



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

# **Child Protection and Safeguarding Policy**

**Version 1**



## Document Provenance

<b>Title of policy:</b>	Child Protection and Safeguarding Policy	
<b>Author and policy owner in the Executive Team:</b>	Senior Director Academy Improvement/Trust Safeguarding Lead	
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<b>Approved by:</b>	Trust Board of Directors	
<b>Date of next review:</b>	August 2022 <i>Unless there are legislative or regularity changes within the academic year, this policy is subject to an annual review cycle. If changes are required during the year the policy will be updated and the version control table will also be updated. In addition, the Trust may decide to issue additional in-year addenda to support this policy.</i>	
<b>Document review and editorial updates:</b>		
<b>Version control</b>	<b>Date</b>	<b>Key revisions included</b>
Version 1	September 2021	Fully revised policy to meet annual review of KCSIE and all legislation issued for the new academic year. All academies – updated policy to meet local safeguarding procedures for 2021-22.



## SRSCMAT Safeguarding Statement

**Approved by the Board of Directors**

### **ST RALPH SHERWIN CMAT SAFEGUARDING STATEMENT**

St Ralph Sherwin Catholic Multi Academy Trust's first priority is the welfare of our children. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

In September 2021, the DfE published the revised *Keeping Children Safe in Education – statutory guidance for academies and colleges*. This statutory guidance contains information on what academies, including academies, should do and sets out the legal duties with which they must comply.

In law, individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to co-operate in that local authority's Local Safeguarding Partnership arrangements. St Ralph Sherwin Catholic Multi Academy Trust ensures not only compliance at the local level but also assumes a strategic responsibility to ensure that safeguarding practice is of high quality.

The Trust has established a Leader of Safeguarding within the Executive Team and a Safeguarding Lead Trust Board Director from the Trust Board to share good practice and to develop the strategic Safeguarding policies and procedures of the Trust.

We have comprehensive Safeguarding Procedures in place at each of our academies which are available to download from the websites and from the individual academies on request.

We know that some children may be the victims of neglect or physical, sexual or emotional abuse, and all our staff and volunteers receive regular training on how to recognise the signs of abuse and, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to those children.

In order to protect our children, we:

- create an atmosphere where all our children can feel secure, valued and listened to
- are able to recognise signs and symptoms of abuse
- are able to respond quickly and effectively to cases of suspected abuse
- monitor and support children at risk
- use the curriculum to raise children's awareness, build confidence and skills
- work closely with parent/carers and support external agencies
- ensure that all adults within our academies who have access to children have been checked as to their suitability via an Enhanced DBS check and other pre-employment vetting checks
- provide regular training and updates to our staff on a range of safeguarding issues.

We will endeavour to support each child by:



- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment within our academies
- liaising and working together with all other support services and those agencies involved in the safeguarding of children
- notifying Children's Services via the approved mechanisms as soon as there is a significant concern
- providing continuing support to a child about whom there have been concerns and who leaves a academy by ensuring that appropriate information is forwarded under confidential cover to the child's new academy.

Anyone who is concerned about the safety or well-being of any child within the St Ralph Sherwin Catholic Multi Academy Trust should in the first instance contact the relevant Academy and ask to speak to the Designated Senior Person for Safeguarding.

# **Blessed Robert Sutton CATHOLIC VOLUNTARY ACADEMY CHILD PROTECTION AND SAFEGUARDING POLICY**



## **Section 1: Introduction and Context**

### **1. The context and commitment of the St Ralph Sherwin Catholic Multi Academy Trust**

- 1.1.** The St Ralph Sherwin Catholic Multi Academy Trust of which, Blessed Robert Sutton is a member of, is a trust of 25 academies across 5 local authorities
- 1.2.** The St Ralph Sherwin CMAT is fully committed to its safeguarding obligations and its current safeguarding statement is at the front of this policy
- 1.3.** Many academies in the Trust are on the borders of 2 or more local authorities and this policy requires academies to have details of all the local authorities that children from their academy live within
- 1.4.** All Trust academies use either MyConcern or CPOMS for the recording of safeguarding incidents.

### **2. Our academy its community and our vision and ethos**

- 2.1.** At **Blessed Robert Sutton** we are committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment
- 2.2.** Adults in our academy take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them
- 2.3.** We will always act in the best interest of the child.

### **3. Our Responsibilities**

- 3.1.** **Blessed Robert Sutton** fully recognises its responsibilities for Child Protection and Safeguarding, and this policy sets out how the academy will deliver these responsibilities.

This is an overarching policy.

- child as written in this policy is a child until 18.
- child as written in this policy is of statutory academy age.
- child as written in this policy is a pupil or student in this academy.
- staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and Volunteers, and extends to all supply/agencies/ visitors been used by the academy for duties in academy.

- 3.2.** This policy should be read in conjunction with:



- ‘Working Together to Safeguard Children’ (DfE, updated 2019) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.
- “Keeping Children Safe in Education” 1<sup>st</sup> Sept 2021 which is the statutory guidance for Academies and Colleges. (DfE 2021)
- “What to do if worried a child is being abused” (March 2015)
- “Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- “The Prevent Duty Departmental, advice for Academies and childcare providers” (June 2015).
- Sexual Violence and Harassment between children in academies and colleges (DfE, Sept 2021)
- The Role of the Designated Teacher for Looked After and Previously Looked after children (DfE, Feb 2018) domestic abuse

**3.3.** Furthermore, we will follow the Procedures set out by the local Safeguarding Partnership (formally DSCB). We have also adopted the policies and guidance on offer from Staffordshire Safeguarding Children’s Board:

**3.4.** In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S157 Safeguarding Audit, which is a requirement of the Education Act 2002 and 2006) a copy of which is sent to the Local Safeguarding Partnership.

**3.5.** Through implementation of this policy, we will ensure that our academy provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop.

**3.6.** We will refer to other policies relevant to our safeguarding in the academy and their location in the academy.

#### **4. Multi-agency Partnership Arrangements**

**4.1.** This academy will continue to work in partnership with the Staffordshire Safeguarding Children Board and follow relevant local arrangements under the new local safeguarding partnership arrangements.

#### **5. Our Principles**

**5.1.** Safeguarding arrangements at this academy are underpinned by these key principles:



- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children (Includes vulnerable adults when in their setting) safe;
- We will protect children using national, local and academy child protection procedures
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by latest *Working Together* guidance.
- That all staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the academy where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

**5.2. *Working Together*** defines safeguarding children and promoting their welfare is defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

**5.3.** This academy will work in partnership Staffordshire Safeguarding Children Board and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements. It is expected that local academies and colleges as relevant agencies will be under a statutory duty to co-operate with the published arrangements.

**5.4.** We will ensure that our parents/carers know about our principles, vision, and ethos in safeguarding. That we aim as an academy to work with our parents/carers and the local community to help keep children safe.

