



Torre C of E Academy

Safeguarding Policy Autumn 2016

It is important for all to read this policy in conjunction with Torre C of E Academy’s Physical Intervention; Anti-Bullying; E safety and Peer to Peer Abuse policies.

Safeguarding in school is:

- protecting children and learners from maltreatment
- preventing impairment of children’s and learners’ health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully (Children Act 2004; Working together to safeguard children DfE 2006)

Child Protection in school is:

The overall name for: the procedure and activities that are to be undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

There are no absolute criteria or quantities with which to judge level of harm. In establishing our professional opinions and assessments we will consider:

- Degree and extent of physical harm
- Duration and frequency of abuse
- Extent of premeditation
- Presence of threat and coercion.

Key contacts for Torre C of E Academy

DSL (Designated Safeguarding Lead)	Suzanne Julyan (Headteacher)	01803 324007 sjulyan@torre-primary.torbay.sch.uk
CLA Designated Teacher	Kay Irvine	01803 324007 kirvine@torre-primary.torbay.sch.uk
Deputy DSL	Kay Irvine	As above
Safeguarding Governor	Robert Dickinson (Chair of Governors)	07789487574 rdickinson@torre-primary.torbay.sch.uk
Pastoral Staff	Jane Vanstone (Assistant Headteacher and SENCo) Angela Harker (Thrive support worker) Helen Gilbey	01803 324007 jvanstone@torre-primary.torbay.sch.uk



All school and college staff have a responsibility to provide a safe environment in which children can learn.

(Keeping children safe in Education September 2016)"

"Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism". (Revised Prevent duty guidance from The Counter-Terrorism and Security Act 2015 and the departmental advice June 2015)

Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All staff should have read and have a clear understanding of their safeguarding duties as outlined in section one of the current guidance (Keeping Children Safe in Education (September 2016)
- All pupils and staff involved in child protection issues will receive appropriate support from the senior leadership team in the school who will follow this policy guidance in doing so
- The school will ensure that our buildings and site are secure and that visitors to the school are properly checked and supervised
- The school will have a section within the safeguarding policy dedicated to 'safe touch' which is understood by all relevant staff.
- The school will have in place an ethos and behaviour and anti-bullying policy.
- The school will carry out risk assessments for all situations where risk is posed.
- The school will have in place procedures for recording and reporting safeguarding concerns about children, families and adults working in the school.

At Torre C of E Academy, we work closely with all partner agencies to promote quality outcomes for children. Within Torbay we have an education social worker team who we work alongside as well as colleagues from health, police, the Multi Agency Safeguarding Hub (MASH) and other external agencies. We also have a developing Early Help Service which offers a range of support including how to access disabilities support workers. Torre of E Academy is committed to supporting the use of this service.

All school staff should identify children that may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.



Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Safeguarding Children and Safer Recruitment in Education (DfES 2007)
- Working Together to Safeguard Children (HM Government 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (DfE 2016)
- Prevent Duty Guidance HM Government March 2016)

Key staff roles

At Torre C of E Academy, we have a Pastoral team, who work closely with the Designated Safeguarding Lead to support staff members to carry out their safeguarding duties and it is this team's responsibility to liaise closely with other services and agencies such as Children's Social care. We have 2 people who have undertaken the enhanced level 3 training. The names of these members of staff and their contact details are given to all visitors to the school along with a copy of our safeguarding protocol when you enter our school. However, Safeguarding and promoting the welfare of children is **everyone's** responsibility. 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.

The role of the designated safeguarding lead (DSL)

The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff. They will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

They are appropriately trained and act as a source of support and expertise to the school community. They ensure that accurate secure records of all concerns are noted and reported. They are responsible for notifying children's social care if a child with a child protection plan is absent for more than two days without explanation and ensure that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed. They are responsible for attending and/or contributing to child protection conferences. They are responsible for ensuring that pupils with an unexplained absence of two days are referred to the 'Door Knocking Service' They maintain and update this policy.



However, no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Training

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.

All staff have the basic level one training delivered annually, with other up-dates where necessary. Alongside this, safeguarding is included in our induction on day one in our employment of all new staff members. All staff members receive a basic overview of what is expected of them as regards to safeguarding procedures.

