure**.

Physical Abuse:

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks

Emotional Abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

From 'What to do if you think a child is being abused 2015' DfE 2015

Sexual Abuse:

This involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may

involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

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

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

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

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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 doesn't 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; and
- Children who regularly miss school or education or don't take part in education.

Neglect:

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

APPENDIX 8 - USEFUL CONTACT NUMBERS AND E-MAIL ADDRESSES/WEBSITES:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham Safeguarding Children's Partnership: www.rscb.org.uk

www.rotherhamscbproceduresonline.com/index.htm

www.rotherhampower.co.uk

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

NSPCC When to Call the Police
[https://www.npcc.police.uk/documents/Children and Young people/When to call the police guidance for schools and colleges.pdf](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)

Childline – 0800 1111
<https://www.thinkuknow.co.uk/>

www.disrespectnobody.co.uk

<http://www.saferinternet.org.uk/>

<https://www.internetmatters.org/?gclid=C1m4ldHXI8wCFYdAGwodwhEM5g>

<https://www.pshe-association.org.uk/>

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

CONTEXT

Throughout the Covid-19 Pandemic, the Academy has ensured that its policies reflect changes to government and local guidance as necessary and are kept under constant review. In terms of Safeguarding, staff are instructed to use the Academy Safeguarding and Child Protection Policy alongside the revised Keeping Children Safe in Education (2020) document as per Government Guidance when children returned to school on 1 September 2020. However, reference will be kept to this annex as applicable during any lockdown period. The Academy understands that there are ongoing uncertainties as a direct result of Covid-19; this annex includes provisions which the school will have due regard for during this period.

Guidance is retained below in respect of children who would have been deemed vulnerable under Covid-19 Guidance. It was noted that the return to school of all students in September 2020 had the potential for an increased identification of safeguarding concerns; staff should continue to remain vigilant to indicators of harm. This included concerns relating to mental health; Keeping Children Safe in Education (2020) specifically highlights the relevance of mental health within safeguarding considerations.

Staff are reminded of the need to report any concern immediately and without delay. Where staff have a concern about a child, they should continue to follow the process outlined in the Academy Child Protection and Safeguarding Policy and with due regard to Keeping Children Safe in Education (2020).

DESIGNATED SAFEGUARDING LEAD

The Academy should have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example if self-isolating at home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a Senior Leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Academy staff and volunteers have access to a trained DSL (or deputy). In the event the trained DSL and deputy are not on site, staff will be made aware and directed to the relevant senior leader.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which may continue remotely. It is also recognised that Designated Safeguarding Leads and Deputies may require additional time to support staff and children regarding new safeguarding concerns, particularly when referral to social care and/or consultation with other agencies is indicated. This may include the school nursing team and other agencies who may have continued virtual support to students not in school during the lockdown periods, and who may not be fully re-engaged with face-to-face work.

The DSL will ensure that the welfare and child protection records for any child moving schools, particularly those categorised above as a vulnerable child, will be provided to the receiving establishment or received from the outgoing establishment as soon as reasonably possible.

VULNERABLE CHILDREN

Covid-19 guidance dictated that vulnerable children included those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. It is also important to be mindful of students who are deemed to be clinically vulnerable and those students with mental health needs. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. While the attendance policy applies to all students, any vulnerable students not attending school should be subject to the same scrutiny and monitoring which applied during Covid-19 school closures with contact being made home and close liaison with external agencies maintained on a daily basis, particularly where a social worker is involved. Where a student is self-isolating, these checks should be maintained by safeguarding officers in addition to contact which relates to engagement in online learning.

Visits from external agencies and specialist workers may be necessary in school. These should be planned in advance with the knowledge of the Principal, and health and safety measures implemented in line with the Reopening of School Risk Assessment

Those who have a social worker include children who have a Child in Need Plan, Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

SUPPORTING CHILDREN IN SCHOOL

The Academy is committed to ensuring the safety and wellbeing of all its children and young people.

The Academy will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

The Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. The Academy publishes comprehensive Covid-19 risk assessments on the Academy website.

Where any Academy has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or First Aiders – there will be immediate discussion with the Trust.

SUPPORTING CHILDREN NOT IN SCHOOL

The Academy is committed to ensuring the safety and wellbeing of all its Children and Young people. The DSL will provide support to teachers and pastoral staff to ensure that contact is maintained with children and their families who are absent from school, speaking directly to children wherever possible to help identify any concerns. Where a member of staff has occasion to use a personal phone to make these calls, they should withhold their personal number.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan, including our safeguarding partners and other external agencies. This plan

must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Academy will share safeguarding messages on its website and social media pages.

The Trust recognises that school is a protective factor for children and young people, and recent circumstances may affect the mental health of students and their parents/carers. Teachers at the Academy need to be aware of this in setting expectations of students' work.

