

Safeguarding & Child Protection Policy

North Kesteven Academy

2019-2020

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Safeguarding & Child Protection Policy

North Kesteven Academy Designated Safeguarding Lead:
North Kesteven Academy Second Designate: Tracey Vidler

1. MISSION STATEMENT

North Kesteven Academy is resolutely committed to maintaining the highest standards of safeguarding and the promotion of the welfare of children, including meeting its Prevent Duty obligations. The academy recognises that every member of the academy community has a role to play in safeguarding children. Furthermore, we recognise that academy staff are particularly important as they are in a position to identify concerns early and provide help for children in order to prevent concerns from escalating. Therefore it is of utmost importance that all staff are familiar with the academy's Safeguarding and Child Protection Policy and its related procedures and are confident in utilising them effectively.

It is vital that we ensure that safeguarding permeates all activities and functions within the academy. This policy therefore complements and supports a range of other policies regarding:

- ☑ Attendance
- ☑ Bullying & Conflict Resolution
- ☑ Behaviour

- ☒ Confidentiality
- ☒ Drugs
- ☒ Racial Equality
- ☒ Restraints
- ☒ Safer Recruitment & Selection
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- ☒ Social Networking & Social Media
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- ☒ Staff Professional Standards
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2. DEFINITIONS

‘Safeguarding’: Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This may involve a range of issues such as:

- ☒ Bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- ☒ Racist, disability, and homophobic or transphobic abuse
- ☒ Radicalisation and extremist behaviour
- ☒ Child sexual exploitation
- ☒ Sexting
- ☒ Substance misuse
- ☒ Issues that may be specific to a local area or population, for example gang activity and youth violence
- ☒ Particular issues affecting children including domestic abuse, sexual exploitation, female genital mutilation and forced marriage

However, safeguarding does not only concern the protection of children from deliberate harm. It also relates to aspects of academy life, including:

- ☒ Pupils’ health and safety
- ☒ The use of reasonable force
- ☒ Meeting the needs of pupils with medical conditions
- ☒ Providing first aid
- ☒ Educational visits
- ☒ Intimate care
- ☒ Internet or e-safety

☐ Appropriate arrangements to ensure academy security, taking into account the local context

‘Children’: Includes everyone under the age of 18.

‘Child Protection’: The process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

‘Radicalisation’: defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Radicalisation is also defined as a form of grooming and therefore constitutes a form of abuse.

‘Extremism’: defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas

3. AIMS

This policy aims to be a framework of guidance and referral to all full time, temporary and supply staff working at North Kesteven Academy. Keeping Children Safe in Education (September 2018) clearly states that:

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

Therefore this policy will clearly outline the mechanisms for staff and the academy to be able to effectively fulfil these responsibilities.

4. RESPONSIBILITIES

It is imperative that staff fully understand their responsibilities with regards to Child Protection and Safeguarding. Their responsibilities are as follows:

All Staff:

Keeping Children Safe in Education (September 2019) makes it explicitly clear that: “Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.” It is mandatory, therefore, that all staff will have read the policy as directed by the Designated Safeguarding Lead, will also have read at least part 1 of Keeping Children Safe in Education on an annual basis and will know the role and identity of the Designated Safeguarding Lead and Second Designate.

All staff members have responsibility for identifying the signs of child abuse and, having done so, for informing the Designated Safeguarding Lead in person (or Second Designate) and by emailing the academy’s Safeguarding email address (safeguarding@nkacademy.co.uk) and if they have any concerns whatsoever regarding the immediate safety of

any child within the very near future (e.g. next 24 hours) should speak to them in person as a matter of utmost immediate priority. Should a staff member have a safeguarding or child protection concern regarding a student outside of academy hours then they have a duty to contact Lincolnshire Children's Services immediately on 01522 782111 (8am – 6pm Monday to Friday) or 01522 782333 (Out of Hours Emergency line) should they be unable to contact the Designated Safeguarding Lead.

It is an expectation that all staff remain vigilant in their safeguarding and Prevent responsibilities and that they act in a timely and appropriate manner towards safeguarding concerns. It is vital that staff do not:

❑ dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.