## **Section 2: Safeguarding Roles and Responsibilities**

**6. All staff who have contact with a child or young person including Governors and volunteers have responsibility for the following:**

- being aware of the local Safeguarding Partnership and ensuring that procedures are followed



- listening to, and seeking out, the views, wishes and feelings of children and demonstrating this in their practice
- being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the academy
- knowing who the academy Designated Lead/Teacher(s) for safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti-Bullying including who is the academy link Governor for Child Protection and Safeguarding
- feeling able in this academy to obtain feedback on all concerns reported to a Designed Safeguarding Lead
- feeling able to use the academies and local safeguarding partnerships Escalation Policy and Dissent policies
- to be aware of the ‘Allegations Against Professionals’ LADO procedures and feel confident in being able to use them, including how to report concerns about other staff and the setting
- sharing any concerns about a Headteacher, with the Chair of Governors
- to be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (see academy’s Whistleblowing Policy)
- being aware of the ‘Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019, relevant sections of ‘KCSIE 2021’ and local procedures for ‘Safer Working Practices’. (Cross reference to similar policies, protocols the academy has)
- ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually
- sharing information and working together with agencies such as health and the Police to provide children and young people with the help and support they need
- supporting pupils who have been abused in accordance with his/her Child Protection Plan
- seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment
- if at any time it is considered that the child may be a ‘Child in Need’ as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care
- if any staff, have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide/take the next step, (however, any member of staff, Governor or Volunteer/Student, Supply) in a Academy can make a referral)
- if they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback



- all staff are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our academies Whistle Blowing policy
- to recognise the new requirements on Children Missing from Education and particularly those where it is believed a child/children may be leaving the country
- to refer and adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing
- recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the academy has to those who are thinking about or who are about to home educate, including those who have been removed from a academy roll with a view to home educate
- recognising that Looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated social worker on the Pathway Plan and transitions into Post 16
- all staff recognise their roles and responsibilities under SEND that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation
- recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs
- identifying a young carer and ensure they are supported and signposted to organisations that can help them
- recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education
- all staff are aware of the available Staffordshire academy Private Fostering Policy and have an understanding of host families, and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous
- all staff are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority/Trust which fulfils the requirements of the Prevent Duty for academies
- all staff know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the academy who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process



- all staff should recognise that children are capable of abusing other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist
- all staff should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents
- all staff should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents
- when using reasonable force, this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEN/D
- the Senior Leadership Team/DSL in the academy are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this academy. (A summary of learning for academies is available in this policy Appendix F).

**6.1. We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.**

- These are listed in [Appendix A](#).

**6.2. All Staff have responsibility for the following:**

- To share and report a concern, know how to do this and who to and record where appropriate in the role.
- **Protect** children and young people from maltreatment.
- **Prevent** impairment of our children and young people's mental and physical health or development.
- **Ensure** that our children and young people grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the **best outcomes**.

**6.3. Role of Designated Safeguarding Lead (DSL) within Academy:**

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

- manage referrals from academy staff or any others from outside the academy
- work with external agencies and professionals on matter of safety and safeguarding
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents



- ensure that child protection information is transferred to the pupil's new academy
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and academy leadership staff

## **Section 3: Types of Abuse/Signs of Abuse/Specific Safeguarding Issues (Child Protection)**

### **7. Child Abuse**

**7.1.** We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance', (2021).

**7.2.** Details of this can be found in the Appendix B at the rear of this document.

**7.3.** This academy understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

**7.4.** A full explanation of indicators is in Appendices C.

**7.5.** This academy understands that there are specific safeguarding issues, which we will ensure all staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- bullying including cyber bullying and cyber crime;
- children at risk of exploitation including child sexual exploitation (CSE) or criminal exploitation (CCE) as defined by local safeguarding partnership procedures
- child sexual abuse within the family
- compromised parenting, particularly in relation to babies and very young children
- domestic abuse and teenage relationship abuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- breast ironing
- forced marriage
- gangs, youth violence and trafficking
- gender based violence/Violence against women and girls (VAWG)
- hate including race hate, discrimination, including LGBTQI+
- mental health
- missing children from education and home
- online abuse/sexting
- private fostering



- preventing radicalisation
- substance and alcohol abuse.

**7.6.** Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers.

**7.7.** At **Blessed Robert Sutton** we identify pupils who might need more support to be kept safe or to keep themselves safe by monitoring concerns raised by staff, peers or pupils themselves through MyConcern. Where pupils transition to Blessed Robert Sutton, the promote communication with DSL and other key staff at previous settings is key.

**7.8.** In understanding the signs and indicators of specific issues listed earlier in this policy, this academy will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all staff.

**7.9.** The academy will also access Government guidance, local procedures, strategies, and tools through the Local Safeguarding Partnership.

**7.10.** The Designated Leads and those with responsibility for safeguarding will use the information available to them from Staffordshire Safeguarding Children's Board, to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

**7.11.** At **Blessed Robert Sutton** pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. We will provide opportunities for pupils/students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being. Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying)

## **8. Domestic Abuse**



- 8.1.** Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship; or between family members. It can be psychological, physical, sexual, financial or emotional abuse.
- 8.2.** Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a safeguarding concern and we will follow local safeguarding procedures.
- 8.3.** We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.
- 8.4.** In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.
- 8.5.** The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:
- physical or sexual abuse
  - violent or threatening behaviour
  - controlling or coercive behaviour
  - economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
  - psychological, emotional or other abuse.
- 8.6.** People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.
- 8.7.** The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person
- 8.8.** Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone



can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

**8.9.** Blessed Robert Sutton is part of Operation Encompass. Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse. Operation Encompass ensures that there is a simple telephone call or notification to a school's trained Designated Safeguarding Lead /Officer (known as key Adult) prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

**8.10.** The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

**8.11.** [Promoting the Welfare and Safety of Children in Specific Circumstances](#) - Section 4N

**8.12.** Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our academy is aware that any information received about such a concern, we will treat this as a safeguarding concern and follow our safeguarding processes.

## **9. Emotional/Mental Health and Wellbeing**

**9.1.** All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

**9.2.** Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

**9.3.** Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

**9.4.** We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.



- 9.5.** Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.
- 9.6.** We have the knowledge and skills to implement an effective whole academy approach to mental health and wellbeing in our setting. The DSL will be completing Senior Mental Health Lead training during this academic year. We also have several mental health First aiders among our pastoral and year leader team. Several of our support staff have also completed their Level 1 Counselling training.
- 9.7.** We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- 9.8.** Our young people are provided with an age-appropriate mental health curriculum as part of the Character Programme and Wellness Wednesday. Our curriculum is designed to help pupils understand their feelings and to develop their knowledge of strategies to improve wellbeing, including the role of physical activities and social connections in staying mentally well. We also have a discrete mental health curriculum that runs through curriculum areas.
- 9.9.** Mental health and wellbeing is everyone's responsibility. We will continue to provide training and support to staff in supporting them to identify signs of mental health problems in our pupils but also give them the tools to support their own positive wellbeing.
- 9.10.** We are committed to providing a termly CPD session that looks at personal coaching from an external coach. By giving staff the skills and techniques to develop their own positive wellbeing and mental health, they will be able to support and encourage pupils to develop their own strategies for developing positive wellbeing.
- 9.11.** At Blessed Robert Sutton we have a proactive approach to identification of needs. This will include continuing with our universal screening via our termly Wellbeing questionnaire. Our support team have also completed their level 1 mentoring training and will be conducting wellbeing conversation with all students through the term. The aim is to start with once per term moving to once per half term if required.
- 9.12.** Our pupils will also be made aware regularly that staff are on hand to contact if they need to talk to someone. We will run a daily drop-in clinic for pupils to access a trained member of staff for a conversation regarding their wellbeing and emotional health.



