# SAFEGUARDING POLICY

**2017**

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**WMG ACADEMY FOR YOUNG ENGINEERS [COVENTRY]**

**SAFEGUARDING POLICY**

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| **Author:** | Kate Tague | **Version:** | 4 |
| **Date Approved:** | October 2017 | **Date for Review:** | September 2017 |

**1.0 CONTEXT**

1.1 [Section 157](http://www.opsi.gov.uk/ACTS/acts2002/ukpga_20020032_en_14) of the Education Act 2002 and the [Education (Independent Schools Standards) (England) Regulations 2003](http://www.opsi.gov.uk/SI/si2003/20031910.htm) requires the proprietors of the WMG Academy Coventry (WMGAC) to have arrangements to safeguard and promote the welfare of children who are pupils at the WMGAC.

1.2 An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

1.3 The NSPCC estimate that over half a million children are abused in the UK each year. Due to their day-to-day contact with children, WMGAC staff are uniquely placed to observe changes in children’s behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the WMGAC when they are in distress or at risk. It is vital that WMGAC staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns. Legislation pertinent to WMGACs encourages professionals to maintain curiosity and respectful uncertainty when working with children and families.

1.4 WMGAC will take every opportunity to develop curriculum to provide activities to enable children to develop their skills, understanding in identifying risks and staying safe themselves.

**2.0 PURPOSE and AIMS**

The purpose of WMG Academy Coventry (WMGAC) safeguarding policy is to ensure:

* Every child who is registered as a pupil at our WMGAC is safe and protected from harm;
* WMGAC staff are aware of the unique nature of our shared site with Westwood Academy and that we have a responsibility to safeguard all children.
* Safeguarding and promoting the welfare of children is everyone’s responsibility;
* Protect children and young people at our WMGAC from maltreatment;
* Prevent impairment of our children and young people’s health or development;
* Ensure that children and young people at our WMGAC grow up in circumstances consistent with the provisions of safe and effective care;
* Offering children a balance curriculum including PHSE, RSE (Relationships and sex education);
* Offering children and young people balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks;
* No single professional can have the full picture of a child’s needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action;
* Undertake the role so as to enable children and young people at our WMGAC to have best outcomes;
* As an academy we have a clear understanding of our staffing group knowledge and understanding to embed safeguarding through systems so that safeguarding is a robust element of our WMGAC;
* Clear monitoring and reviewing process that the Governing Body working with the Executive Principal of the WMGAC manage and develop;
* The voice of the child is evident in case files and informs WMGACs policy developments;
* To give clear direction to staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our WMGAC. We have a commitment to safeguarding/child protection in a multi-agency environment;
* The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in our WMGAC and the Coventry Safeguarding Children’s Board. Staff should also consider what training would support them in their role to fulfil this duty

**3.0 ETHOS**

3.1 The child’s welfare is of paramount importance, we are child centred at WMGAC.

3.2 We maintain a professional attitude of ‘it could happen here’ where safeguarding is concerned. When concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our WMGAC culture of prevention, protection and support.

3.3 WMGAC will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at WMGAC are encouraged to talk freely with any staff member if they are worried or concerned about something. We follow the below guidance: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

**4. 0 SAFEGUARDING DEFINITIONS**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at WMGAC play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also have developed systems as described in Working Together to Safeguard Children 2015 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> to form a wider system and prevent concerns from escalating.

The WMGAC follows the Coventry Safeguarding Children’s Board policies and procedures. [www.coventry.gov.uk/dslsafeguarding/](http://www.coventry.gov.uk/dslsafeguarding/)

**5.0 ROLES and RESPONSIBILITIES**

5.1 The Governing Body working with the Executive Principal is accountable for ensuring the effectiveness of this policy and WMGAC compliance. The Governors have a named champion within Safeguarding, this is Mr M Underwood who is the Designated Safeguarding Lead.

5.2 The Governing Body. Through the Executive Principal have appointed Mr M Underwood as the Designated Safeguarding Lead who is part of the senior leadership team, they will monitor this post to ensure the post holder has the time and resources required to fulfil the duty.

