



# The Academy Apprenticeship Programme

**Incorporating**  
Citroen UK Apprenticeships  
Peugeot UK Apprenticeships

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

*This Programme is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

**Date approved by:**  
**The Academy Senior Management Team (SMT): 7<sup>th</sup> June 2016**

**Next review date:** June 2017

**Designated Safeguarding Officer (DSO):** Justin Ryles

**Deputy Designated Safeguarding Officers (DDSO):** Simon Foster Maria Moulton

**Safeguarding Governor:** Brian Steele

**Academy Manager:** Phillip Price

**Programme Manager:** Jason Giblett

## **1.0 Introduction**

1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: "Working Together to Safeguard Children" 2013, Revised Safeguarding Statutory Guidance 2 "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003. The guidance reflects, both "Keeping Children Safe in Education" 2014 / 2015.
2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our provision to identify, assess, and support those children who are suffering harm. The Academy aims to create and maintain a safe environment for young people and similarly for students who are over eighteen, staff and visitors. The Academy is committed to working with all other agencies.
3. We recognise that all adults, including temporary staff and governors, have a full and active part to play in protecting our students from harm, and that the young person's welfare is our paramount concern.
4. All staff believe that The Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child / young person.
5. The Academy recognises that the welfare of children and vulnerable adults is paramount and takes seriously its responsibility to safeguard and promote the welfare of the students in its care.

## **2.0 Coverage**

1. The policy applies to all governors, staff, agency workers, contractors and visitors working in The Academy.

### 3.0 Definitions

For the purposes of the Safeguarding Policy:-

1. A 'child or young person' means any person under the age of 18 (i.e. those who have not yet reached their 18th birthday).
2. A 'vulnerable adult' means any person " who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness."
3. 'Staff' means all employees, full-time and fractional, and all agencies, franchise, contract and staff working for The Academy.

### 4.0 Aims of the Safeguarding Policy

The aims of the policy are:-

1. To promote an environment that is safe, where staff and students treat each other with mutual respect and develop good relationships built on trust.
2. To raise the awareness of all staff of the need to safeguard young people and vulnerable adults and of their rights and responsibilities in identifying and reporting possible cases of abuse.
3. To provide a systematic means of supporting young people and vulnerable adults known or thought to be at risk of harm, and ensure we, The Academy, contribute to assessments of need and support packages for those students.
4. To ensure that relevant information about a young person or vulnerable adult at risk of harm is disseminated to appropriate staff within The Academy on a 'need to know' basis.
5. To emphasise the need for good levels of communication between all members of staff
6. To develop a structured Academy Procedure which will be followed by all members of The Academy staff in cases of suspected abuse.
7. To support the development of effective working relationships with other agencies.
8. To ensure that all relevant policies and procedures within The Academy are linked to, and comply with, The Academy Safeguarding Policy and Procedures.
9. To support young people's and vulnerable adults' development in ways that will foster security, confidence and independence and to promote this through the curriculum.
10. To ensure that all staff working within our young people who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Disclosure & Barring Service (DBS) check (according to guidance) and a central record is kept for audit

## 5.0 Prevention

We recognise that The Academy plays a significant part in the prevention of harm to our young people by providing them with good lines of communication through trusted adults, supportive friends and an ethos of protection.

The Academy will therefore:

1. Work to establish and maintain an ethos where young people feel secure and are encouraged to talk and are always listened to.
2. Include regular consultation with young people e.g. through questionnaires, feedback and in tutorials etc.
3. Ensure that all young people know there is an adult in The Academy whom they can approach if they are worried or in difficulty.
4. Include safeguarding across the curriculum, including Pastoral and Citizenship, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include topics such as anti-bullying and cyber bullying, e-safety, health education and preventing radicalisation.
5. Ensure all staff are aware of The Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
6. Ensure that Statements about or allegations of abuse or neglect made by young people must be taken seriously.

The Academy is further committed to applying these safeguarding principles to vulnerable adults.