- 9.13.** Additionally, we will continue to be vigilant to sudden changes in mood or behaviour of pupils that may indicate that a person has a problem. All staff are encouraged to track any issues on MyConcern to help build a bigger picture of a child.
- 9.14.** We are aware that some of our pupils may struggle to approach a named member of staff to discuss their feelings or concerns. Equally pupils can often feel disloyal for reporting any concerns about a friend or peer. The Wellbeing and Support Hub will house a letter box for pupils to write down their thoughts and feelings about either themselves or a peer. The letter box will be checked daily, and concerns acted upon.
- 9.15.** Referral meetings will take place regularly to track the progress of pupils who have targeted support sessions but also to pick up any issues flagged from our universal support. Below is a hierarchy of support that we will offer:
- 9.16.** Universal support applies to the termly conversations for all pupils and wellbeing questionnaires. It also applies to the drop-in services available and letter box support.
- 9.17.** Internal targeted support applies to any sessions pupils are referred into that take place in school. These could be either academic or pastoral sessions. See targeted sessions list.
- 9.18.** External targeted support applies to any referral made outside of BRS. This could be to CAMHS, MHST, YNCA etc. These sessions are ran by external providers but where applicable pupils will received step down services internally when external sessions have been completed.
- 9.19.** Developing effective relationships with parents and carers is important. We will continue to seek parental views through regular contact home. Parental/carers views will also be sought during the process of identifying needs and when establishing goals for children and young people.
- 9.20.** For 2021/22 we have targeted sessions linked to academic support as well as wellbeing support. There is also a commitment to continue developing support with online training and sharing safeguarding information to help parents support their child when using social media and the internet.
- 9.21.** At Blessed Robert Sutton the Senior Mental Health lead is Laura Wilson.
- 9.22.** We will provide information and signpost services to children and parents. If staff have a mental health concern about a child we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of academy.



**9.23.** If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

<https://camhs.mpft.nhs.uk/south-staffordshire>

**9.24.** Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, this academy will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

### **10. Online Safety, Cyber Security (including remote/blended learning)**

**10.1.** Blessed Robert Sutton will work with our partners to keep children safe when online.

**10.2.** We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole academy approach to online safety.

**10.3.** We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty.

**10.4.** We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

**10.5.** Education at home/Remote learning: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

**10.6.** At Blessed Robert Sutton all pupils complete annual online safety training to ensure they know how best to keep themselves safe online. This information is also shared through parental workshops, parent updates and sharing key information on new apps or websites emerging. At school we use Impero to monitor the use of computers for both staff and students. Any Impero flags are sent directly to the DSL and DDSLs for further consideration and action.



- 10.7.** Where children are identified as being ‘unsafe’ online at school then the removal of internet privileges is put in place and support on how to behave appropriately is put into place. Parental meetings are also implemented to share the information and allow for all to work together to ensure the child is being safe.
- 10.8.** Online safety is taught as part of the computer science curriculum as well as the personal development programme, this is quality assured by SLT and changes made in line with changes.
- 10.9.** To support parents with their understanding of online safety we offer Parental Workshops to give them key information and advice. Information is also sent through newsletters, letters and social media.
- 10.10.** This will cover a range of online safety issues including:
- fraud and scams
  - copycat websites, phishing e-mails
  - identity theft
  - cyberbullying/trolling, cyberstalking
  - online grooming, online radicalisation
  - offensive/illegal content including race hate
  - child sexual exploitation online
  - youth produced sexual imagery (sexting, nudes, semi-nudes)
  - using social media platforms.
- 10.11.** Cyber Security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.
- 10.12.** E Safety Policy <https://www.robertsutton.srscmat.co.uk/wp-content/uploads/sites/5/2021/07/E-Safety-Policy-2021.pdf>

## **11. The Sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.**



- 11.1.** In the latest advice for academies and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.
- 11.2.** The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.
- 11.3.** This academy will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children’s services.
- 11.4.** We will use national and local guidance to help us:
- “Sexting in Academies and Colleges: Responding to incidents and safeguarding young people” UK Council for child internet safety
  - The DfE guidance 2018 on Searching Screening and Confiscation Advice for Academies
  - The DfE Guidance, June 2019 on Teaching Online Safety in Academies
  - Gov. Guidance Sharing nudes and semi nudes, Dec 2020
  - <https://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>
  - Children’s Commissioner-Online Safety
  - Teaching online safety in education settings
  - Appropriate Filtering and Monitoring
  - CEOP-Safety Centre
  - National Cyber Security Centre
  - NSPCC-Undertaking remote teaching safely
  - PHSE-Advice on addressing coronavirus (COVID-19)
  - 360 Degree Safe - Online Safety Review Tool
  - UKCCIS-UK Council for Child Internet Safety

## **12. The Criminal Exploitation of Children (CCE)**

- 12.1.** We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the academy who may be at risk and to report this.



- 12.2.** Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.
- 12.3.** County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or “deal lines”.
- 12.4.** Cuckooing is a practice where people take over a person’s home and use the property to facilitate exploitation. There are different types of cuckooing:
- using the property to deal, store or take drugs
  - using the property to sex work
  - taking over the property as a place for them to live
  - taking over the property to financially abuse the tenant.
- 12.5.** The most common form of cuckooing is where drug dealers take over a person’s home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.
- 12.6.** Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions
  - children who associate with other young people involved in exploitation
  - children who suffer from changes in emotional wellbeing
  - children who misuse drugs and alcohol
  - children who go missing for periods of time or regularly come home late
  - children who regularly miss academy or education or do not take part in education.
- 12.7.** Criminal exploitation of children is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The academy will offer support to a victim.

### **13. The Sexual Exploitation of children (CSE) and children at risk of exploitation (CRE)**

- 13.1.** We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the academy who may be at risk and to report this. We recognise this is relevant to both boys and girls.



- 13.2.** The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child Sexual Exploitation: Definition and a guide for practitioners* (DfE, 2017).
- 13.3.** Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.
- 13.4.** It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.
- 13.5.** Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.
- 13.6.** Blessed Robert Sutton work alongside external providers such as early Help Workers, Catch 22, and the joint service MACE panel to ensure multi agency work for pupils at risk or involved with CSE or CCE.
- 13.7. Indicators of child sexual exploitation may include:**
- acquisition of money, clothes, mobile phones, etc. without plausible explanation
  - gang-association and/or isolation from peers/social networks
  - exclusion or unexplained absences from academy, college, or work
  - leaving home/care without explanation and persistently going missing or returning late
  - excessive receipt of texts/phone calls
  - returning home under the influence of drugs/alcohol
  - inappropriate sexualised behaviour for age/sexually transmitted infections
  - evidence of/suspicious of physical or sexual assault
  - relationships with controlling or significantly older individuals or groups
  - multiple callers (unknown adults or peers)
  - frequenting areas known for sex work
  - concerning use of internet or other social media
  - increasing secretiveness around behaviours
  - self-harm or significant changes in emotional wellbeing.

**13.8. Potential vulnerabilities include:**



**13.8.1.** Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories)
- sexual identity.

**13.8.2.** More information can be found in:

- child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

**13.8.3.** All suspected or actual cases of CRE/CSE are a safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

**13.8.4.** We will treat these children as exploited and they will be treated as victims. This academy will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

#### **14. Forced Marriage/Honour based Violence and Female Genital Mutilation**

**14.1.** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

**14.2.** Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.



**14.3.** FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

**14.4. Risk factors for FGM include:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin\*
- talk about a ‘special’ procedure to become a woman.

**14.5. Symptoms of FGM**

**14.5.1.** FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of the academy to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

**14.5.2. Indications that FGM may have already taken place may include:**

- difficulty walking, sitting, or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from academy, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs.

**14.5.3.** The Academy recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.



**14.5.4.** All suspected or actual cases of FGM are a safeguarding concern in which safeguarding procedures will be followed. This will include a referral to the police made by the academy. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the Academy. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child being subject to threats of or honour-based violence.

**14.5.5.** If any staff have concerns that a child may be or is subject to breast ironing, this is child abuse and safeguarding procedures will be followed and in all cases.

*\*parents from a country who are known to practice FGM*

## **15. Prevent and Counter Terrorism**

**15.1.** The academy will ensure all staff, including governors and volunteers will adhere to their duties under Prevent, as detailed in the [Prevent Duty Guidance 2015](#), (also [Prevent Duty Guidance for academies](#)) to have due regard to the need to prevent people from becoming drawn into terrorism. The Headteacher /Principal and Chair of Governors will:

- establish or use existing mechanisms for assessing the risk of extremism and terrorism
- ensure staff understand the risk and build capabilities to deal with issues identified
- communicate the importance of the duty
- ensure all staff (including governors and volunteers) implement the duty.