5.3 The Designated Safeguarding Lead (Mr M Underwood)/Deputy Designated Safeguarding Lead (Mrs A Reddington) (appendix B KCSIE 2016) has been added to each staff members Job description. The Governing Body have shared the content of “Keeping Children Safe in Education” (2016) with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The designated safeguarding lead training is compliant with Coventry training strategy.

<http://www.coventry.gov.uk/downloads/file/17087/training_strategy>

5.4 The Governing Body ensures that the Designated Safeguarding Lead understands they have the responsibility in leading safeguarding and child protection across the WMGAC. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the WMGAC on child welfare and child protection. The designated safeguarding lead/deputy designated safeguarding lead officer receives appropriate and regular supervision from senior leadership team or external services.

5.5 The Governing body ensures that the WMGAC is compliant with Coventry Safeguarding Children Board.

<http://www.coventry.gov.uk/info/206/coventry_local_safeguarding_children_board/2493/coventry_safeguarding_children_board>

Any areas of concern in safeguarding are identified and an action plan/risk assessment is developed. The Governing Body ensures the WMGAC contributes to inter-agency working in-line with Working Together (2015) appropriately.

Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance

5.6 The Governing Body has overview of training schedule and future training requirements and this updated every term. All staff, volunteers and Governors have received an induction which includes basic safeguarding training compliant with LSGB

<http://www.coventry.gov.uk/info/206/coventry_local_safeguarding_children_board/2493/coventry_safeguarding_children_boar>d

All staff, volunteers and Governors have read and understood the code of conduct annually and Keeping Children Safe in Education 2016 including hyperlinks. WMGAC has developed a system in-line with guidance below to ensure that regulated and non-regulated activities and staff supervision is understood across the WMGAC. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522656/Regulated_Activity_in_relation_to_Children.pdf.pdf>

5.7 The Governing Body and the Executive Principal ensures there is a current whistle blowing policy and that staff have been signposted to a copy and had the opportunity to raise concerns. There is a culture evident in WMGAC to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures which our available on the academy website. Further guidance on whistle blowing can be found: <https://www.gov.uk/whistleblowing>

5.8 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 the line is available from 8:00 AM to 8:00 PM, Monday to Friday or they can email: help@nspcc.org.uk.

<https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

5.9 The Governing Body with the Executive Principal has a schedule of policies and procedures and set reviews time tabled annually to ensure they are current. The Executive Principal and Designated Safeguarding lead coordinate the updates of the training schedule to support the culture of learning for all staff/volunteers. WMGAC update parents through newsletters.

5.10 The Governing Body and the Executive Principal have ensured teaching staff are aware of their responsibility in reporting the disclosure of FGM that appears to have been carried out directly to Police. Teaching staff are required to update the designated safeguarding lead of their notification to the Police on any FGM disclosure. Further guidance to be found on Female Genital Mutilation Act 2003 <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

5.11 The WMGAC has identified a number of Deputy Designated Safeguarding Leads who are trained at the same standard as the Designated Safeguarding Lead. The Designated Safeguarding Lead can delegate activities to Deputy Designated Safeguarding Lead yet the ultimate responsibility still remains with the Designated Safeguarding Lead, the lead responsibility is never delegated. In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will take lead on Safeguarding with clear direction from Senior Leadership Team.

**Designated Safeguarding Lead is Mr M Underwood:**

**Deputy Designated Safeguarding Lead is Mrs A Reddington**

5.12

WMGAC is a shared site with Westwood Academy. On arrival all visitors are given a map highlighting the boundary line (see appendix 9). Visitors are also given information on Safeguarding Procedures and are told who the Designated Safeguarding Lead is for WMGAC and Westwood Academy (this information is displayed in reception).

**6.0 DESIGNATED SAFEGUARDING LEAD/ DEPUTY DESIGNATED SAFEGUARDING LEAD**

The Designated Safeguarding lead will carry out their roles in accordance with Keeping Children Safe in Education 2016. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf>

6.1 Management of referrals: The designated safeguarding lead continually develops an understanding of the community the WMGAC serves, the risks and resilience. The designated safeguarding lead will have an understanding of staffing, volunteers and Governance arrangements and training needs for safeguarding across the WMGAC updating the Governors and Executive Principal accordingly.

6.2 Refer cases of suspected abuse to the local authority children’s social care as required; will represent WMGAC at child protection conferences and core group meetings. The Designated Safeguarding Lead will be the expert within the WMGAC to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of children.