❑ keep such concerns to themselves.

❑ promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature, it is always 'better to be safe than sorry'. Staff members will be made aware of the academy's systems which support safeguarding & child protection and these are explained to them as part of the annual staff induction and supported via a range of resources (see 'Training & Support for Staff').

It is not the responsibility of academy staff to investigate suspicions of child abuse but to pass on all relevant information to the Designated Safeguarding Lead. Any investigations conducted by the academy are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

Designated Safeguarding Lead and Deputies:

The Designated Safeguarding Lead is a member of the Senior Leadership Team and acts as the focal point for all matters concerning safeguarding children and young people within the academy. Additionally the academy also has a second designate, in cases where the Designated Safeguarding Lead is unavailable during the academy hours in term time. They will also facilitate effective and timely communication between the academy, family and other agencies and ensure consistently high standards of safeguarding through ongoing monitoring and record keeping. If there are welfare concerns for children or young people with additional needs that involve more than one other agency, the Children's Services Customer Service Centre (CSC) will be contacted in an appropriately timely manner and the academy may initiate an Early Help Assessment that may in turn lead to the establishment of a Team Around the Child (TAC). In certain cases the CSC may initiate 'Child in Need' or subsequent 'Child Protection' procedures dependent on the assessment of risk. The academy will ensure, as far as practically possible, that it is represented at any subsequent meetings or reviews called by Children's Services as a result of a referral.

The Designated Safeguarding Lead will ensure that all staff are trained in the academy's Safeguarding and Child Protection procedures and will provide appropriate support and training materials. It is also their responsibility to ensure that members of staff and volunteers receive safeguarding training that is regularly updated and delivered on an annual basis and know how to respond appropriately to a pupil who may disclose abuse.

In addition to this they will ensure that all students understand:

❑ What 'Safeguarding' and 'Child Protection' refers to

❑ What constitutes a Child Protection or Safeguarding concern

❑ How to report a concern or make a disclosure

This information is delivered via assemblies, tutor time activities and posters in all tutor rooms.

The Designated Safeguarding Lead will also ensure that safer recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. (Safeguarding Children and Safer Recruitment in Education 2006). They will also ensure that a senior member of the academy staff with responsibility for recruitment has Safer Recruitment training certification and that this is refreshed as required.

The Designated Safeguarding Lead will provide information to governors when appropriate with regard to casework but without disclosing confidential information. Confidential information is held securely in academy and will not be generally available.

The academy's Designated Safeguarding Lead and the deputies have undertaken the LSCB's statutory 2 day safeguarding course and must attend a refresher course every 2 years thereafter. It is also necessary for the Designated Safeguarding Lead and deputies to develop their safeguarding knowledge and skills in some way on an annual basis. A log of this is kept via the academy's centralised OneNote Safeguarding Tracker.

Governing Body:

The governing body will ensure that:

- ☑ the academy reviews its training needs and Safeguarding policy and procedures annually.
- ☑ any deficiencies or weaknesses with regard to the existing safeguarding (including Prevent) procedures are brought to the attention of the governing body and are remedied without delay.
- ☑ ensure that the Chair of Governors is nominated to be responsible for liaising with the Local Authority Designated Officer and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Headteacher, and that there are procedures for dealing with allegations in academy.

5. TRAINING & SUPPORT FOR STAFF

In addition to the Safeguarding & Child Protection Policy, the following additional support is put in place for all staff:

- ☑ Safeguarding, Child Protection & Prevent Duty training – delivered annually, every September, on a Whole School Training Day by the Designated Safeguarding Lead.
- ☑ Safeguarding, Child Protection & Prevent Duty Induction training – additional Safeguarding & Prevent training session delivered to all new staff.
- ☑ Supplemental targeted training – delivered annually to all staff to broaden safeguarding knowledge – delivered as part of January training day. Topics might include Prevent, CSE, FGM, Domestic Abuse amongst other things.
- ☑ Team-Teach positive handling training for members of SLT and other key members of staff that may be called to respond with situations that might require the need for positive handling.