## 6.0 Safe Academy, Safe Staff

All members of the SMT understand and fulfil their responsibilities, namely to ensure that:

1. There is a Safeguarding and Child Protection policy together with a Staff Code of Conduct policy.
2. The Academy has procedures for dealing with allegations of abuse against staff and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
3. A member of The Academy has the Designated Safeguarding Officer (DSO) responsibility.
4. On appointment, the DSO undertakes training "Designated Safeguarding Officer Foundation Programme"
5. All other staff undertake Safeguarding training as appropriate.
6. Any weaknesses in Child Protection are remedied immediately.
7. Child Protection policies and procedures are reviewed annually and that the Safeguarding policy is available on The Academy websites or by other means.
8. The DSO, will take lead responsibility for child and vulnerable adult protection and receives appropriate training and support and adequate resources to carry out this role.
9. The Academy will, in addition, have a DDSOs who will deputise for the DSO and will also lead on the implementation of this policy in the areas of The Academy for which they have responsibility. The DDSOs will all receive the appropriate training and support and adequate resources to carry out this role.

10. All staff are expected to contact either the DSO or, in his absence, one of the DDSOs, when necessary or to make referrals. A flow chart illustrating the referral process is available in *Appendix 3*.
11. All members of staff are provided with Safeguarding awareness information at induction, including in their arrival pack, The Academy safeguarding statement so that they know who to discuss a concern with.
12. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
13. All staff have child protection awareness training, updated by the DSO as appropriate, to maintain their understanding of the signs and indicators of abuse.
14. All staff know how to respond to a student who discloses abuse.
15. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of The Academy Safeguarding Policy on the websites.
16. Hotels used by The Academy are aware of the Academy Safeguarding guidelines and procedures, and the appropriate checks are in place.
17. We will ensure that Safeguarding type concerns or allegations against staff working in The Academy are investigated in line with staff disciplinary procedures. Any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority for consideration for barring, following resignation, dismissal, when we cease to use their service as a result of a substantiated allegation.
18. Our procedures will be regularly reviewed and up-dated.
19. The name of the designated members of staff for Safeguarding will be clearly advertised in The Academy.
20. All new members of staff will be given a copy of our safeguarding policy, as part of their induction into The Academy.
21. The policy is available publicly on The Academy websites and via hard copy from The Academy office. Parents/carers are made aware of this policy and their entitlement to a copy.

## 7.0 Responsibility for Child and Vulnerable Adult Protection

**The Designated Safeguarding Officer, and Deputy Designated Safeguarding Officers are responsible for:**

1. Referring a child if there are concerns about possible abuse, to Social Services. Definitions of abuse are included in *Appendix 2*.
2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially and securely and are separate from general students records / main files and are available upon request from the child's next school or college.
4. Liaising with other agencies and professionals.
5. Ensuring that either they or the appropriate staff member attend conferences, core groups, or other multi-agency meetings, contribute to assessments and provide reports.
6. All staff are expected to contact DSO or one of the DDSOs for advice, when necessary, or to make referrals.
7. Advice for staff when managing a disclosure is given in *Appendix 1*.

## 8.0 Allegations against Staff

1. All The Academy staff should take care not to place themselves in a vulnerable position with a young person. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. For additional advice see **Appendix 4**.
2. Guidance about conduct and safe practice, including safe use of mobile phones by staff will be given at induction.
3. We understand that a student may make an allegation against a member of staff.
4. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform The Academy Manager.
5. The Academy will follow the company procedures for managing allegations against staff.
6. A flow chart illustrating the referral process is available in **Appendix 3**.

## 9.0 Whistleblowing

1. The vast majority of people who work with children are well motivated and would never harm a child or young person. Unfortunately a few do and The Academy offers a culture that makes all staff willing and comfortable to voice their concerns.
2. We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so.
3. All staff should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding and Child Protection, which may include the attitude or actions of colleagues..

## 10.0 Supporting Students

1. We recognise that a young person who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
2. We recognise that The Academy may provide the only stability in the lives of young people who have been abused or who are at risk of harm.
3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### **Our Academy will support all children by:**

1. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
2. Promoting a caring, safe and positive environment within The Academy.
3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children
4. Notifying Social Services as soon as there is a significant concern.
5. Providing continuing support to a young person about whom there have been concerns, who leaves The Academy, by ensuring that appropriate information is provided, upon request to the child's new setting.

## 11.0 Supporting Staff

1. We recognise that staff working in The Academy who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
2. We will support such staff by providing an opportunity to talk through their anxieties with the DSO and to seek further support as appropriate.