6.3 Support staff that makes referrals to local authority children’s social care, First Response etc.

6.4 Refer cases to the Channel programme where there is a radicalisation concern as required; also support staff that make referrals to the Channel programme.

6.5 Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

6.6 Refer cases where a crime may have been committed to the Police as required.

6.7 Maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with LSGB training strategy. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications.

6.8 Designated Safeguarding Lead will ensure all staff and *regular visitors* have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

6.9 The Designated Safeguarding Lead monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with data protection act. Safeguarding and child protection records are kept separate from academic records; there is a clear recorded process of transfer of records to new WMGAC’s and schools Chronologies case management systems at the front of all children/young people’s files are there to give clarity on summary/recognition of cumulative low level concerns which need to be monitored.

6.10 Designated Safeguarding Lead has developed systems for case management which is detailed, accurate, secure written/electronic records of concerns and referrals; also a system to monitor the quality through auditing case files regularly. Systems are compliant with Data Protection Act.

6.11 Designated Safeguarding Lead has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA/CAF) files being removed from WMGAC and returned; for what purpose e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

6.12 Designated Safeguarding Lead will share risks and resilience of pupil/student proportionately with staff members/volunteers on a “need to know and in the child’s best interest” and this is recorded and monitored to ensure risks/progress of pupil/student is understood. The Designated Safeguarding lead will clearly state reasons for sharing this information and that this is carried out in strict confidentiality.

6.13 Designated Safeguarding Lead ensures systems are in place to induct new staff/governors is robust and monitored and non-compliance shared with Senior Leadership Team and the Governing body. Designated Safeguarding lead to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

6.14 Designated Safeguarding Lead ensure each member of staff has access to and understands the WMGAC’s child protection policy and procedures, especially new and part time staff.

6.15Designated Safeguarding Lead understands and supports the WMGAC with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. WMGAC’s on-line safety policy links with this policy

6.16 All staff will have access to resources/bulletins and attend any relevant or refresher training courses to update their professional development within safeguarding Designated Safeguarding Lead coordinates this centrally. The *Teachers’ Standards 2012* <https://www.gov.uk/government/publications/teachers-standards>state that teachers, including the Executive Principal, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

6.17 Designated Safeguarding Lead/Governing body/Executive Principal encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the WMGAC may put in place to protect them. Designated Safeguarding Lead has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded.

6.18 Working with others

* Designated Safeguarding Lead will liaise with the Executive Principal/Associate Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
* Designated Safeguarding Lead notifies children’s social care if a child with a child protection plan is absent for more than two days without explanation.
* Designated Safeguarding Lead as required, liaise with the “case manager” and the LADO (Mona Cook) at the local authority for child protection concerns (all cases which concern a staff member)
* Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.
* Designated Safeguarding Lead where a parent chooses to remove their child/ren from WMGAC to EHE (Elected Home Educators) the WMGAC will make arrangements to pass any safeguarding concerns to the EHE Team within Coventry City Council.

6.19 WMGAC at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the Designated Safeguarding Lead.

**7.0 WORKING WITH PARENTS/CARERS**

7.1 WMGAC is committed to working in partnership with parents/carers to safeguard and promote the welfare of child/ren and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join WMGAC, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the WMGAC website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the WMGAC has about a child will not prevent the Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the WMGAC requires parents to provide accurate and up to date information regarding:

* Full names and contact details of all adults with whom the child normally lives;
* Full names and contact details of all persons with parental responsibility (if different from above);
* Emergency contact details (if different from above);
* Full details of any other adult authorised by the parent to collect the child from WMGAC (if different from the above).
* Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders.

7.6 The WMGAC will retain this information on the pupil file. The WMGAC will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the WMGAC has been supplied with the adult’s full details in writing.