Previous whole academy training sessions have been as follows:

- ☑ Level 1 Whole School training - delivered October 2013 Lincolnshire Safeguarding Children Officer.
- ☑ Level 1 Catch-up session - delivered January 2014 by former Designated Safeguarding Lead.
- ☑ Prevent training for all staff – January 2016
- ☑ Further Prevent training for targeted staff – January 2016
- ☑ CSE training for all staff – January 2017

Further guidance and support is provided in the Staff Handbook and in greater detail within this policy. As well as this, Safeguarding posters are placed in every tutor room around the academy, outlining the key contact details for both staff and students which supplement further information delivered via assemblies and tutor time activities for all students. A log of all staff training is kept via the academy's centralised OneNote Safeguarding Tracker.

6. ALLEGATIONS AGAINST STAFF

Where any member of staff becomes aware of an allegation of child abuse made against a colleague, the academy's existing Child Protection Procedures must be followed. In addition to the Designated Safeguarding Lead, the Headteacher must be notified or, where the allegation is against the Headteacher, the Chair of Governors must be informed. All allegations of alleged or suspected abuse must be reported to the Local Authority Designated Officer (LADO).

This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a member of staff should be responded to because of:

- ☑ The vulnerability of children away from home
- ☑ The higher standards of conduct demanded by law and regulation of those caring for other people's children
- ☑ The position of trust enjoyed by such people

Full details of how to respond to an allegation made against a member of staff can be found in the Local Safeguarding Children Board (LSCB) Code of Practice. It is not the responsibility of the academy to investigate allegations made against staff. All allegations against members of staff or volunteers in academy should be reported to the Local Authority Designated Officer (LADO).

7. RECOGNISING SIGNS OF ABUSE

In order to be able to effectively recognise potential child protection concerns, all staff must familiarise themselves with the different types of abuse. As defined in 'Keeping Children Safe in Education' (September 2019) they are as follows:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It

may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: 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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Knowing what to look for is vital to the early identification of abuse and neglect. If a staff member is unsure then they should contact the Designated Safeguarding Lead as a matter of priority. However it is important to note that all staff members may contact children's social care directly.

A child going missing is a potential indicator of abuse or neglect. All staff members must closely adhere to the procedures identified in the Attendance Policy for dealing with children who go missing, particularly on repeat occasions.

It is also extremely important that all staff understand the dangers surrounding Child Sexual Exploitation, Female Genital Mutilation, Radicalisation & Extremism, Child-on-Child Abuse and Children Missing from Education. 'Keeping Children Safe in Education' (September 2019) provides the following information: Child sexual exploitation (CSE) Child sexual exploitation is a form 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- ☐ can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- ☐ can still be abuse even if the sexual activity appears consensual;

- ☐ can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;

- ☐ can take place in person or via technology, or a combination of both;

- ☐ can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

☒ may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

☒ can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

☒ is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

☒ children who appear with unexplained gifts or new possessions;

☒ children who associate with other young people involved in exploitation;

☒ children who have older boyfriends or girlfriends;

☒ children who suffer from sexually transmitted infections or become pregnant;

☒ children who suffer from changes in emotional well-being;

☒ children who misuse drugs and alcohol;

☒ children who go missing for periods of time or regularly come home late; and

☒ children who regularly miss school or education or do not take part in education.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Should staff have any concerns whatsoever in relation to FGM then they must follow the Safeguarding procedure as detailed in section 14.

Radicalisation & Extremism: as well as this all staff have a responsibility to safeguard all students from potential Radicalisation and Extremist behaviour or materials. Example indicators that could suggest an individual is engaged with an extremist group, cause or ideology could include as below:

☒ Changing their style of dress or personal appearance to accord with the group.

☒ Self-segregation

☒ Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.

☒ Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

☒ Possession of materials or symbols associated with an extremist cause.

☒ Attempts to recruit others to the group/cause.

☒ Communications with others that suggests identification with a group, cause or ideology of concern

☒ Using insulting and/or derogatory names for another group.