All staff, volunteers and governors read part 1 of Keeping Children Safe in Education. In order to ensure that staff understand and discharge their role and responsibilities, 'safeguarding' is placed on the agenda at the beginning of all staff, team, teaching assistant and meal time assistant meetings. Any up-dates will be shared at this time and an opportunity is given for staff to share any concerns or ask any questions about their role in safeguarding in school.

All Level 3 trained staff attend refresher training every two years, but receive regular up-date by attending the Torbay Safeguarding Children's Board Designated Safeguarding Leads' forum. The DSL receives a weekly safeguarding bulletin containing any up-dates to statutory guidance and other useful materials and resources. These are then shared with staff as appropriate.

Every staff, teaching assistant and meal-time assistant meeting begins with any safeguarding up-dates.

Anyone who has a concern about a child's welfare should ensure a referral is made to children's social care. In the first instance, staff should generally discuss any potential referral with the designated safeguarding lead, who in most instances would make any referral. Staff may be required to support social workers and other agencies following any referral. See Appendix 1 for support with identifying indicators of abuse.

Referrals to the Multi Agency Safeguarding Hub (MASH)



Children Looked After

Torre C of E Academy welcomes Looked After Children (CLA) into our school and works hard to help them achieve the best that they possibly can. CLA children are closely monitored to ensure that all their needs are met. The School attends all PEP and Social Care meetings relating to these children. A report is presented to the governors' curriculum meeting termly and full governors annually. It is also shared with the Torbay Virtual School. The School attends all CLA reviews and provides up to date PEPs every term, an initial PEP within two weeks, an "on roll" document every term and academic tracking twice a year.

Children coming in from outside Torbay also have a transfer in meeting. The designated staff also attend the Designated Teacher forums provided by the Torbay Virtual School. The school endeavours to provide additional support for all of our CLA children in their particular areas of need be it academic or social and emotional.

All PEPS are quality assured by the CLA governor.

Private Fostering

A private fostering arrangement is essentially one that is made privately, that is to say without the involvement of a local authority, for the care of a child under 16 (under 18 if disabled) by someone other than a parent or a close relative, with the intention that it should last twenty-eight days or more. Private foster carers may be from the extended family, such as a cousin or great aunt, however a person who is a relative under the Children Act 1989 or a step-parent will not be a private foster carer

All private fostering arrangements must be reported to the local authority to ensure that they are aware of the arrangement.

Any concerns with the private foster carers regarding the following will be reported:

- Their capacity to look after the child (including their capacity to enable a child to continue to have contact with people from their own race, religion or culture).
- The suitability of their accommodation (including any health and safety risks to the child, and sleeping arrangements).
- The suitability of their household.
- Whether they are able to provide a safe and stable environment for the child (including their views on discipline).

Helping children to keep themselves safe

It is our conduct and our relationship with children through all aspects of school life that teaches them to understand safety (and how it feels) and manage risk.

We use the Personal, Social, Health and Economic (PSHE) education lessons. We aim to facilitate children's consideration of risks they may encounter and with guidance work out how those risks might be overcome.



We have incorporated aspects of the children's learning into our safeguarding practice. The Relationships and Sex Education policy details curriculum coverage in this area and discussions with the children are had as part of this programme regarding keeping themselves safe. Families, governors and Torbay Public Health were consulted in the creation of this policy.

A school wide scheme exists for e-safety and ways to protect online personas. The extensive personal, social and health education (PSHE) programme is school works to secure an understanding of personal safety whilst in the curriculum and includes work on staying safe in the community and anti-bullying.

In addition to this, "worry boxes" exist in every classroom giving children access to an opportunity to share their worries and concerns with trusted adults.

Experiencing managed risk, planning and debriefing, is empowering and enabling for all children and promotes confidence and 'know how' rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of care for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have in or out of school.