## 12.0 Staff Appointments

The Academy will ensure that all Academy staff have been checked for their suitability before taking up their appointment. All applicants will be scrutinised by:-

1. Verifying identity and any academic or vocational qualifications.
2. Obtaining professional and character references.
3. Checking previous employment history.
4. Holding face to face interviews, with questions asked about Safeguarding and intentions with regards to working with young people.
5. Carrying out the mandatory check of List 99 or through the Vetting and Barring Scheme.
6. Where appropriate, an enhanced DBS check (Disclosure and Barring Service) before the candidate takes up the post.

## 13.0 Anti-Bullying

1. The Academy acknowledges that to allow or condone bullying may lead to consideration under Child Protection/ Safeguarding procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with Special Educational Needs and Disability (SEND) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents on our 'safeguarding log'.

## 14.0 Racist Incidents

1. The Academy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents, on our 'safeguarding log'.

## 15.0 Staff Induction Training on Academy Procedures

The initial training will ensure that all staff:-

1. Know who to contact if they have a concern that a young person or vulnerable adult is at risk of serious harm.
2. Know where to go for advice in relation to safeguarding or child/ vulnerable adult protection issues or when they are uncertain about whether to refer a concern about a child or vulnerable adult.
3. Know The Academy procedure for referrals on child and vulnerable adult protection issues.

4. Understand that they have the right to contact the appropriate agencies if they feel that concerns are not being passed on appropriately by designated The Academy staff.
5. Are aware of the requirement to keep detailed, accurate, secure written records of any referrals or concerns.
6. Understand The Academy Prevent Strategy and understand the signs of extremism and referral process to the Safeguarding Team.
7. Understand e-Safety, and how to minimise the risks of harm to young people.
8. Are able to recognise and respond to safeguarding and welfare concerns.
9. Understand their responsibilities in being alert to the signs of abuse.
10. Know how to respond to a student who discloses abuse or is at risk of self-harm.
11. Understand that there is a need to take special care when working with young people with special needs or vulnerable adults and to be alert to signs of abuse as they may not be able to raise concerns themselves.
12. Are aware of appropriate approaches to confidentiality and disclosure of information.
13. Guidance on relationships with students

**The Academy will:**

Provide staff with a code of conduct along with guidance on appropriate relationships with students.

**16.0 Confidentiality, Reporting and Disclosure**

1. We recognise that all matters relating to child protection are confidential.
2. The Academy Manager / SMT or DSO will disclose any information about a child to other members of staff on a need to know basis only.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. All staff must be aware that they cannot promise young person to keep secret information which might compromise the child's safety or wellbeing.
5. We will always undertake to share our intention to refer a child to Social Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.
6. The circumstances when data should or should not be shared are outlined in a flow chart in **Appendix 3**
7. The principle of 'proportionality' applies to sharing confidential information, i.e. when disclosing information without consent the member of staff limits the extent of the disclosure to that which is absolutely necessary to protect the young person or vulnerable adult.
8. The Academy recognises that young people aged 16 or 17 will have the understanding to make decisions about their own lives and their views and wishes will be respected unless they are deemed to be at risk of harm which is a serious threat to their personal safety or they are the victim of a crime.
9. Referrals to other agencies such as Children's Social Care should be made with the young person's agreement where practicable. However, it may not be practicable to seek their agreement where, for example, seeking permission might place them or another person at risk of serious harm or where they are not mentally competent to give their agreement. There may also be cases where the young person's agreement is

sought but they refuse to give that agreement. Disclosure of information can take place without consent in cases where this is justifiable in the overriding public interest – e.g. to protect the young person from significant harm.

10. In the context of child protection the welfare of the young person outweighs the family's right to privacy.
11. Vulnerable adults may choose to remain at risk in dangerous situations. Professional staff may find they have no statutory powers in cases where the adult is judged to have sufficient capacity to make his or her own choices and refuses the help which staff feel is needed and where public interest considerations do not apply. In these cases, where a member of The Academy staff considers that the decisions of the vulnerable adult should be respected they must immediately seek advice from the Designated Safeguarding Officer.