☒ Increase in prejudice-related incidents committed by that person – these may include;

○ physical or verbal assault

○ provocative behaviour

- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

Child on Child (Peer-on-Peer) Abuse: Children are capable of abusing their peers and it is imperative that any behaviour of this sort is not allowed to continue. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse and that this must be treated with the same level of concern as any other form of abuse. Child on child abuse should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. This may include (but is not limited to) cyberbullying, physical abuse, sexual violence, sexual harassment, sexting and initiation/hazing type violence and rituals. Whilst it is statistically more likely that girls will be victims and boys perpetrators, any and all forms child on child abuse absolutely can not be tolerated. Any of these behaviours must be reported by staff as per the academy’s safeguarding procedures (see section 14). See section 16 for further details on procedures that will be put in place for instances of Sexual Violence or Harassment. Examples of Child on Child abuse:

- ☒ Sexual violence and sexual harassment
- ☒ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- ☒ Sexting (also known as youth produced sexual imagery), and our school’s approach to it
- ☒ Initiation/hazing type violence and rituals ((humiliating ‘challenges’ that students are pressured into taking part in in order to part of a social group)

Children Missing From Education: All staff need to be aware that children going missing from education can be a clear warning sign of potential safeguarding considerations and that it is vital that concerns are raised as per the safeguarding procedures (see Section 14).

8. CHILDREN NEEDING IMMEDIATE MEDICAL TREATMENT:

If, in the judgement of the Designated Safeguarding Lead, there are indications that the cause of the problem may be related to child abuse, the appropriate medical professionals must be informed. The Designated Safeguarding Lead must refer the case to Children’s Services. Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents.

9. SAFEGUARDING THROUGH EDUCATION

The academy believes strongly that we have a responsibility to raise student awareness regarding high priority safeguarding issues at a global, national and local level. With this in mind, the academy will educate all students, on an annual basis, in years 7 to 13 regarding the following key topics:

- ☒ Female Genital Mutilation
- ☒ E-Safety
- ☒ ‘Sexting’

- ☒ Radicalisation and extremism
- ☒ Child Sexual Exploitation
- ☒ Signs of Abuse
- ☒ Self-harm & dealing with stress
- ☒ Peer on Peer (Child on Child) Abuse including Sexual Violence and Harassment

These sessions will be delivered via the school's Learning for Life programme.

In addition to this, the academy actively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs through the Learning for Life and Religion, Ethics and Philosophy (REP) curricula as well as via the North Kesteven Academy values. These values underpin the whole academy Reward Strategy and will be referred to and celebrated in tutor time, assemblies and all lessons. Additional assemblies explicitly promote the academy values and their link with more fundamental British values.

10. SELF-HARM

Self-harm is defined as any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging, bruising, poisoning (without suicidal intent) and deliberate bone breaking/spraining.

Self-harm may be brought on by a range of factors including: negative thought patterns and low self-esteem, a history of abuse, mental health disorders, recent trauma, bullying, lack of parental supervision, a lack of extracurricular stimulus, a young person keeping themselves in isolation.

Self-harm often comes from one or more of the following: Guilt and self-hatred, attention seeking, need for control, affection seeking and once started it can also become a biological addiction. People who self-harm often become trapped in a negative cycle which is hard to break.

Signs of a student potentially at risk of self-harming:

- ☒ A change in behaviour so the student may become more withdrawn and depressed or short tempered and aggressive.
- ☒ A student isolating themselves away from friends.
- ☒ A loss of interest in appearance and/or slipping standards of hygiene.
- ☒ Cuts and bruises that are accompanied by excuses that don't seem to fit.
- ☒ Long sleeves under polo shirts or jumpers with the sleeves down in warm weather.
- ☒ Avoiding lessons where students have to get changed.

Process for supporting students who self-harm:

All staff who have been made aware that a student has self-harmed or is likely to self-harm must inform the Designated Safeguarding Lead in person and by emailing the academy's Safeguarding email address (safeguarding@nkacademy.co.uk). If a staff member has any concerns whatsoever regarding the immediate safety of any child within the very near future (e.g. next 24 hours) should speak to them in person as a matter of utmost priority.