**8.0 EARLY HELP – EHA**

8.1 Designated Safeguarding Lead will ensure staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

8.2 Every member of staff including volunteers working with children at our WMGAC are advised to maintain an attitude of ‘*professional curiosity and respectful uncertainty’* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

8.3 Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention

8.4 Practitioners should complete an Early Help Assessment (EHA) when:

<http://www.coventry.gov.uk/downloads/file/19370/caf_guidance>

* Age appropriate progress is not being made and the causes are unclear or
* The support of more than one additional agency is needed to meet the child or young person’s needs.
* Child/ren do not meet threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

8.5 The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Coventry City Council Local Support Team.

<http://www.coventry.gov.uk/info/225/common_assessment_framework_caf/2696/caf>

The WMGAC will inform the LST Co-ordinator when an EHA has been started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family

8.6 The Designated Safeguarding Lead or Deputy Safeguarding Lead meets on a regular termly basis to discuss concerns, additional children accessing further support with the LA Link worker. These meetings are recorded and are part of the case individual case management system of the pupil’s files. This opportunity enables a clear assessment of additional support and services that could be offered.

**9.0 PROCEDURES FOR MANAGING CONCERNS**

9.1 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on a completed green concern forms to the Designated Safeguarding Lead so that a picture can be built and support for the child is made available at the earliest opportunity.

<http://www.proceduresonline.com/coventry/childcare/p_thresholds.html>

9.2 The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. All staff should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child’s allegation and the local multi-agency safeguarding arrangements in place. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf>

9.3 All concerns about a child/ young person or family should be reported without delay and recorded in writing on a green concern form (Appendix 5). Informing and following WMGAC procedures in informing Designated Safeguarding Lead.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider what action to take and seek further advice from First Response or Education Safeguarding Advice Service (ESAS) as required. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented.

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

Staff members are encouraged if they have any concernsabout a child they will need to have a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children’s social care/Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Coventry Safeguarding Children Board.

9.4 If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are.

9.5 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy or LSCB should raise their concerns with Executive Principal or Governing body. If any member of staff does not feel the situation has been addressed appropriately at this point should contact First Response directly with their concerns using link below.

The below hyper link directs you to your local children’s social care contact number. <https://www.gov.uk/report-child-abuse-to-local-council>

9.6 *Escalation Procedure* - Coventry Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the WMGAC’s designated safeguarding lead.

**10.0 TYPES AND SIGNS OF ABUSE**

10.1 As an Academy we are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

10.2 **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 (e.g. via the internet). They may be abused by an adult or adults or 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 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 (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**: 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.

**11.0 KEEPING CHILDREN SAFE IN EDUCATION (2016) SPECIFIC SAFEGUARDING ISSUES:**

11.1 Allstaff in WMGAC have an awareness of safeguarding issues- some of which are listed below. We enable our staff to be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting which puts children in danger. All staff are aware of the Designated Safeguarding Lead who is the expert within WMGAC who is there to support staff, volunteers and Governance body further.

11.2 All WMGACstaff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Further guidance on peer on peer abuse can be found in behaviour policy and procedures

11.3 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for WMGACs and colleges can be found on the TES <https://www.tes.com/teaching-resources> , MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites. WMGAC staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

• **Bullying including Cyberbullying** - bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

* physical (e.g. hitting, kicking, theft)
* verbal (e.g. racist or homophobic remarks, threats, name-calling)
* emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

“The damage inflicted by bullying (including cyberbullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks. Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

• **Children missing education** – All professionals working with children, as well as the wider community can help by remaining vigilant to children’s safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child’s safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

<http://coventryscb.proceduresonline.com/p_miss_child.html>

<https://www.gov.uk/government/publications/children-missing-education>

• **Child missing from home or care** - There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point. This is not to presume that the care system necessarily causes young people to run away. In many cases, a pattern of running away may have been established at an early age and may have been a factor in the young person’s admission to care. It is also important to remember that the majority of looked-after children do not go missing. Whilst each case needs to be considered on its merits, children who run away are at a heightened risk of being victims of crime, being sexually exploited, being involved in substance misuse or of becoming involved in crime and disorder. Additionally, research shows that the level of risk to the individual child escalates with each episode they go missing and repeat episodes have been identified as a significant indicator of high risk to the child or young person.