## 17.0 Prevention of Violent Extremism – The ‘Prevent’ Agenda

1. Section 21 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, listed in Schedule 3 to the Act, to have “*due regard to the need to prevent people from being drawn into terrorism*”. The Act states that the authorities (including Further Education institutions) subject to the provisions must have regard to this guidance when carrying out the duty.
2. Young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity.
3. Academy staff should be aware, through training, of signs of radicalisation and have the confidence to report their concerns to the DSO or in his absence, any member of the deputy team.
4. The Designated Safeguarding Officer will liaise with contacts at Warwickshire Police.
5. The Academy will also promote the ethos of the ‘Prevent’ agenda by encouraging free and open debate but challenging extreme views. It will encourage through its classroom practice and induction activities a belief in Equality of Opportunity and Diversity.
6. The Academy will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.
7. The Academy has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the Academy and must take such steps as are reasonably practicable to secure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of The Academy and could constitute misconduct. External speakers are risk- evaluated by The Academy Operations Group on a regular basis.
8. The Academy will provide appropriate support through its own staff or by referral to external agencies, for any student in danger of radicalisation. The DSO will make the decision whether to involve the police or other external agencies.
9. The Academy uses software for monitoring harmful internet content. This ensures that websites promoting extremist views and encouraging the radicalisation of young people can be flagged and monitored.
10. The Academy, in liaison with other providers and the Warwickshire Police has developed a comprehensive *Prevent Strategy and Action Plan*. This strategy details the Academy role in preventing the radicalisation of its students.

## 18.0 Raising Awareness of Safeguarding and Protection Issues

1. All parents / carers of students will be made aware of the responsibilities of staff members with regard to child protection procedures by publicising in a safeguarding bulletin that is sent to students and parents. Information will also be made available through the apprenticeship websites in the Safeguarding and Welfare page:  
[www.citroenapprenticeships.com](http://www.citroenapprenticeships.com)      [www.peugeotapprenticeships.org.uk](http://www.peugeotapprenticeships.org.uk)
2. All students will be supported to understand safeguarding and protection issues through:-
  - A tutorial programme that will support young people's and vulnerable adults' development in ways that will foster security, confidence and independence.
  - The creation of a climate in which responsible behaviour is encouraged and where students feel safe to ask for help if threatened or at risk of abuse.
  - The promotion of a healthy lifestyle that includes consideration of diet, sexual relationships, alcohol and drug abuse.
  - A list of the specific Safeguarding areas of focus, as detailed in 'Keeping Children Safe in Education' is available in **Appendix 5**.

## 19.0 Health & Safety

1. Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our young people physically within the Academy environment and for example in relation to e-safety.

## 20.0 Monitoring and Evaluation

1. The Academy will review its policies and procedures to ensure that they comply with the relevant legislation. The Safeguarding Policy will be reviewed annually and updated to remedy any deficiencies or weakness in regard to child and vulnerable adult protection arrangements that are identified without delay.
2. Our Safeguarding Policy and Procedures will be monitored and evaluated by:
  - Senior Management 'drop ins', learning walks and discussions with students and staff
  - Student surveys and questionnaires
  - Scrutiny of Attendance data
  - Scrutiny of a range of risk assessments
  - Scrutiny of SMT & GB minutes
  - Logs of bullying/racist/behaviour incidents for SMT and GB to monitor
  - Review of parental concerns and parent questionnaire

## 21.0 Related Policies and Procedures

1. Health and Safety Policy
2. The Academy Prevent Strategy and Action Plan
3. e-Safety Procedures
4. Anti-Bullying Policy

## Appendix 1

### Managing a Disclosure

- If a student makes a disclosure, you must follow the steps outlined below:-
  - Never promise confidentiality – it is not possible to guarantee to a student that a disclosure of abuse will be kept confidential. Inform the student that you are bound by law to report what they disclose to the Academy’s designated person.
  - Listen and reassure – Listen carefully to what the student is telling you. You are able to ask open questions such as ‘how did that happen?’ or ‘what was happening at the time?’
  - Do not probe or make accusations – remember you are not there to investigate a disclosure. This could also compromise any further criminal investigation.
  - Make notes and record the disclosure – as soon as possible, record the conversation with the student. Remember to use the student’s own words as far as possible. Use the disclosure reporting/referral form (Appendix 6).
  - Refer the disclosure to the designated person. The designated person will then make arrangements to see the student and organise further support as necessary and notify appropriate authorities. Where contact is made with external agencies, the designated person will record this on the Academy’s ‘external liaison log’.