The Designated Safeguarding Lead will then action and allocate according to the existing whole academy Safeguarding protocols (see Safeguarding flow diagram). Actions will include the informing of parents (unless this raises a further high risk safeguarding issue) and an allocated staff member speaking to that student in order to assess their current state of mind, the level of potential risk and potential methods of support for that student.

Support for students who self-harm:

The academy offers a number of interventions in order to support students that self-harm but it should be noted that in many cases this will require outside agency support from trained mental health professionals for that particular student. Because of this, parents will be advised to utilise CAMHS support (accessible via a GP or hospital referral). In-academy interventions will usually end if a student is receiving support from another agency such as CAMHS or if the academy feels that that student is significantly less likely to self-harm due to successful intervention. However interventions may be revisited if this is deemed to be necessary by the academy.

11. SITE SECURITY & DUTIES

Due to its open nature, the North Kesteven Academy site presents a particularly unique challenge and the academy strives to maintain an outstanding level of site security. Site staff open the academy at 6.00am, including gates to the bus bays. These gates are then locked, in order to aid security across the site at 9.15am. The gates are then re-opened at 2.00pm and closed at 3.30pm. The front car park is manned by a member of the site team at 8.30am until 8.45am and again at 3.00pm until 3.30pm. External securing of the academy site begins at 4.00pm.

In order to ensure that the academy fulfils its duty of care, all teaching staff are required to undertake duties around the academy site at key times throughout the day. The aim of these duties is for staff to monitor the safety and wellbeing of students around the school and to intervene as appropriate (following the procedures of the academy's Safeguarding and/or Respect for Learning policies as required) in order to maintain excellent levels of student safety and wellbeing. Full time teachers must undertake 3 of these duties every week. Part time teachers' number of duties is calculated on a pro rata basis.

These times are as follows:

- ☒ 8.35am – 8.45am – ensuring the safety of students as they arrive at academy and make their way to registration
- ☒ 11.05am – 11.25am – ensuring the safety of students at morning break
- ☒ 3.15pm – 3.35pm – ensuring the safety of students as they make their way off the academy site.

The school is therefore responsible for safeguarding children on school site from 8.35am until 3.35pm (or until the last school bus departs) from Monday to Friday. Whilst students are welcome to use shared spaces from 8.00am (e.g. the restaurant, Resources, the library, under the canopy from 8.00am onwards) the school does not bear responsibility for students outside of 8.35am – 3.35pm unless they are under the specific duty of care of a particular member of staff for an arranged activity. Students are requested to arrive and depart the site via the school's main entrance (in front of reception) or the side gate next to the drama studio (leading towards the OneNK car park).

In order to ensure that these duties are done effectively and correctly and to provide additional support where required, there is a different SLT member that oversees all duties for each day of the week. As well as this, the academy provides additional staffing at lunch time to supplement the Senior Leadership Team, who are on duty during all lunchtimes.

It is an expectation that all staff are punctual and diligent in fulfilling their duties at all times. Should a staff member be unable to fulfil a given duty for any reason then it is their responsibility to inform their duty day SLT member and the academy's Cover Supervisor.

12. SINGLE CENTRAL RECORD:

The single central record is maintained via the SIMS software package. This registers personnel details of all staff working within the academy and allows the academy to keep a log of any relevant checks (e.g. DBS) that are carried out on those staff members.

The academy retains DBS numbers for all staff employed by the academy (including supply staff, trainees, regular volunteers and visitors). In addition to the single central record, details of all individual checks are kept centrally within a secure location. The Head of Human Resources has oversight of this.

13. CONFIDENTIALITY

We recognise that all matters relating to child protection are highly confidential and the Designated Safeguarding Lead will share that information on a 'need to know, what and when' basis. These concerns should never be discussed elsewhere, inside or outside the academy unless in confidential meetings organised expressly for that purpose. Where knowledge or suspicion of abuse is an issue, professionals must never promise confidentiality and neither should they promise to keep secrets.