Reporting safeguarding concerns

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

As part of their duty, ALL staff will be expected to report anything that they feel is unsafe in any way by notifying the safeguarding lead (DSL), or the deputy safeguarding lead (DDSL). When the DSL or DDSL are spoken to directly concerns should be recorded on a pink safeguarding form (if this is the first time the child has been flagged) – see Appendix 7 or a white monitoring form (if the child has already had an initial referral) – see Appendix 8 and handed to the DSL or DDSL for action.

If the DSL or DDSL cannot be spoken to in person, a notification can be sent via "Behaviour Watch." Included in the tabs within this platform a safeguarding tab provides the reporter with a detailed form to fill in which is then sent to a secure environment where the safeguarding team can access it and follow up the concern. These forms are picked up instantly via email and a decision is made about the right course of action, after a team discussion. The "Behaviour Watch" notifications are printed and filed with all hard copy records. The member of staff completing the "Behaviour Watch" notification, should complete a pink form on paper, if this is the first time the child has been flagged – see Appendix 7.



Hard copy records of any safeguarding concerns are stored in a locked filing cabinet in the headteacher's office (also the DSL).

THERE ARE NO ISOLATED ONLINE OR ELECTRONIC SAFEGUARDING RECORDS KEPT FOR ANY CHILD. EVERYTHING IN HARD COPY IN THE FILING CABINET. Behaviour Watch is simply used as an initial system of notification if the DSL or DDSL cannot be contacted in person.

All staff are aware that anything that worries them at all must be reported so that the Pastoral Team can act as a filter and decide the best course of action. When concerned about the welfare of a child, staff will always act in the interests of the child and take advice promptly from other agencies if they are uncertain. If a referral to children's social care is appropriate in most instances the designated safeguarding lead should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The designated safeguarding lead is available by direct line and by mobile phone (DSL mobile number sent out to ALL staff). Staff members are also encouraged to consult <http://www.nspcc.org.uk/> to check out the signs of abuse.

If there is no one available in the building (for example after school) and there is no one to ask, staff are told to ring 01803208100 and ask for advice from the Safeguarding Hub. This information is clearly displayed in the staffroom and on the back of the doors in communal spaces, such as the staff toilets. **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.**

All situations that have been reported are always passed forward to be discussed. If the case is already open, it will be passed by secure e-mail or a phone call to the allocated Social Worker. In other circumstances advice will be sought from the Education Social Worker team by phone or secure e-mail.

If a child makes a disclosure, this will be handled in accordance with Appendix 3 of this policy.



If you are concerned about a pupil's welfare but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should complete a white monitoring form (Appendix 8) and pass these to the DSL or DDSL for further assessment and action.

Confidentiality

The Head Teacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Torbay Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Torbay Children's Services on this point.

Serious Case Reviews

The academy has made a commitment to put in dedicated time to discussing serious case reviews and learning from them. At the beginning of some staff training sessions staff will be given scenarios related to serious related to Serious Case Reviews to discuss and identify what went wrong.

Multi-Agency Approach

We regularly hold multi-agency meetings in the format of "Team around the Family" (TAF) to address frequent multiple needs. If it is decided that further help needs to be sought, the Trust will (with the family's permission) fill in an Early Help Assessment (details on the Social Work Innovation Fund (SWIFT) website), this will allow the family to be assessed by the multi-agency team and suggestions put forward. The Team will then make an informed decision as to where this referral needs to go. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children's Act 1989. The early help assessment should be undertaken by a lead professional who would normally be someone identified by the Early Help Panel.



Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Anti-Radicalisation/Prevent Duty

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The DSL and deputy DSL are Prevent Trainers and are rolling out the programme within the trust.

School and staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Child Sexual Exploitation

The sexual exploitation of children is defined as:

'involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual activities. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation



are common, involvement in exploitative relationships being characterised in the main by the child's limited availability of choice resulting from their social/economic and/or emotional vulnerability'. [Safeguarding Children and Young People from Sexual Exploitation, 2009](#).

Signs and symptoms which may be indicators of Child Sexual Exploitation are:

- go missing from home, care or education.
- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight

Anyone with concerns that a child is at risk of child sexual exploitation, should notify the DSL or DDSL. The DSL or DDSL will then carry out an assessment using the TSCB 'Risk Indicator Toolkit'. Children deemed to be at low to medium risk will be referred for Early Help Assessment and those at high risk will be referred to the MASH.