## **Appendix 2**

### **Definitions of Abuse**

#### **Physical abuse**

This may take many forms e.g. hitting, shaking or poisoning a young person or vulnerable adult. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a young person or vulnerable adult.

#### **Emotional abuse**

This is the persistent emotional ill treatment of a young person or vulnerable adult such as to cause severe and persistent effects on their emotional development. Some level of emotional abuse is involved in most types of ill treatment of young people or vulnerable adults, though emotional abuse may occur alone.

#### **Sexual abuse**

This involves forcing or enticing a young person or vulnerable adult to take part in sexual activities. This may include non-contact activities such as looking at or producing pornographic materials, watching sexual activities or encouraging young people or vulnerable adults to behave in sexually inappropriate ways.

#### **Neglect**

Involves the persistent failure to meet a young person or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health and development. This may involve failure to ensure access to appropriate medical care or treatment. It may also include neglect of basic emotional needs.

## **The Context of Abuse**

### **Family Circumstances: Domestic Violence**

Where there is domestic violence the implications for the vulnerable adult or young person at College and for younger children in the household must be considered. Young people from families with a history of domestic violence often have behavioural difficulties, absenteeism, ill health, bullying, and drug and alcohol misuse.

### **Drug/alcohol abusing parents**

There is an increased risk of violence in families where this occurs. A young person at PSA Academy may have to take on responsibilities for younger children in the family.

### **Forced Marriages**

Forced marriage is an entirely separate issue from arranged marriage. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage may also be experiencing physical and/or emotional abuse at home.

### **Mental Health Issues**

Self harm, suicide threats and gestures by a young person or vulnerable adult must always be taken seriously and may be indicative of a serious mental or emotional disturbance. The possibility that self-harm, including a serious eating disorder has been caused or triggered by any form of abuse or chronic neglect should not be overlooked