14. ACADEMY CHILD PROTECTION & SAFEGUARDING PROCEDURE:

If a member of staff should have any safeguarding concern relating to a child or it is believed that a child may be suffering, or is likely to suffer, significant harm (including extremism or being subjected to radicalisation), even in the absence of any physical evidence, staff must inform the Designated Safeguarding Lead (or Second Designate) in person as soon as is practicably possible and by emailing the academy's Safeguarding email address (safeguarding@nkacademy.co.uk).

The Designated Safeguarding Lead (or Second Designate) will then identify whether or not they believe the matter to be urgent or non-urgent and act in accordance with the academy's existing safeguarding procedures (see flow chart in appendix). It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Care. However there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances a referral may be made without agreement from the family.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Issues of staff safety.
- The risk of destroying evidence.
- The likelihood of children or other family members being intimidated.
- The possibility of an increased risk of domestic abuse.
- The possibility of the family moving to avoid professional scrutiny.

Academy staff must not themselves take any further action unless specifically directed to do so by the Designated Safeguarding Lead as the DSL (or Second Designate) is most likely to have the complete safeguarding picture regarding a particular student. If in exceptional circumstances, both the DSL and Second Designate are not available then staff must seek out another member of the Senior Leadership Team and appropriate action must be taken. This may involve seeking further advice from Children's Services on 01522 782111 (8am – 6pm Monday to Friday) or 01522 782333 (Out of Hours Emergency line). However if a parent, guardian or other individual volunteers information this should be recorded and passed on.

When making a referral to Children's Services the Academy will need to:

- ☑ provide any information that they have on the child's developmental needs, the capacity of the child's parents or carers to meet those needs and any external factors that may be undermining their capacity to parent.
- ☑ Should there be concerns that a child may be a potential victim of modern slavery or human trafficking, they need to make a referral to the National Referral Mechanism as soon as possible.
- ☑ Follow up their concerns if they are not satisfied with the response, and escalate their concerns should they remain dissatisfied.

15. RADICALISATION/EXTREMISM REFERRAL PROCEDURES (INCLUDING PREVENT DUTY)

All academies must have regard to the statutory guidance with regards to the Prevent Duty. All secondary academies, including North Kesteven Academy, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

As already outlined under Section 14 of this policy, any teacher who suspects radicalisation of a student or a student is displaying potentially extremist behaviour needs to inform the Designated Safeguarding Lead in person (or Second Designate) and by emailing the academy's Safeguarding email address (safeguarding@nkacademy.co.uk) as per all other safeguarding concerns.

Extremism is defined, in Keeping Children Safe in Education (September 2018) as:

"Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society"

The Designated Safeguarding Lead may then, where appropriate in consultation with the student's family via a formal Early Help Assessment, make a 'Channel referral' should there be concerns regarding to potential radicalisation of student. This form is stored with the Student Services team or alternatively the Prevent email address is: channel@lincs.pnn.police.uk. Channel is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- ☑ identify individuals at risk of being drawn into terrorism.
- ☑ assess the nature and extent of that risk; and
- ☑ develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity and is about early intervention to protect and divert people away from the risk they face before illegality occurs.

For information regarding education relating to Radicalisation and Extremism see Section 14.

16. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

In the case of a child making a disclosure or report regarding sexual violence and sexual harassment the academy will respond on a case-by-case basis, supported by Children's Services and the police if required. Most importantly, if a student makes a disclosure regarding sexual violence and/or harassment then the Academy will work with relevant agencies as directed and/or actioned by the DSL or Second Designate (e.g. Children's Services, the Police) to ensure that all victims will be taken seriously, supported and kept safe. Following a report of sexual violence the academy will carry out a Risk Assessment, as directed by the DSL (or Second Designate) which will consider:

- ☐ The victim
- ☐ The alleged perpetrator
- ☐ All other children
- ☐ Any other relevant parties

Actions that are taken, as directed by the DSL (or Second Designate) following a report will always be governed by the best interests of the child but also take into account:

- ☐ the wishes of the victim in terms of how they want to proceed
- ☐ the nature of the alleged incident
- ☐ the ages of the children involved
- ☐ the development stages of the children involved
- ☐ any power imbalance between the children
- ☐ is the incident a one-off or a sustained pattern of abuse
- ☐ are there ongoing risks to the victim, other children, school or college staff
- ☐ contextual safeguarding issues

Throughout the ongoing process that may follow after such a report the Academy will continue to support all parties directly involved in and affected by the matter, again on a case-by-case basis, to ensure that they are safeguarded and supported.