2. Risks

Peer on Peer Abuse

All in the school community should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. vigilant and aware of the possibility of peer on peer abuse.

All possible cases of peer on peer abuse should be referred to the DSL or DDSL.

See separate policy: 'Peer on Peer Abuse Policy'.

Honour Based Violence

Honour based violence can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.



All staff are aware of honour based violence and that women and girls are the most common victims of honour based violence; however, it can also affect men and boys. They understand that crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include: domestic abuse, threats of violence, sexual or psychological abuse, forced marriage, being held against your will or taken somewhere you don't want to go and assault.

Any suspicion or disclosure of violence or abuse against a child in the name of honour should be treated equally seriously as any other suspicion or disclosure or significant harm against a child. However, there are significant differences in the immediate response required. Bearing in mind the specific practice issues set out, where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made. The designated safeguarding lead should also be informed.

For more information about Honour Based Violence, please refer to the online Torbay Safeguarding Procedures Manual:

http://www.proceduresonline.com/swcpp/torbay/p_honor_based_viol.html

Attendance

We follow the statutory guidance and seek advice when unsure from the Torbay attendance team. When children are frequently not at school we deliver a tough message, but alongside this, our Pastoral Team work with the family to try to solve the issues (see attendance policy). However, if this does not improve we strictly follow the guidelines of filling in a Child Missing in Education and sending it to the Torbay Attendance team. In the event of a family leaving school without explanation, we will also make every effort to contact these families so we can help them to find a new school. In these circumstances, the child always remains on role until we have it confirmed that they are safely in their new school.

Pupils with Special Educational Needs (SEN) and disabilities

Pupils with SEN and/or disabilities are more likely to be abused or neglected. We have a responsibility to identify these children and to keep them safe. During weekly staff safeguarding briefings, any up to date articles or research regarding this matter will be shared with and discussed by staff.

Photography and images

We will always:

- seek the child's consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.



Extended school and off-site arrangements

Extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Intimate Care

Safe Touch

It is of paramount importance that all adults in our school are aware, conscious and attentive to their physical contact with children, both to the benefits and pitfalls. It is staff's duty to read Appendix 2 of this policy and if necessary clarify any points, concerns and question with the DSL and/or their line manager.

Healthy, pro social brain development requires safe access to touch as one of the means of soothing, calming and containing distress for a frightened, sad or angry child.

It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, and soothed by a significant adult.

Whistle Blowing

If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, the details of the Torbay LADO are clearly displayed in the staffroom. Please see our Whistle blowing policy for further details.

The NSPCC whistle-blowing phone number is displayed in the staff room and has been emailed to all staff. They are aware that they can call this number: 0800 028 0285 if they have concerns in the following circumstances:

"Anyone can call our whistleblowing advice line if they have a concern about a child and how that concern is being handled. We urge professionals to contact us as soon as they believe:

- their own or another employer will cover it up*
- their employer will treat them unfairly for complaining*
- the concern hasn't been sorted out and they have already told them about it.*

The advice line provides free help and advice to people who suspect their organisation might be putting children at risk, even if they're not certain that this is the case. You can call the



advice line about an incident that happened in the past, is happening now, or that you believe might happen in the future.

But, the advice line isn't intended to replace any current practices or responsibilities of organisations working with children. We encourage professionals to raise any concerns about a child to their own employer in the first instance."

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Whistleblowing is also about systemic or procedural failures and is not only confined to issues about staff conduct.

Working Together to Safeguard Children (2015) says, '*organisations should have...clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed*'. See 'Whistleblowing' policy

Dissemination of information

As part of best practice, Torre C of E Academy is expected to share its concerns with parents unless specifically requested not to by the Safeguarding Team (as by doing so would place the child at greater risk of harm.) Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies. The Trust will also endeavour to send a copy of all reports taken to safeguarding meetings with the relevant parties at least two days before the meeting is held.