**Abuse by peer group: bullying, racism and abuse**

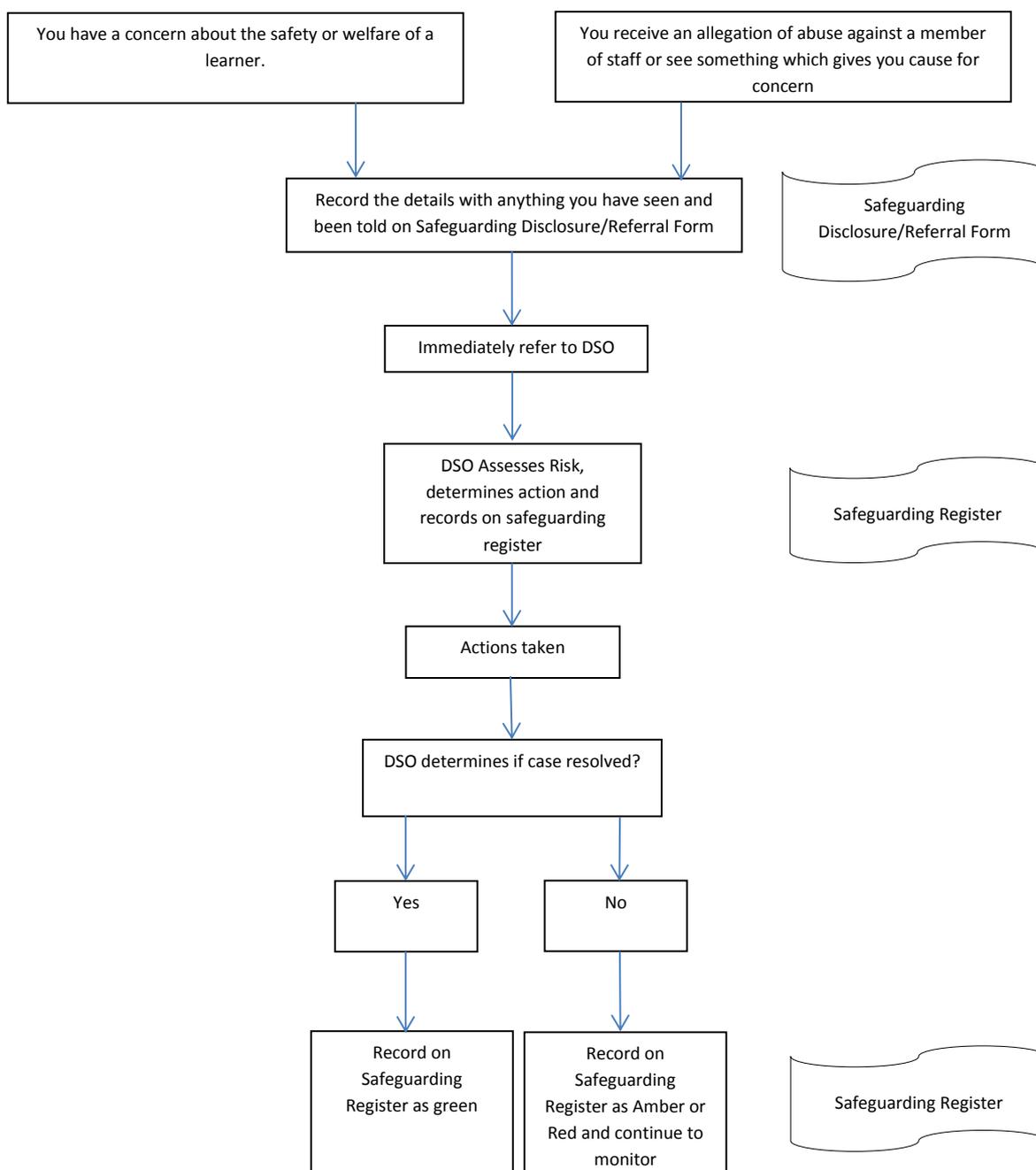
Bullying is a common form of deliberately hurtful behaviour, which is usually repeated over a period of time, when it is difficult for the victims to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting); verbal (e.g. threats); and emotional (e.g. isolating the individual).

It may involve physical, sexual or emotional abuse including homophobic, sexual, racial or religious harassment, or behaviour which is offensive to those with learning or physical disabilities.

Severe harm may be caused to young people and vulnerable adults by the abusive and bullying behaviour of their peers. The damage inflicted by bullying is often underestimated and can cause considerable distress. In extreme cases it can cause significant harm, including self-harm.

## Appendix 3 Referral and Information Sharing Flow Charts

### Child Protection and Protection of Vulnerable Adults Referrals Flow Chart



## **Appendix 4**

### **Guidance on Relationships with Students**

The vast majority of staff who work with young people and vulnerable adults in educational settings act professionally and seek to provide a safe and supportive environment for students. It is recognised that achieving this aim is not always straightforward. Much relies on student and staff interactions where tensions and misunderstandings can occur. It is here that staff behaviours can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

This guidance should not be interpreted to mean that, in order to avoid misplaced allegations, all forms of physical or close contact with students should be avoided. There will be occasions where physical contact is appropriate, e.g. in situations where a degree of physical intervention is required. The guidance is concerned with avoiding sexual activity in a relationship of trust and other contact which may be inappropriate.

### **Relationships of Trust**

A relationship of trust exists where a member of staff is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken. Those in a position of trust must carry the responsibility of ensuring that they do not abuse their position or put themselves in a position where allegations of abuse of trust, whether justified or unfounded, could be made.

It is important to recognise that a variety of circumstances can arise, including a sexual relationship at one end of the scale, through close friendships, to, at the other end of the scale, an innocent situation which has been entirely misconstrued. Staff should take steps to minimise the risk of circumstances being misconstrued or misunderstood and relationships with language and conduct which could give rise to comment and speculation.

All staff should clearly understand the need to maintain appropriate boundaries in their dealings with students. Intimate or sexual relationships between staff and students will be regarded as a grave breach of trust. Where a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship will be intrinsically unequal within a relationship of trust and is therefore unacceptable. Abuse of trust involving sexual activity with a young person under 18 or a vulnerable adult who is a student at The Academy may be a criminal offence under the Sexual Offences Act 2003. It is also inappropriate since the professional relationship of trust would be altered.