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

• **Child sexual exploitation** (CSE) – “child sexual exploitation (CSE) is when a child/young person is used by being tricked into doing something sexual sometimes receiving something in return like love, affection, money, drugs or alcohol.” National Working Group #SaySomething Campaign

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

[www.knowaboutcse.co.uk](http://www.knowaboutcse.co.uk)

• **Domestic violence** – Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

* psychological
* physical
* sexual
* financial nm
* emotional

This definition, which is not a legal definition, includes so called 'honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Domestic violence and abuse is a generic term to describe a wide range of intentional behaviours used by one individual to control and dominate another with whom they have had, wished to have, or are currently in a close intimate, family or other type of relationship. It does not only relate to married or co-habiting couples, and it frequently continues after a relationship has ended. A significant number of women and children are no safer when they leave an abusive home, and for very many it is known that the level of violence and abuse can escalate.

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

• **Relationship Abuse** – “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults, aged 18 and over, who are or have been intimate partners or family members, regardless of gender and sexuality.” However, the police definition of domestic abuse is:- “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between partners and ex-partners aged 16 years and over, who are or have been intimate partners, regardless of gender and sexuality.”

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

• **Drugs** - there is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Working with Parent who misuse substances

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

**• Fabricated or induced illness** - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

1. **Fabrication** of signs and symptoms, including fabrication of past medical history.

2. **Fabrication** of signs and symptoms and **falsification** of hospital charts, records, letters and documents and specimens of bodily fluids.

3. **Induction** of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered. There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child’s health should be discussed with a health professional who is involved with the child.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

• **Faith abuse** – Links to faith or belief includes: beliefs in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Abuse linked to a belief in spirit possession can be hard for professionals to accept and it may be difficult to understand what children are likely to be experiencing; it can often take a number of visits or contacts to recognise such abuse.

 <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

• **Female genital mutilation** (FGM) – FGM is known by a number of names including „female genital cutting‟, “female circumcision‟ or “initiation‟. The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to “honour based violence‟.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

• **Forced marriage** - There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced

<https://www.gov.uk/guidance/forced-marriage>

• **Gangs and youth violence** - The Policing and Crime Act 2009 (‘the 2009 Act’) contains provisions for injunctions to prevent gang-related violence and gang-related drug dealing activity to be sought against an individual; these were commenced in January 2011.

The Crime and Security Act 2010 contains provisions for breach of an injunction to be enforced against 14 to 17 year olds; the Crime and Courts Act 2013 moved jurisdiction for these proceedings from the County Court to the Youth Court.

The Serious Crime Act 2015 contains provisions that amend the statutory definition of what comprises a “gang”, as defined in section 34(5) of Part IV of the Policing and Crime Act 2009, and expands the scope of the activity a person must have engaged in, encouraged or assisted, or needs to be protected from, before a gang injunction can be imposed to include drug dealing activity. Locally, the following definition of gangs, as included within Dying to Belong (Centre for Social Justice, 2009), has been adopted:

A relatively durable, predominantly street-based group of young people who;

1. See themselves (and are seen by others) as a discernible group, and
2. Engage in a range of criminal activity and violence

They may also have any or all of the following factors:

(3) Identify with or lay claim over territory

(4) Have some form of identifying structural feature

(5) Are in conflict with other, similar, gangs.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

• **Gender-based violence/violence against women and girls** (VAWG) - <https://www.gov.uk/government/policies/violence-against-women-and-girls>

hate - <http://educateagainsthate.com/>

• **Mental health** - This non-statutory advice clarifies the responsibility of the WMGAC, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

 [https://www.gov.uk/government/publications/mental-health-and-behaviour-in-WMGACs--2](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

• **Missing Children and Adults strategy** - Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

• **Private Fostering** – A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than; a parent, person with parental responsibility or a close relative- defined in the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006 as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by step parent. The intention should be that the placement lasts for 28 days or more. If private fostering arrangements are made then the academy will request that DBS checks re requested by the regulated activity provider.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

• **Preventing Radicalisation** – The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children of all ages, young people and adults to involve them in terrorism or activity in support of terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as: "The demonstration of unacceptable behaviour by using any means or medium to express views, which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to serious criminal acts; Foster hatred which might lead to inter-community violence in the UK."

<https://www.gov.uk/government/publications/prevent-duty-guidance>

• **Sexting** – Sexting is when a young person takes an indecent images of them self and sends this to their friends or boy / girlfriends via mobile phones. Once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by the child’s future employers, their friends or even by peadophiles’.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

 <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>

<https://www.ceop.police.uk/>

• **Trafficking** – Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

* Movement (including within the UK);
* Control, through harm / threat of harm or fraud;
* For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

‘Child’ refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

**Restrictive Physical intervention** – The expectation is that as far as possible academy and young people’s settings and services will be restraint free. Poorly or incorrectly used, restrictive physical interventions are a source of risk to the young person and members of staff.  The correct use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. The academy and it’s settings should take all reasonable actions to reduce the potential need to use restrictive physical interventions as far as practicable.