External Audit

The Academy has in Spring 2015 completed a section 157/175 audit for the Torbay Safeguarding Children's Board. A copy of the audit can be obtained by contacting the Designated Safeguarding Lead. The DSL has also recently completed an audit of the KPI's designed and distributed by the Torbay Safeguarding Steering group and provided evidence against each KPI which have come from the Torbay Safeguarding Handbook.

Safer Recruitment

Two members of staff are safer recruitment trained and two governors. There is always a safeguarding question included in any interview process for potential members of staff at all levels



All Torre C of E Academy staff are subject to a six month probationary and are never employed until satisfactory references (a minimum of two) have been provided and scrutinised, including a qualifications check, an identity check and an enhanced DBS.

All allegations against staff are referred up to the Torbay LADO for consideration, if it is decided that the allegation is founded this will be reported to the DBS service and the evidence passed forward to the relevant authorities. A person who is prohibited from teaching will not be appointed to work as a teacher within the Academy. A check of any prohibition will be carried out using the Employer Access Online Service.

The safer recruitment officers will ensure that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.

The safer recruitment officers will ensure that adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.

Safer Recruitment and work experience/ student placements

Students come to us from Plymouth University, South Devon College, Torbay Teaching School Alliance and the Training Partnership. These students come with a DBS from their place of study. These are seen and a copy taken by the school office.

Work Experience students join us from a range of local secondary schools. A designated person meets them on the first day to escort them to the area they are working in. They are given verbal expectations on how they are expected to behave whilst on school premises and are never left unsupervised whilst in school.

All volunteers are presented and talked through with a volunteer guide, outlining safeguarding procedures and the importance of confidentiality.

Allegations against a child by another child - Peer on Peer Abuse

This will always be fully investigated by a member of the Pastoral Team in the first instance. Incidents will also be reported to the DSL. (Please see the Peer on Peer Abuse policy for further details)

Single Central Record

Torre C of E Academy holds a single central record (SCR), which is maintained by the Human Resources Manager. It is then overseen by the Business Manager. The Designated Safeguarding Lead has ultimate responsibility for ensuring the SCR is regularly maintained and that it accurately records vetting check data for all employees, volunteers and contractors.



DBS checks

Supply staff/contractors/students/volunteer helpers on either school site during the school day who come into regular contact with children will be subject to checks being carried out including DBS as it will then be a regulated activity. Contractors will also have to hold the appropriate liabilities insurance.

Policy monitoring

We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:

- Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and the implementation of this policy with the Executive Head Teacher.
- Ensuring that the Designated Governor for Safeguarding and DSL have regular meetings, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- Identifying and responding to new/revised guidance issued by government bodies and the Local Safeguarding Children Board, leading to review of this policy on an annual basis.

The policy links to the following policies and plans:

Attendance Policy

Whistle Blowing

Fire Plan

First Aid Procedures

Critical Incident Plan

Acceptable user agreement

Volunteer guide

E-safety

Physical Intervention Policy

Peer to Peer Abuse

This policy will be reviewed in September 2017



Appendix 1

Types and indicators of abuse

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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 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 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, although it may occur alone.

Sexual abuse

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 (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

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

(Definitions taken from Working Together to Safeguard Children (HM Government, 2013))

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied



- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

[Appendix 2](#) [Safe Touch](#)

These Safe Touch guidelines have been developed in the context of the local authorities' child protection procedures and policies and Government guidance. It is inspired by and based upon by **ThriveFTC™** incorporating the extensive neurobiological research and other empirical studies relating to attachment and child development that identify safe touch as a positive contribution to brain development, emotional regulation, mental health and the development of pre-social skills.

The necessary developmental experience of safe touch

Children learn 'who they are' and 'how the world is', in relationship. The quality of the child's relationships with significant adults is paramount to their healthy development, emotional health and well-being. Many research studies have indicated the necessity of human contact and touch for the healthy development of children (in children who experience neglect lack of touch is a factor in their fail to thrive).

Furthermore, Research shows clearly that healthy pro social brain development requires safe access to safe touch as one of the means of soothing and calming and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, and soothed by a significant adult.