**15.2.** This academy will respond to any concern about Prevent as a safeguarding concern and will report using local safeguarding procedures. This will involve making a referral to the Police Prevent team, in order to develop a support plan for the individual. This may progress into CHANNEL where the risk is identified, and the individual may need extensive support. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

**15.3.** The academy is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the academy and actions taken relevant to the activity.

**15.4.** The academy will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (Cross reference here to forms being used).



- 15.5.** The academy will ensure all staff including governors and volunteers adhere to their duties in the guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:
- establish or use existing mechanisms for understanding the risk of extremism
  - ensure staff understand the risk and build capabilities to deal with issues arising
  - communicate the importance of the duty
  - ensure all staff (governors and volunteers) implement the duty.
- 15.6.** This academy will respond to any concern about Prevent as a safeguarding concern. We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- 15.7.** We will aim to build our children's resilience to radicalisation.
- 15.8.** Any indicators that the concern may be a prevent or of possible extremism, a referral will be made in all cases to the Staffordshire Police Prevent Team:  
<https://www.staffordshire.police.uk/prevent>
- 15.9.** We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified.
- 15.10.** The academy is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when online in the academy and actions taken relevant to the activity.
- 15.11.** Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help, or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The academy will record any concerns, and these records will be treated as a child Protection record, storing them on a child protection /safeguarding file.
- 15.12.** We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.



**15.13. Early indicators of radicalisation or extremism may include:**

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
  - advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online, so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others.

**16. Peer on Peer abuse, Sexual Violence and Harassment**

- 16.1.** We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's behaviour policy.
- 16.2.** Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- 16.3.** Occasionally, allegations may be made against pupils by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation.
- 16.4.** Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this academy and we will aim to eradicate any behaviours seen as this.
- 16.5.** Peer on peer abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child or adult, including:



- within their household (for example sibling abuse or violence towards parents/carers); and
- outside of the child's immediate household
- education or community settings
- Online/offline or both
- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the academy
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the academy may be affected by this pupil.

**16.6.** Peer on peer abuse can take various forms and includes:

- language seen as derogatory, demeaning, inflammatory
- unwanted banter
- sexual harassment
- sexting /youth produced sexual imagery
- sexual violence/ harmful sexual behaviour
- hate
- homophobia
- based on gender differences and orientation
- based on difference
- serious bullying / cyber-bullying
- relationship abuse
- domestic abuse
- child sexual exploitation
- youth and serious youth violence
- gang related activity.

**16.7.** We recognise that peer on peer abuse is often gender based. it is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

**16.8.** This academy understands we need to equip all staff with knowledge about identifying and handling disclosures, including third party disclosures from other peers. This includes an understanding that peer on peer abuse may be happening even if no cases are recorded and that constant vigilance is required.

**16.9.** All suspicions or incidents of will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated



Safeguarding Lead who will consider a referral into the Police and Children's Services.

**16.10.** This academy may also apply sanctions and consider all features in every case to assist in decision making.

**16.11.** We understand that we need as an academy to have clear mechanisms and procedures in place to identify and report incidents or concerns. We also understand that peer on peer incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

**16.12.** We will use the following national and local guidance to assist us:

- Sexual Violence and Sexual Harassment between children in Academies and Colleges (DfE)
- Keeping Children Safe in Education (DfE), Part five
- Sexting in Academies and Colleges: Responding to Incidents and Safeguarding Young People (GOV.UK)
- The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1.

**16.13.** This academy has a peer on peer abuse policy which can be found on the school website: <https://www.robertsutton.srscmat.co.uk/information/our-policies-and-standards/>

**16.14.** We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:

- Lucy Faithful Traffic Light Tool
- Local intel and mapping tools and meetings e.g. LCP's – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims

**16.15.** We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

**16.16.** We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the academy and the classroom.

**16.17.** All staff will receive an awareness and understanding of peer on peer abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.



**16.18.** We use approaches in the curriculum to address and tackle peer on peer abuse and eradicate any cultures pertaining to an unsafe and unhealthy academy where children do not feel safe.

**16.19.** This academy abides by the Voyeurism Act 2019, and the concerns around up skirting. This is a form of peer on peer abuse and may constitute a criminal act. Any incidents will be treated as a safeguarding concern and this academy will follow their usual procedures when dealing with such an incident. This will mean reporting an incident to the police.

**16.20.** At Blessed Robert Sutton, we will support the victims of peer on peer abuse by offering 1:1 mentoring sessions, group sessions or referrals to external agencies if required.

### **17. Serious Violence/ Carrying Knives/Offensive Weapons and Gang Culture**

**17.1.** We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

**17.2.** Bringing and carrying a knife/offensive weapon onto academy premises is a criminal offence and immediate action will be taken by calling the Police. In some circumstances we may have to use our lockdown procedures.

**17.3.** The guidance on Searching, Screening and Confiscation for Headteachers, Academies and Governors, January 2018 will be our guide and the academy will consider sanctions.

**17.4.** If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

**17.5.** We will ensure any suspicions of a child linked to a gang is reported by staff to the Designated Safeguarding Lead. The DSL will consider if a referral to the police and children's services are needed.

### **18. County Lines**



- 18.1. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.
- 18.2. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- 18.3. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- 18.4. As an academy we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes.
- 18.5. If a member of staff suspects a pupil being involved in county lines activity, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including advice from the Police.
- 18.6. Safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim, to which the academy will offer support.

### **19. Exceptional Circumstances (closures, partial closures, home learning)**

- 19.1. At **Blessed Robert Sutton** if we find that there is a need to close or partially close the academy and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.
- 19.2. All communication with pupils, parents and carers will take place using academy communication systems; for example, academy email accounts, phone systems and agreed platforms e.g. Microsoft Teams/ Google Classroom. Should exception be required this will be with permission of the Headteacher.
- 19.3. There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff Code of Conduct, pupil Behaviour Policy and online acceptable behavior policies. Where we have issued



additional guidance in relation to online working this will be circulated via academy systems and staff will be advised accordingly.

- 19.4.** Staff and pupils will be advised how to share concerns as part of any alternative arrangements – Staff will still be expected to use MyConcern and, where urgent, contact the DSL directly. Parents and pupils can use the safeguarding email address which is picked up by the DSL and DDSLs: [safeguarding@robertsutton.staffs.sch.uk](mailto:safeguarding@robertsutton.staffs.sch.uk)
- 19.5.** Information on who will deliver sessions, along with lesson content and any sites children may be asked to visit as part of their studies will be shared with parents and carers. Parents/carers will be asked to ensure children are supervised in line with our home academy distance learning agreement- <https://www.robertsutton.srscmat.co.uk/wp-content/uploads/sites/5/2021/07/Remote-Education-Policy-2021.pdf>
- 19.6.** In making our arrangements we will be cognisant of [Safeguarding and remote education during coronavirus \(COVID-19\)](#)



## **20. Relationship, Sex, Health Education (RSHE)**

- 20.1.** Relationship, Sex and Health Education is compulsory. As an academy we have worked with the Diocese to develop our approaches to meet statutory requirements and the teaching of this. This includes equality, diversity and difference.
- 20.2.** Blessed Robert Sutton has a tailored Character curriculum which incorporates the RSHE elements and ensures pupil are taught the topics in an age appropriate manner.
- 20.3.** We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the academy. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Lead, who will then decide on any next steps around listening and responding to the child. We will aim to provide that opportunity along with the availability for children to access national organisations and resources that may help with teaching RSHE in our academy.
- 20.4.** Our RSHE policy can be found here: <https://www.robertsutton.srscmat.co.uk/wp-content/uploads/sites/5/2021/07/Relationship-and-Sex-Education-Policy-2021.pdf>



## **Section 5: Safeguarding Processes and Procedures**

**21.** The academy will deliver its responsibilities for identifying and acting on Emerging Needs, Early Help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the local Safeguarding Partnership.