ONLINE SAFETY IN SCHOOL

The Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Communication with parents will be used to reinforce the importance of children being safe online.

ONLINE SAFETY AWAY FROM SCHOOL

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

During lockdown periods, the Academy follows principles outlined in the Remote Learning Policy and the E-Safety Policy; these are both published on the Academy website and include guidance on professional standards and online safeguarding measures. Online teaching may still be necessary in the event of students who are self-isolating and should continue to follow the same principles.

The Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

SUPPORT FROM THE MULTI-ACADEMY TRUST

The Maltby Learning Trust Safeguarding Lead (Sara Graham) will provide support and guidance as appropriate to enable each DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The MLT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

APPENDIX 10: CONTEXTUAL SAFEGUARDING: LOCAL RISK ASSESSMENT

Academy Name	Wath Academy		
Completed by	Karen Smallwood	Date:	14/12/20

Keeping Children Safe in Education 2020 states:

'All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.' (Part One; paragraphs 21, p8)

It is known that incidents which occur out of school can influence relationships and behaviours between students within the learning environment. Staff accordingly have due regard for both the Child Protection and Safeguarding Policy as well as other policies and guidance relating to Safeguarding, for example Behaviour for Learning Policy, Anti-Bullying Policy, RSHE Policy, and Supplementary Safeguarding Guidance. Staff in Wath Academy are particularly vigilant to the school geography and have due regard for any areas which can be beyond easy sightline. Mobile devices are banned from use on the Wath Academy site which minimises the potential for online activity in the community being continued within the learning environment. Students attending Wath Academy are provided with a range of learning opportunities through the curriculum and within tutor time/assemblies regarding contextual safeguarding risks within the community, including online safety, grooming and exploitation.

Wath Academy has developed a risk assessment in respect of local safeguarding risks which is regularly reviewed:

Community/Social risks	Known/Potential risk	Control measures
<ul style="list-style-type: none"> Local open spaces (for example Wath skate park, Strathmore park, cricket field and surrounding area, tunnels near Tesco, Brampton jumps, Manvers lake, Cortonwood hills and dual carriage way). Derelict buildings (for example, Oak Tree Public House, empty garages near Tesco). Wath town centre. 	<ul style="list-style-type: none"> Known as areas of concern in respect of anti-social behaviour, theft, vandalism, substance abuse, car racing, potentially child criminal exploitation and child sexual exploitation. Young people have been known to frequent these places for the purpose of alcohol and substance misuse. Reports of anti-social behaviour. Reports of anti-social behaviour. 	<ul style="list-style-type: none"> Intelligence is regularly shared with the police. For children involved with social care there is regular information sharing. There is an Early Help team based in a centre attached to school, who work with families and young people in the community As well as regular information sharing, Early Help representatives attend a pastoral meeting to provide updates about trends in the community. Parents are directed to information through the website and messages via

<ul style="list-style-type: none"> Swinton precinct. 		<p>social media. The Academy staff make parents aware of any reports of contextual risks which potentially affect their child and a close working relationship is maintained while ever the risk persists, with timely interventions and referrals made to support the child, young people and/or family (for example, Early Help, Barnardo's, Divert, Mental Health Services).</p> <ul style="list-style-type: none"> The curriculum and tutor time within Academy provides regular opportunity for students to be educated about online risks. There is a dedicated safeguarding team in Wath Academy who promote awareness of safeguarding risks, the reporting of concerns and a culture of 'predict and prevent.' The team are known to students who report contextual concerns in respect of themselves or peers.
---	--	---

Geographical risks	Known/Potential risk	Control measures
<ul style="list-style-type: none"> School is situated on a busy main road Disused public house Local lake 	<ul style="list-style-type: none"> The road is busy and at different points in the day, traffic is heavy and includes buses and lorries, not just cars. Young people have been able to access this building Young people are drawn to the lake and there are several known incidents of inappropriate behaviour in this area. 	<ul style="list-style-type: none"> Children and young people are educated about road safety from primary age and messages about safe use of headphones and mobile phones are reinforced at secondary age. There are zig-zagged lines outside school and parents are asked to park safely, not blocking the view of crossing pedestrians. Dangers associated with derelict areas and water are highlighted in the

<ul style="list-style-type: none">• Local tunnels	<ul style="list-style-type: none">• These may not be safe and are secluded.	<p>curriculum and through tutor/assembly time.</p> <ul style="list-style-type: none">• Safety information is posted on the website and through social media which is accessible to children, young people and parents.• Parents are informed immediately if intelligence emerges that their children are frequenting dangerous locations.• Communication is made with local safer neighbourhood partnerships, including police if safety measures in the community are suspected to be compromised.
---	---	---