The underlying cause for children to behave in an unacceptable, threatening, dangerous, aggressive and/or out of control way, would often be that they have yet to learn how their strongest emotional reactions can be contained, channelled and communicated safely.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self-soothing neuronal pathways unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, it may become necessary to priorities this experience. That, in order to help the brain develop capacity to think, judge and evaluate life's difficulties and complexities so they learn how to deal with their daily 'situations' and able to learn.

Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that fully trained staff will use only under supervision and in line with a whole school policy on Touch. Our school staff is Team Teach trained and regularly briefed and de-briefed (in general and regarding individual students).

Other means of calming, soothing and containing children's strong emotions include:

- slowing one's pace
- lowering the voice



- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display, (shout, cry etc) end then regulating it down.
- Talking slowly but firmly and quietly in an unhurried, unflustered way
- providing clear predictable consistently held boundaries.

Refraining from physically, safely holding a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper arousal in which toxic levels of stress chemicals are released in the body and brain can have severely damaging long term affects.

Moreover, gentle, safe holding is helpful for a child if s/he:

- Is hurting himself/herself, (or is likely to hurt himself/herself and/or others.
Or
- Is damaging property, and/or
- is incensed and out of control, so that all verbal attempts to engage him/her have failed.

Such necessary interventions are fully in line with guidelines set out in the Government Document 'New Guidance on the Use of Reasonable Force in School.' (Dfee 1998) and 'Use of Reasonable Force' (2013) op cit.

Appropriate and Inappropriate Touch

The current atmosphere where due to fears of abuse, touch as a natural and important form of human connection has been almost vetoed in some school contexts demands extra caution. Our policy rests on the belief that every member of staff needs to appreciate the difference between caring and abusive touch. Hence all staff members need to demonstrate a clear understanding of the difference. It is also essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, and soothed by a significant adult.

Guidelines for the use of safe Touch

To ensure touch is only used appropriately the following guidelines are to be followed:

- Parents/carers should be informed of school policy on touch.
- Teachers/support staff should be trained in the Thrive approach.
- Teachers/support staff should be trained in all aspects of safe touch.
- Staff members should agree the use of safe touch in discussion with their manager, a safety plan should be completed and its use recorded and monitored. This will supplement the Thrive Action Plan which will also include the use of safe touch as a strategy.

Unsafe Touch

At no point and under NO circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

All Staff are trained to be fully cognisant of touch that is invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever.



Serious breach: Should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

Appendix 3

Pupil Discloser and how to handle a safeguarding concern

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on should they believe anyone is at risk. This must be clear but also communicated with care and sensitivity so not to undermined children's trust.

During their conversations with the pupils, staff will:

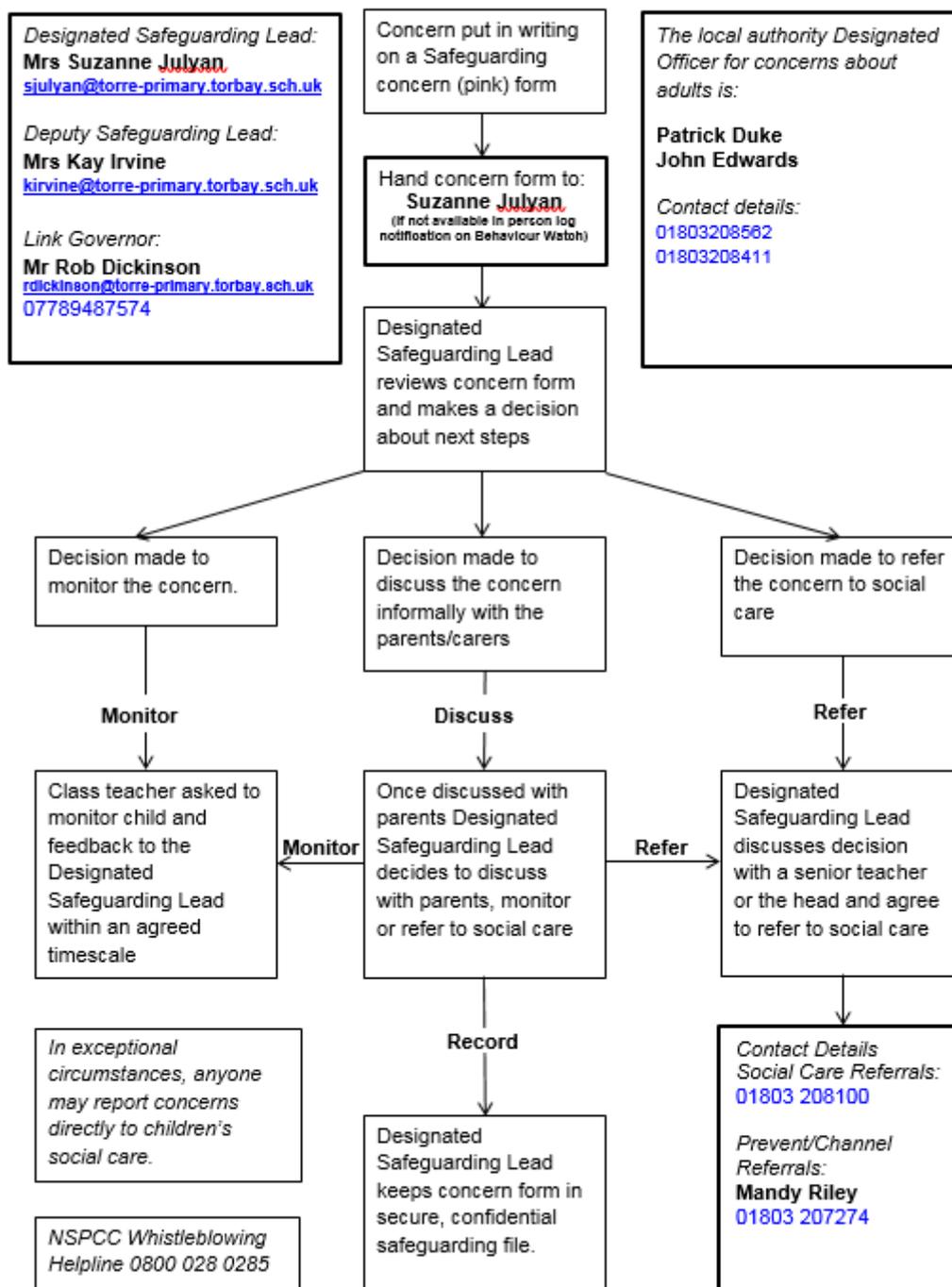
- allow them to speak freely
- remain calm, don't overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- do not be afraid of silences – staff must remember how hard this must be for the pupil
- DO NOT ask investigative questions – such as 'how many times this has happened?', 'whether it happens to siblings too?' and a like.
- react authentically and offer what feels to be appropriate expression of comfort rather than automatic touch or phrases.
- avoid admonishing the child for not disclosing earlier by saying things such as 'I do wish you had told me about this when it started'
- be explicit about what you will be doing with the information and what will happen next.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the pink safeguarding form (if this is the first time the child has been flagged) or a white monitoring form (if the child has already had an initial referral) and hand it to the designated person.
- seek support if you feel distressed.

Torre C of E Academy





FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





E-safety

The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

Within school, we use a managed system rather than a "locked down" approach- children are taught to use websites carefully rather than them being filtered. E-safety forms a regular part of the curriculum and is placed on our long term maps. The school also uses External professionals from South West grid to deliver curriculum messages to children and also after school parent only sessions.

IT systems are reviewed termly to ensure that they effectively filter the internet by SoftEgg. A record sheet is signed and dated as a record of when these checks take place.

All families sign an acceptable use agreement when they begin school. Other acceptable use policies are developed as new equipment arrives, e.g. kindles and I Pads.

The E-Safety Policy also follows the latest the latest guidance provided in the "Prevent Duty" document issued by HM Government.



Appendix 5 Changing for PE Guidance

Guidance on supervising pupils in changing rooms – Department guidance

The Department for Children, Schools and Families, now the DfE, published guidance on safer working practice for adults who work with children and young people in education settings.

It says:

There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations.