Guidance is available and assists with meeting a child's needs and can be found [here](#). These documents should be used to help identify the level of concern and next course of action.

### **22. Children with Emerging Needs and who may require Early Help**

**22.1.** All staff who has contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the academy (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

**22.2.** The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

**22.3.** When providing early help provision in the academy, this academy can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into children's social care, robust recording and advice, and support to staff in early help activity

**22.4.** We acknowledge that some children are more vulnerable. These include a child who:

- is disabled and has specific additional needs
- has special educational needs
- has a particular health condition
- is a young carer
- is a privately fostered child
- has returned home to their family from care
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- is showing early signs of abuse and/or neglect
- is showing signs of emotional/mental ill health
- is showing signs of displaying behaviour or views that are considered to be extreme
- has communication barriers and difficulties in managing or reporting these challenges
- is misusing drugs or alcohol themselves
- not attending academy or are at risk of exclusion from academy
- frequently going missing/goes missing from care or from home



- [Children who run away or go missing from home or care](#)
  - Is at risk of modern slavery, trafficking, exploitation, radicalised
  - Not in education, training or employment after the age of 16 (NEET).

**22.5.** This academy will identify who these children are in the academy children. We will monitor their health, safety and wellbeing and ensure all staff know how to identify these children and to seek advice, help and support where needed.

**22.6.** If support needs to be increased then, depending on the home address of the child, the academy should make a referral using the appropriate details in Appendix E

**22.7.** For children who reside in Staffordshire – First Response is Staffordshire’s first point of contact and referral service. ESAS offers Staffordshire schools advice, support and guidance for safeguarding concerns or queries.

**22.8.** For Children who reside in Derbyshire - Starting Point is Derbyshire’s first point of contact and referral service for Children; including advice, support and next steps. This includes a professional’s advice line and this is available for the Designated Safeguarding Lead to use.

### **23. Needs of Children with a Social Worker**

**23.1** We recognise that children may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

**23.2.** The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes.

**23.3.** Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual Academy.

### **24. Referring to Children’s Social Care**

**24.1. Blessed Robert Sutton** will ensure all staff know that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into Children’s Social Care.



**24.2.** Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to the Safeguarding Hub (MASH). Contact details are in Appendix E

<https://www.southstaffslpc.co.uk/resources/safeguarding/>

**24.3.** If the child has been the subject of an Early Help Assessment, then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the assessment, and their contact details if known. Feedback should be provided following any referral.

**24.4.** When a member of staff has concerns for a child, and if the academy is aware that the case is open to an allocated worker in locality, they should discuss with the allocated worker or their manager to request escalation to Children's Social Care.

**24.5.** Academies should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the academy become aware of this.**

Making a referral and referral pathways are found in Appendices D.

## **25. Records**

**25.1.** All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the academy.

**25.2.** We will follow the recommended GDPR guidelines of all records kept on staff and children, in relation to Safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.



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Sherwin**

Catholic Multi Academy Trust

**25.3.** We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Academies and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical child protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the academy or connected to the academy.



## **Section 6: Creating a Safe and Secure Environment**

26. We will ensure that all staff are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns, along with being supported in their safeguarding role.

- we will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the academy's development (use of an academy council or similar)
- that parents/carers know about our principles in safeguarding, and along with the local community are made familiar with it - through making it public on our website
- that the building; including its surroundings, access and exits are safe and is one where children can feel safe
- that the building is always secure, and in any significant event we will use lockdown procedures
- we will check and ask questions to obtain reassurances around DBS checks and safeguarding policies in place, when hiring out/using the academy/ for sports, clubs, and activities. We will keep a record of this
- where 'Extended Academy' activities are provided by and managed by the academy, our own safeguarding policy and procedures will apply
- if other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability
- that we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Staffordshire St Ralph Sherwin CMAT requirements regarding the Single Central Record
- when our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this
- We recognise that where our academy places a child in an activity or in another provision, we will remain responsible for the safeguarding and wellbeing of that child. We will carry out checks or use an agency for this purpose and review those arrangements to reassure ourselves of those safeguarding arrangements. We will obtain written confirmation from all alternative providers that checks have been carried out on individuals working in that provision
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the academy/college, the local community and or viewed to be inflammatory e.g.- banned political groups.



## **Section 7: Safer Working Practices**

**27.** This academy will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, Sept, 2021, Part three and Part four.

**27.1** We must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities in:

- recruitment and staffing
- records and record keeping of personnel who are working and have worked in the academy
- having a staff code of conduct, for when working in academy and when out in the community and including when online. This can be found on the school website.
- managing allegations against staff, and volunteers
- using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO- The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant
- we will co-operate and provide information in any enquiries from the LADO, Police and/or children's social services
- using closely consultation with the Trust's human resources department
- seeking employment legal advice and services where necessary, through the Trust.

**27.2** We will operate a Single Central Record which will cover all staff, including governors, volunteers, frequent visitors, students, agency, and supply, and in some cases, contractors providing a service to the academy. Checks on Trust proprietors are made centrally by the Trust's HR team and stored on a Trust SCR.

**27.3** We will ensure that the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

**27.4** All staff will be made aware of current government guidance on safer recruitment and receive training and support around conduct and practice when in environments with children.

## **Section 8: Recruitment, Staffing**

**28.** All recruitment is supported by the St Ralph Sherwin CMAT Human Resource Team.

**28.1** We follow all legislative requirements in the safer recruitment of employees.

**28.2** All interview panels will have at least one member who has undergone safer recruitment training and is up to date and has the necessary skills and knowledge.

**28.3** In an interview there will be a minimum of two questions regarding safeguarding.



**28.4** We will investigate any gaps provided in references and will require an explanation for the gaps.

**28.5** SRS CMAT HR will raise an alert with a Senior member of the Leadership Team if there are gaps in references and / or any missing references.

**28.6** Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

**28.7** In the pre recruitment process, we will in all cases check and verify:

- the identity of candidates
- professional qualifications
- the right to stay and work in the UK
- is not subject to a prohibition order issued by the Secretary of State
- references and ask for and follow up at least two references
- applications for gaps in employment
- if disqualification by association applies.

**28.8** The Disclosure and Barring Service (DBS) is available to this academy to help employers make safer recruitment decisions

**28.9** The DBS are responsible for:

- processing requests for criminal records checks
- deciding whether it is appropriate for a person to be placed on or removed from a barred list
- placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales, and Northern Ireland
- providing an online DBS service.

**28.10** A DBS check will be requested as part of all pre-recruitment checks.

**28.11** We will also ensure that we have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

## **29. Overseas checks**

**29.1** Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in academies or colleges This includes obtaining:

- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK



- any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered
- where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, this academy academies will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

### **30. Supply/Agency Staff**

**30.1** We will induct all work experience and student teachers and supply them with the academy's Safeguarding and Child Protection Policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

The allegations against professionals, volunteers and carers process also applies to supply/agency teachers. **Whilst this academy is not the employer of supply/agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.**

**Where a concern is raised, a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the academy, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.**

### **31. Students/Work Placements**

**31.1** We will induct all work experience and student teachers and supply them with a copy of Safeguarding and Child Protection policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

**31.2** We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

**31.3** If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the allegations against professionals, volunteers, and carers criteria as an adult.

**31.4** If the student on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this student, we will follow Local Children's Safeguarding Procedures.