From time to time staff may encounter students who display attention-seeking behaviour, profess to be attracted to them or begin to develop a relationship of emotional dependency. Particular care should be exercised if the student is vulnerable. Staff should aim to deal with those situations sensitively and appropriately, but ensure that their behaviour cannot be misinterpreted. The member of staff should inform The Academy Manager if they have any concerns or if there is a concern that a young person is becoming attracted to him or her, or that there is a developing attachment or dependency. If a member of staff is concerned that s/he might be developing a relationship with a young person, which could have the potential to represent an abuse of trust, the first advice must be to ensure that the relationship does not develop further. Arrangements should be made by The Academy Manager to minimise direct contact between the student and member of staff and to prevent all contact if possible. Where contact must take place another member of staff should be present at all times.

Staff should be aware that private meetings with individual students might give rise to concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another student should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

Students should not be asked or encouraged to visit the home of a member of staff or socialise informally outside The Academy. These contacts or visits can place staff in a vulnerable position and can in some case lead to allegations being made against staff. Private or additional tuition for students should be conducted on Academy premises or, if at the young person's home, in the presence of a parent. Meetings away from Academy premises or arrangements for private tuition in a student's home should only be arranged with the specified approval of The Academy Manager. Staff should adhere to the guidance regarding outside commitments in the Code of Conduct for Employees.

The following are examples of actions, albeit not overtly abusive, that could be interpreted as a member of staff 'grooming' a student or allowing a dependent relationship to begin or continue:-

- Inviting students to their home.
- Visit students at their home.
- Giving students gifts.
- Offering students lifts outside normal duties.
- Singling individual students out for special attention.
- Seeing students socially.

Staff should not give students their personal mobile or home telephone number, personal e-mail address or access to their own personal social media accounts (not adding students as friends on Facebook, for example).

The frequency, nature and degree of such behaviour may justify the need for further investigation.

## **Physical Contact**

Physical contact may be misconstrued by a student, parent or observer. Touching students, including well-intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised, particularly if this occurs when a member of staff is alone with a student. As a general principle, staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students. Staff do however have the right to use reasonable physical intervention to restrain students in certain circumstances. Staff should be aware of the Academy's policy on the use of physical intervention.

**Staff should comply with the expected standards of professionalism as detailed in the Staff Code of Conduct.**

## Appendix 5

### Specific Safeguarding Focus Area (Keeping Children Safe in Education)

The newly published guidance from the DfE *Keeping children safe in education* replaces the previous guidance *Safeguarding Children and Safer Recruitment in Education* following a long period of consultation. In essence there are no significant changes in the new guidance. There remains a statutory responsibility to keep children safe and to refer concerns to the appropriate authorities. Staff need to be 'regularly updated' about The Academy procedures as well as when they join the Academy. Staff need to be vetted on recruitment. There must be a designated safeguarding lead. The four categories of abuse remain unchanged: physical abuse, emotional abuse, sexual abuse and neglect.

The only clear change from previous guidance is the emphasis placed on 'specific safeguarding issues':

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further guidance on each of these is available on the DfE website and other sources of information are suggested

## Appendix 6 SAFEGUARDING DISCLOSURE/REFERRAL FORM

Name of student: \_\_\_\_\_

Gender: M F

Address: \_\_\_\_\_  
\_\_\_\_\_

D.O.B: \_\_\_\_\_

**Type of disclosure: Self / Third party / Observation**

Details of disclosure/Nature of concern:

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Details of any action taken (including any advice given):

--

Any additional points of relevance:

--

Member of staff recording this incident: \_\_\_\_\_

Date: \_\_\_\_\_

**Notes:**

*Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!*

*if you have used quotes please ensure that they are accurate*

*make a note of any open questions asked or minimal prompts used*

*Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court*

*\*It is not advisable to try and complete this record at the time! The important thing is to listen actively and carefully and reassure the child or vulnerable adult!*

- WHO is said to be involved,
- WHAT is said to have happened / be happening?
- WHERE is this said to have happened / be happening?
- WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?
- WHO else may have witnessed what happened?
- HOW and where is the student now?

**Please pass and discuss the completed form with the DSO as soon as possible.**