17. EARLY HELP ASSESSMENT (EHA) AND TEAM AROUND THE CHILD (TAC)

It is important that all staff are aware of the Lincolnshire 'Early Help' procedures. Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation through to teenage years.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;

- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

Lincolnshire's Early Help offer puts the responsibility on all professionals to identify emerging problems and potential unmet needs for individual children and families, irrespective of the whether they are providing services to children or adults. The professionals working mainly in universal services are best placed to identify children or their families, who are at risk of poor outcomes. These will be in health services, such as health visitors, GPs and school nurses, or in Children's Centres, or in education provision at any age from early years onwards.

Lincolnshire's Early Help offer recognises the crucial role that all family members – not just mothers and fathers, but step parents, grandparents, siblings and other extended family members and carers – play in influencing what children experience and achieve as well as the consequences when families are in difficulty.

Should any member of staff feel that a student might benefit from an Early Help Assessment (EHA) or possible Team Around the Child (TAC) then they should email safeguarding@nkacademy.co.uk and discuss this with the Designated Safeguarding Lead (or Second Designate).

18. INFORMATION SHARING:

It is important that all staff are confident of the processing conditions which allow them to store and share information for safeguarding purposes. In cases involving possible child protection issues the academy has a duty to share information and the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share such information. The Designated Safeguarding Lead will ensure that:

- ☑ only factual information is shared
- ☑ the information is shared appropriately and confidentially with the appropriate professionals
- ☑ that the information is maintained within the academy's Safeguarding and Child Protection database (NKSafe)
- ☑ that accurate records are made of any signs of abuse, neglect or any other injury and of any action within the academy's Safeguarding and Child Protection database (NKSafe).
- ☑ that an accurate record be kept (via NKSafe) of the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken except by the police and/or Social care if appropriate.
- ☑ that any explanation or comments made by the child or their carer should be recorded in their exact words where possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken under the guidance of the Designated Safeguarding Lead.

- ☒ appropriate contact, where necessary, be made with outside agencies, such as Education Welfare Officers, Youth Workers or Educational Psychologists and that the academy has checked with them to see if they have any concerns. These comments may be noted and passed on with the referral to Social Care.
- ☒ The Academy securely transfers child protection files, separately from the main pupil file, as soon as possible to a child's school/college where they leave the school (and where the Academy has been informed of their ongoing destination). The Academy will also take appropriate steps to obtain confirmation of receipt of this and this information will be sent via a recorded delivery service.
- ☒ The Academy will also consider whether or not it will share Safeguarding information with a new school in advance of the student joining that school so that immediate safeguarding measures can be put in place should this be required.

CONTACTS:

Local Authority Designated Officer: Jemma Parkinson (01522 554674) & Rachel Powis (01522 554668)