### **32. Contractors**

**32.1** This academy will ensure that any contractor requesting access has company ID which is checked and visible.



**32.2** Contractors will not be left unsupervised unless verified to engage in related activity.

**32.3** Any contractor, or any employee of the contractor, on site, will be subject to the appropriate level of DBS check.

**32.4** Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

**32.5** Where the contractor does not have opportunity for regular contact with children, the academy will decide on whether a basic DBS disclosure would be appropriate.

**32.6** Records will be kept of checks carried out and any additional reassurances the academy has sought.

### **33. Regulated Activity**

**33.1** The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is, and the implications for volunteers in this academy. Supervision of an activity with children is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.



## **Section 9: Dealing with allegations against staff, volunteers and carers**

**34.** This academy will adhere to the procedures set out under ‘Allegations Made Against Professionals’ (Allegations of Abuse by Teachers and other Staff).

**34.1** If a member of staff has concerns about another member of staff, volunteer, carer, student, supply and agency staff, then this will be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors.

**34.2** We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the academy or college that provides education for children under 18 years of age, including supply teachers and volunteers 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
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**34.3** This may also mean a referral to the Police. A referral to the Police will also apply to:

- regardless of whether the academy is where the alleged abuse took place
- allegations against a teacher who is no longer teaching
- historical allegations of abuse taking place in the academy.

**34.4** In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Staffordshire LADO Referral Form and that this is done by an appropriate member of the Senior Management Team.

<https://www.staffordshire.gov.uk/Care-for-children-and-families/childprotection/rc-Professional.aspx>

**34.5** This academy will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. In all cases, will consult with the SRSCMAT Human Resources Department.

**34.6** If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children’s Social Care services may be appropriate.



**34.7** If a report is shown to be deliberately invented or malicious, the academy will consider sanctions.

**34.8** Where the allegations are substantiated, the academy will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four.

Keeping Children Safe in Education statutory Guidance for academies/colleges

**35. A low-level concern:**

**35.1** Allegation/concerns that do not meet the harms threshold are referred to as ‘low level concerns’.

**35.2** This academy will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children’s Safeguarding Procedures and Policy and LADO.

**35.3** The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

**35.4** A low-level concern will be recorded and retained on the individual’s personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

**35.5** We will make this aware to all staff in line with our staff Code of Conduct and Guidance around Safer Working practices and promoting safe cultures in academies.



## **Section 10: Governors and Academy Governance with the Trust Board**

### **36. The Governing Body and Senior Academy Leadership Team will:**

- take leadership responsibility for the academy's Safeguarding and Child Protection arrangements
- ensure we are up to date with emerging issues in Safeguarding and recognise the strategies from the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse
- ensure that we have enhanced DBS and other checks that may be required (Section 128)
- have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies
- ensure we undertake annual Safeguarding Training as part of whole academy training
- that we and including all DSL's undertakes WRAP/Prevent training and keeps up to date thereafter
- ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Management Team. The number of DSL's needs to be sufficient in number depending upon the size and demands of the academy
- that the DSL's are fully equipped to undertake the Safeguarding role, including the Deputy in absence of the senior DSL and all DSLs have access to the appropriate training and with certified training every two years
- ensure there is a Designated Safeguarding Lead on the premises and available at all times during the academy day and there is a contact for any academy holiday activities on site; where this is not available or in exceptional circumstances, there is remote cover in place. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits
- work towards having a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the Academy/College on these issues
- have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance
- work towards having an appointed lead in Mental Health and Wellbeing in the academy
- ensure procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met



- using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)
- ensure all staff and anyone who has contact with a child including Governors, volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the (academies/college) policies and procedures
- that all staff / anyone who has contact with a child including Governors and volunteers receive the appropriate training, which is regularly updated, and includes an annual whole academy training event in safeguarding
- ensure all Staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information
- that in the curriculum children are taught about Safeguarding, including Online Safety, through a blend of teaching and learning opportunities
- monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the in the curriculum and staff are trained and equipped to deliver
- that all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually
- that an overview of records and data used in the academy are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

### **37. Notifications**

The Governing Body/Senior Leadership Team will also ensure that:

- we notify the Local Authority of a Child Missing from Education and within the timescales set out by the Local Authority
- we notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan
- we notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation
- we notify the Local Authority and Children's Services if we have welfare concerns of a child who is likely to be or is EHE
- that we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme



- that we use the national systems in place to report any unsuitable adult to:
  - The DBS service;
  - National Barring and Disclosure Service;
  - The Teacher Regulation Agency.



## **Section 11: Record Keeping**

**38.** All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child

**38.1** All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

**38.2** We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to Safeguard children at the academy.

**38.3** We will follow the recommended GDPR requirements and the Data Protection Act, located on our trust website.

**38.4** We will follow the Local Authorities' current guidance on the [Child Protection Record Keeping Guidance for Academies](#) and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations).

**38.5** We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the academy or connected to this academy.



## **Section 12: Important Contacts**

39. A list of important contacts are explained in Appendices E.

## **Section 13: Governance of this policy**

### **40. Board of Directors**

The Board of Directors will ensure that the Trust has a Child Protection and Safeguarding Policy in place and will receive and approve this policy annually.

### **41. The Executive Team**

The Chief Executive Officer (CEO) as determined by our Scheme of Delegation, is accountable for safeguarding and is required to report to the Board of Directors. The CEO in turn holds the Executive Team to account for safeguarding.

**41.1** The Executive Team will review and update this policy every year within our annual policy cycle, making certain that this policy is fully compliant with all statutory guidance. Where there is in-year updated statutory guidance, this policy will be revised and reissued to all academies.

**41.2** The Senior Director for Academy Improvement as the Trust Safeguarding Lead and the Academy Improvement Team are responsible for ensuring that all Headteachers and their Local Governing Bodies implement the trust wide policy and at local level the academy policy meets the procedures agreed with the local safeguarding partnership for child protection.

**41.3** The Local Governing Body will:

- ensure all Governors have read and signed to confirm their understanding of DfE 2021 statutory safeguarding guidance Keeping Children Safe in Education and completed annual update training
- understand safeguarding practice operating in the academy in accordance with local safeguarding partnership procedures
- Ensure all governors are effective in holding the Headteacher and leaders to account for safeguarding and child protection
- ensure all staff including all other governors and volunteers read and have access to this policy
- that it is displayed on the academy website
- that is overseen to ensure its implementation
- ensure that it reflects local arrangements.

### **42. The Headteacher and Senior DSL**



**42.1** The Headteacher/Senior DSL will report to the Local Governing Body in every full LGB meeting on safeguarding activity and progress within the academy.

**42.2** An appointed Designated Safeguarding Lead will complete the S157 Safeguarding Audit and with an action plan which will be used to report on safeguarding activity and progress. We will include our safeguarding Link Governor in this activity. A copy of this will be submitted to the St Ralph Sherwin CMAT.

**42.3** The Headteacher should report any significant issues to the Chair of the Governing Body and to the Trust's Safeguarding Lead Officer.