This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Announce their intention of entering changing rooms
- Be in the same room as younger children when changing

This means that adults should not:

- Change in the same place as children
- Be otherwise engaged during the changing of older children (e.g. photocopying, marking)

Torre C of E Academy Specific guidance

At Torre C of E Academy, children will change together in their classrooms with the teacher / their Physical Education teacher or with the PE assistant to help with any issues or problems as well as to supervise.

Pupils of all ages should be encouraged to be as independent as possible; adults should consider prompting and giving verbal help/encouragement before they offer assistance. Adults should be especially vigilant when helping children with underclothes, tights and swimming costumes. Assistance should take place openly, not out of sight of others.

Some pupils, of all ages, may require support with physical aspect of changing. In these cases, refer to the Intimate Care Policy for assisting children who are disabled or require additional support.



The school should make adequate and sensitive arrangements for changing which take into account the needs of pupils from different religions, beliefs and cultural backgrounds. Particular consideration might need to be given to, and alternative arrangements made (where possible) for, the requirements of individual pupils with needs relating to sexuality.

All pupils should be treated fairly and with respect for their privacy and dignity.

Children in Year 5 and 6 may get changed separately should the need arise and it be deemed appropriate. In this instance, either the girls or boys (depending on the children) getting changed in the classroom and Thrive space nearest to the respective classroom. The staff member responsible must be in **immediate proximity** to the changing children i.e. outside the door, in the corridor, between the two changing spaces, possibly making a quick check in every few minutes. Children should be made aware that the adult will enter the room, with a verbal warning allowing time to cover up, if it is deemed necessary. No adult is to stay in the room with these children but may enter if required.

There is no statutory requirement for students to be supervised at all times. For older children changing in the absence of an adult, the adult should appoint one or two responsible pupils who are discreetly asked to report any incidents arising in the changing room, or to alert the member of staff to any situation that requires intervention.

When changing, the children are to be given a time limit to ensure that they change quickly, this could be in the form of a game to see who can change quicker and the time is recorded to see if they are able to beat it each time.

Swimming and public changing spaces

Where possible, school swimmers will not share changing facilities with members of the public (although at times, it may not be possible to avoid this). Pupils from other schools may be changing at the same time.

Allegations about a member of staff, from any source, must be reported promptly to the Designated Safeguarding Lead, or member of the pastoral team, who will act in accordance with the school's procedures.



Inspecting safeguarding in early years, education and skills settings, June 2015

The signs of successful safeguarding arrangements

When inspecting safeguarding, inspectors will need to use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children and learners. This list is intended to help inspectors arrive at those judgements.

In settings that have effective safeguarding arrangements, there will be evidence of the following:

- Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.
- Leaders and managers have put in place effective safeguarding and staff behaviour policies that are well understood by everyone in the setting.
- Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner and there is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.
- Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, such a trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.
- Written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- Any child protection and/or safeguarding concerns are shared immediately with the local authority or other relevant agency in the area where the concerned professional is working and a record of that referral is retained. There is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have



sought additional advice and support. Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child.

- There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.
- Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory framework for the Early Years Foundation Stage' when children go missing while in the care of the provider.
- Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.
- Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.
- Leaders and staff make clear risk assessments and respond consistently to protect young babies, children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.



- Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.
- Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.
- Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.
- There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.
- The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.
- All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.



Appendix 7 - Safeguarding form (Pink Form)

School Safeguarding Student Concern Initial Reporting Form

1. Student's details and timescale

Name:	
Class:	Gender: Male / Female
Date & time of incident / disclosure / concern:	
Location:	
Persons present:	
Circumstances:	

2. The incident / disclosure / concern

Describe briefly the facts of the incident, disclosure or concern. Please include who you spoke to and when, and record the words and phrases used by the student.

3. Contextual information

Is there anything you know or have observed that might assist in understanding the concerns?

What action has been taken internally to support the student?

4. Completed by

Name _____

Signature _____

Date _____



Appendix – 8 – Safeguarding Monitoring Information Form

Please note, this form should only be used when a child has had an initial log and has had a pink form already completed.

Name of child.....

Date	Detailed observations/incidents of concern	Report made by – class teacher, MTA etc	Action taken