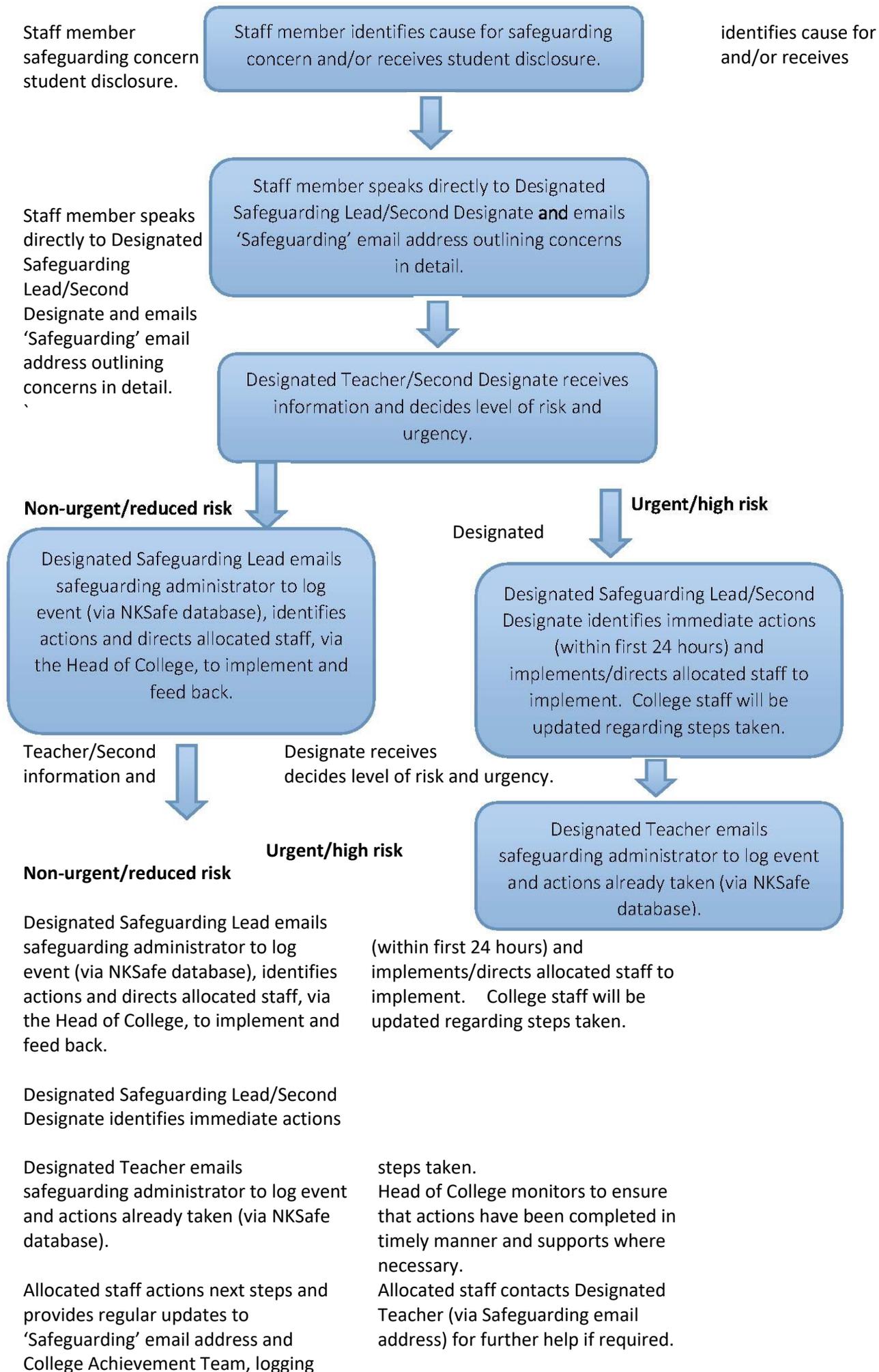
Designated Safeguarding Lead: Fiona McGrath (see section 14 for how to contact)

Second Designate: Tracey Vidler (see section 14 for how to contact)

Nominated Governor for Child Protection & Safeguarding: Judith Burnett

Lincolnshire Children Services Customer Service Centre (CSC): 01522 782111 (8am – 6pm Monday to Friday) or 01522 782333 (Out of Hours Emergency line)

North Kesteven Academy Safeguarding Procedures Flow Diagram



MONITORING & QA

Designated Teacher and Second Designate to meet on a regular basis to provide regular Quality Assurance and tracking of Lead Professionals, identifying areas for development, additional training and support.



Allocated staff actions next steps and provides regular updates to 'Safeguarding' email address and College Achievement Team, logging steps taken.

Head of College monitors to ensure that actions have been completed in timely manner and supports where necessary.

Allocated staff contacts Designated Teacher (via Safeguarding email address) for further help if required.

MONITORING & QA

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