**Signed by:**

Chair of Governors

Headteacher

Date:

Date:

Safeguarding Link Governor

Date:



## **Appendices A. Roles and Responsibilities in safeguarding Blessed Robert Sutton**

The Senior Designated Safeguarding Lead is: **Laura Wilson**

The Deputy Designated Safeguarding Lead is: **Jake Heath and Laura O’Leary**

The Appointed Teacher for Looked after children/virtual Academy: **Laura Wilson**

The Appointed Teacher for SEND: **Laura Wilson**

The Designated Lead(s) is/are for Anti- Bullying: **Jake Heath**

The Designated Link Governor for Safeguarding is: **Sharon Keevins**

The Designated Link Governor for Anti- Bullying is: **Sharon Keevins**

The Designated Link Governor for Looked after Children (Child in Care) is: **Laura Wilson**

Other Pastoral Members who take responsibility for safeguarding are: **Su Rowe, Sue Smith, Magda Kupczak (all sit on the Safeguarding team as case workers).**

**All year leaders and additional pastoral staff have completed their Level 2 Safeguarding Training.**

**The Trust’s Safeguarding Lead is Jeremy Spencer, Senior Director of Academy Improvement .**



## Appendix B. Types of Child Abuse

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/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.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.
- **Sexual Abuse** and child sexual abuse within the family (CSIF) involves forcing or enticing a child or young person 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 or 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.
- **Neglect** 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. It may include a failure to:
  - provide adequate food, clothing and shelter
  - protect a child from physical and emotional harm or danger
  - ensure adequate supervision (including the use of inadequate care-givers); or
  - ensure access to appropriate medical care or treatment
  - respond to a child's basic emotional needs.
- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [see academy anti-bullying and behaviour policies].



## Appendices C. Indicators of Child Abuse

### **Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

*The physical signs of abuse may include:*

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge.

*Changes in behaviour that can also indicate physical abuse:*

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

### **Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their



parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

*Changes in behaviour which can indicate emotional abuse include:*

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress.

## **Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All academy staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

*The physical signs of sexual abuse may include:*

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy.

*Changes in behaviour which can also indicate sexual abuse include:*

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares



- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults.

## **Neglect**

It can be difficult to recognise Neglect, however its effects can be long term and damaging for children.

*The physical signs of neglect may include:*

- being constantly dirty or ‘smelly’
- constant hunger, sometimes stealing food from other children
- losing weight, or being constantly underweight
- inappropriate or dirty clothing.

*Neglect may be indicated by changes in behaviour which may include:*

- mentioning being left alone or unsupervised
- not having many friends
- complaining of being tired all the time
  
- not requesting medical assistance and/or failing to attend appointments.



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## Appendices D. Making a referral:

### *Essential information to include when making a referral:*

- full names and dates of birth for the child and other members of the family
- address and daytime phone numbers for the parents, including mobile
- the child's address and phone number
- whereabouts of the child (and siblings)
- child and family's ethnic origin
- child and family's main language
- actions taken and people contacted
- special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- a clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- the details of the person making the referral.

### *Other information that may be essential:*

- addresses of wider family members
- previous addresses of the family
- academies and nurseries attended by the child and others in the household
- name, address and phone number of GP/Midwife/Health Visitor/Academy Nurse
- hospital ward/consultant/Named nurse and dates of admission/discharge
- details of other children who may be in contact with the alleged abuser
- details of other practitioners involved with the family
- child's legal status and anyone not already mentioned who has parental responsibility
- history of previous concerns and any previous or current early help assessments completed
- any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry
- any other information that may put a worker at risk eg- dogs, weapons.

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

### **Making a Referral**



Before a referral is made into front door services eg- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- undertaking an early help assessment
- using and evidencing the current threshold document\* - see link in Appendix E

### **\*Practice Examples**

#### **Level 1 - Universal Open Access to Provision**

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary services.

#### **Level 2 - Emerging Needs**

Unborn babies, children and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

#### **Level 3 - Intensive**

Vulnerable unborn babies, children and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

#### **Level 4 - Specialist**

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority children's social care who act as the lead agency.



## **Confidentiality**

The safety and welfare of the child overrides all other considerations, including the following:

- confidentiality
- the gathering of evidence
- commitment or loyalty to relatives, friends or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

## **Listening to the Child**

If the child makes an allegation or discloses information which raises concern about significant harm, the initial response should be limited to listening carefully to what the child says so as to:

- clarify the concerns
- offer reassurance about how s/he will be kept safe
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.



## Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of significant harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- discussion would put a child at risk of significant harm
- there is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry
- where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse
- complex (multiple or organised) abuse is suspected
- fabricated or induced illness is suspected
- to contact parents / caregivers would place you or others at risk
- discussion would place one parent at risk of harm, for example. in cases of domestic abuse
- it is not possible to contact parents / caregivers without causing undue delay in making the referral
- where there are concerns about a possible forced marriage or honour based abuse
- an allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so.



## Appendices E. Important Contact Details

### Staffordshire:

Guidance documents can be accessed at the following links:

[Families First Documents](#)

[Thresholds and Early Help Guidance](#)

<https://www.ssscb.org.uk/procedures/safeguarding-practice-guidance/>

### Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service  
01785 895836 e-mail : [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email [eds.team.manager@staffordshire.gov.uk](mailto:eds.team.manager@staffordshire.gov.uk)
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100  
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – Academy Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force coordinator: Mark Hardern  
Tel: 07539 3636299 Email: [mark.hardern@staffordshire.pnn.police.uk](mailto:mark.hardern@staffordshire.pnn.police.uk)
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

### NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

### Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email [families.first@staffordshire.gov.uk](mailto:families.first@staffordshire.gov.uk)
- Fostering Service (Staffordshire) 0800 169 2061 email [fosteringandadoptionbus@staffordshire.gov.uk](mailto:fosteringandadoptionbus@staffordshire.gov.uk) Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151 [AWAITING NEW WEBSITE](#)
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: [fostering@stoke.gov.uk](mailto:fostering@stoke.gov.uk)
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email [fish@stoke.gov.uk](mailto:fish@stoke.gov.uk)
- [Promoting the Welfare and Safety of Children in Specific Circumstances](#)



Prevent Leads	Contact Name	Email Address
Cannock	Kerry Wright	<a href="mailto:kerrywright@cannockchasedc.gov.uk">kerrywright@cannockchasedc.gov.uk</a>
	Karla Vowles	<a href="mailto:karlavowles@cannockchasedc.gov.uk">karlavowles@cannockchasedc.gov.uk</a>
East Staffs	Mike Hovers	<a href="mailto:michael.hovers@eaststaffsbc.gov.uk">michael.hovers@eaststaffsbc.gov.uk</a>
	Sal Khan	<a href="mailto:sal.khan@eaststaffsbc.gov.uk">sal.khan@eaststaffsbc.gov.uk</a>
Lichfield	Susan Bamford	<a href="mailto:susan.bamford@lichfielddc.gov.uk">susan.bamford@lichfielddc.gov.uk</a>
Newcastle	Sarah Moore	<a href="mailto:sarah.moore@newcastle-staffs.gov.uk">sarah.moore@newcastle-staffs.gov.uk</a>
South Staffs	Helen Marshall	<a href="mailto:h.marshall@sstaffs.gov.uk">h.marshall@sstaffs.gov.uk</a>
Stafford	Victoria Cooper	<a href="mailto:vcooper@staffordbc.gov.uk">vcooper@staffordbc.gov.uk</a>
Staffs Moorlands	David Smith	<a href="mailto:david.smith@staffsmoorlands.gov.uk">david.smith@staffsmoorlands.gov.uk</a>
Tamworth	Joanne Sands	<a href="mailto:joanne-sands@tamworth.gov.uk">joanne-sands@tamworth.gov.uk</a>
Staffordshire CC (Safer Communities)	Becky Murphy	<a href="mailto:becky.murphy@staffordshire.gov.uk">becky.murphy@staffordshire.gov.uk</a>
Staffordshire Police Prevent Team	Sgt. Calum Forsyth	<a href="mailto:prevent@staffordshire.pnn.police.uk">prevent@staffordshire.pnn.police.uk</a>

## Derbyshire/ Derby City

Derbyshire Call Derbyshire (Starting Point): **Tel: 01629 533190**

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an on-line referral form

**[www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)**

Starting Point Professionals Advice line Childrens **Tel: 01629 535353**

Derby City First Contact Team **Tel: 01332 641172**

LADO Derby and Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)

**[Professional.Allegations@derbyshire.gov.uk](mailto:Professional.Allegations@derbyshire.gov.uk)**

When to contact the Police:



**<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>**

Police Non Emergencies: 101

**DfE**- one single access web link to access all local authority's reporting webpage or phone numbers of national helplines for any concerns/worries about a child, young person and vulnerable adults **Report Child Abuse**

### **Cyber Crime**

[www.saferderbyshire.gov.uk/cyberchoices](http://www.saferderbyshire.gov.uk/cyberchoices)

### **Prevent:**

Making a Prevent referral Derby and Derbyshire

**[www.saferderbyshire.gov.uk/preventreferral](http://www.saferderbyshire.gov.uk/preventreferral)**

Contact the lead officer for Prevent at Derbyshire County Council

DCC Prevent Lead **Tel: 01629 538473**

### **National Contacts**

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) <http://ceop.police.uk/>
- Professionals Online Safety Helpline – 0844 381 4772 [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
- Safer Internet Centre – [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- Childline – 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
- Ofsted – General enquiries: 0300 123 1231  
About Academies: 0300 123 4234  
Concerns: 0300 123 4666  
e-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) [www.educateagainsthate.com](http://www.educateagainsthate.com)
- NSPCC Harmful Sexual Behaviour project: **0844 892 0273**

### **Useful websites**

- Stoke/ Staffordshire Safeguarding Children Board **AWAITING NEW WEBSITE** ([www.SSSCB.org.uk](http://www.SSSCB.org.uk))
- Child Exploitation and Online Protection Centre (CEOP) – [www.ceop.police.uk](http://www.ceop.police.uk) and [www.knowaboutcse.co.uk](http://www.knowaboutcse.co.uk)
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000 <https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. [www.unicef.org.uk](http://www.unicef.org.uk)



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

## Appendix F. Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs) 2016-2019

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for academies for 2019/20 can be found here:

[Serious Case Reviews \(ddscp.org.uk\)](http://ddscp.org.uk)

Themes:

- baby deaths and injuries in pre- mobile infants
- teenage suicides
- neglect.



<b>Child Protection</b>	3.4 – 3-8 (see above)	<p>The Safeguarding Policy and procedures <b>must</b> include:</p> <ul style="list-style-type: none"><li>• an allegation being made against a member of staff (This is included in this academies overarching model child protection and safeguarding policy)</li><li>• the use of mobile phones and cameras in the setting (<i>refer here to the guidance where this is clear and explained in your academy and additional guidelines expected in nurseries around use of cameras on premises</i>)</li></ul>
<b>Suitable Person</b>	3.9 - 3.13	<p>Providers <b>must</b> tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is explained in more detail in our overarching model child protection and safeguarding policy.</p> <p>Providers <b>must</b> also meet their responsibilities under the safeguarding vulnerable groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.</p> <p>This is explained in more detail in our overarching model child protection and safeguarding policy.</p>
<b>Disqualification</b>	3.14 - 3.18	<p>A provider or a childcare worker may be disqualified from registration. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.</p> <p>A provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.</p> <p>The information <b>must</b> be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information</p>



		or ought reasonably to have become aware of it if they had made reasonable enquiries.
<b>Staff taking medication/other substances</b>	3.19	<p>If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.</p> <p>Providers <b>must</b> ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.</p>
<b>Staff qualifications, training, support and skills</b>	3.20 – 3.26	<p>Induction training must include information about emergency evacuation <u>procedures</u>, safeguarding, child protection, and health and safety.</p>
<b>Key Person</b>	3.27 –	<p>Each child <b>must</b> be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In academies this will often be the teacher.</p>
<b>Staff: child ratios –</b>	3.28 – 3.43	<p>Providers <b>must</b> inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.</p>
<b>Staff: child ratios –</b>	3.28 – 3.43	<p>Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible. The ratio and qualification requirements below apply to the total number of staff available to work directly with children.</p>
<b>Staff: child ratios (cont)</b>		<p><b>For children aged two:</b></p> <ul style="list-style-type: none"> <li>• there must be at least one member of staff for every four children</li> <li>• at least one member of staff must hold a full and relevant level 3 qualification</li> <li>• at least half of all other staff must hold a full and relevant level 2 qualification</li> </ul>



<p><b>Staff: child ratios –</b></p>	<p>3.28 – 3.43</p>	<p><b>For children aged three and over in maintained nursery academies and nursery classes in maintained academies:</b></p> <ul style="list-style-type: none"><li>• there <b>must</b> be at least one member of Staff for every 13 children</li><li>• at least one member of staff must be a Academy Teacher as defined by section 122 of the Education Act 2002</li><li>• at least one other member of staff must hold a full and relevant level 3 qualification</li></ul> <p><b>Reception classes</b> in maintained academies and academies are subject to infant class size legislation. The Academy Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per academy teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. ‘Academy teachers’ do not include teaching assistants, higher level teaching assistants or other support staff.</p> <p><b>Where academies have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds</b> who are not pupils of the academy, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification.</p> <p><b>Where children in nursery classes attend the academy for longer than the academy day or in the academy holidays, in provision run directly by the governing body</b> or the proprietor, with no teacher present, a ratio of one member of staff, to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.</p> <p>Some academies may choose to <b>mix their reception classes with groups of younger children</b> (nursery pupils, none pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the academy must comply with the statutory requirements relating to the education of children of compulsory academy</p>
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		<p>age and infant class sizes. Academies' partner providers must meet the relevant ratio requirements for their provision.</p> <p>Where the provision is solely before/after academy care or holiday provision for children who normally attend Reception class (or older) during the academy day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.</p>
<b>Health</b>	3.44 – 3.46	Academies <b>must</b> have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Providers <b>must</b> have and implement a policy and procedures, for administering medicines.
<b>Food and drink</b>	3.37 - 3.49	<p>Where children are provided with meals, snacks and drinks, they <b>must</b> be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.</p> <p>There <b>must</b> be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene.</p> <p>Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises.</p>
<b>Accident or Injury</b>	3.50 – 3.51	Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child



		protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.
<b>Smoking</b>	3.56	Wider legislation <b>must</b> be met (i.e. signage and no smoking in cars with children)
<b>Premises</b>		
Risk Assessment	3.64	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
Outings	3.65 – 3.66	A trained paediatric first aider must be available on all trips.
Special educational need	3.67 - 3.68	No policy requirement stated – however in ‘Inspecting safeguarding in early years, education and skills settings’ document this must be in the child protection policy – see bottom of page.
Information and Records	3.68 – 3.71	Providers <b>must</b> enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents’ and/or carers’ comments into children’s records.
Information about the child	3.72	No policy requirement stated
<b>Information for parents and carers</b>	3.73	<u>Details of the provider's policies and procedures</u> should be published and they must make <u>copies available on request</u> , including the procedure to be followed in the event of a parent and/or carer <u>failing to collect a child</u> at the appointed time, or in the event of a <u>child going missing</u> at, or away from, the setting.
<b>Complaints</b>	3.74 – 3.75	Providers must put in place a <u>written procedure for dealing with concerns and complaints</u> from parents and/or carers, and must keep a written record of any complaints, and their outcome.
<b>Changes that must be notified to Ofsted</b>	3.77 – 3.78	All registered early years providers <b>must</b> notify Ofsted of any change:



<p><b>Changes that must be notified to Ofsted -</b></p>	<p>3.77 – 3.78</p>	<ul style="list-style-type: none"><li>• in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them</li><li>• any proposal to change the hours during which childcare is provided;</li><li>• any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children</li><li>• where the early years provision is provided by a company, any change in the name or registered number of the company</li><li>• where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'</li><li>• where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body</li></ul>
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