An individual behaviour support plan (which may support or be part of an Individual Healthcare Plan) should be written for children and young people whose behaviour presents a significant challenge. This plan should detail the steps that are being taken to address the individual’s particular social, emotional and learning needs. It should also include the steps that staff should take to de-escalate challenging situations as well as what they should do if these steps are not successful (‘an incident management plan’). The individual behaviour support plan should consider risks and how they are being minimised and managed.

Reduction in the need to use Restrictive Physical Interventions is achieved by analysing the interactions between each young person/pupil and their environment which identifies potential triggers that need to be avoided at critical periods.  This involves:-

* Helping young people to avoid possible situations known to provoke challenging behaviour;
* Having education plans/care programmes which are responsive to individual needs;
* Creating opportunities for service users/pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement;
* Developing staff expertise in working with individuals that present challenges.
* Understanding that behaviour is often a method of communication

**On Line Safety** – the use of technology has become a significant component of many safeguarding issues.The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

<http://www.childrenscommissioner.gov.uk/publications>

<http://www.childrenscommissioner.gov.uk/search/node>

The Governing body and Executive Principal have systems in place to limit child/ren’ exposure to safeguarding issues through IT. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the prevent duty. We have an online safety policy which identifies the usage and expected behaviour of children/students. As an Academy we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

**12.0 CHILD PROTECTION CONFERENCES**

12.1 A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child’s welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children

12.2 Children’s Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

12. 3 Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the WMGAC in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case file about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

12. 4 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Coventry LSBG or the appropriate social care team. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child’s physical, emotional and intellectual development and the child’s presentation at the academy In order to complete such reports, all relevant information will be sought from staff working with the child in WMGAC through the Designated Safeguarding Lead.

12. 5 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Coventry LSBG or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

12. 6Child in Need (section 17)

A ‘Child in Need’ referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

12.7 Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

* Child/ren are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
* Their health or development is likely to be impaired, or further impaired without the provision of such services.
* They are disabled.
* Where prevention strategies have been designed and monitored without desired outcomes being met.

12. 8 If the designated safeguarding lead considers that the welfare concerns indicate that a ‘Child in Need’ referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the Coventry LSBG or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child’s needs are not being met, the designated safeguarding lead will discuss the issues with Coventry LSBG or the appropriate social care team.

12. 9 Appropriate WMGAC staff should be invited to participate in Child in Need (CIN) meetings convened by Children’s Social Care when children are deemed to require section 17 services.

**13.0 CURRICULUM**

13.1 Throughout our curriculum the academy will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. ***The ethos and mission of the academy is about being business like and business led. Curriculum includes the learning of employability skills in addition to PSHE and a tutor system.***

It is the responsibility of every staff member, supply staff, volunteer and regular visitor to the WMGAC to carry out the requirements of this policy so that we can provide a safe environment in which children can learn.

As a WMGAC we are passionate in the ways we encourage children to learn and share their views. We have a Pastoral Support Worker Lead, Mrs Reddington who is available to support students and is the Deputy Designated Safeguarding Lead, Pastoral system, Student Learner Forum and staff are easily accessible due to the nature of the school build.

**14.0 EDUCATIONAL VISITS**

The WMGAC has a comprehensive Educational visits policy which can be found on the academy website.

**15.0 CHILDREN WITH MEDICAL NEEDS** (including administering medicine)

The WMGAC has a Supporting Children with Medical needs policy which can be found on the Academy website.

**16.0 SAFER RECRUITMENT**

16.1 The Executive Principal, Associate Principal and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Executive Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *‘Keeping Children Safe in Education’*, DfE (2016).

16.2 At WMGAC we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and will take up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

16.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Executive Principal will check the SCR at least on a termly basis and record actions to SLT and Governance

**17.0 SAFER WORKING PRACTICE**

17.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

17.2 All staff including supply/volunteers will be provided with a copy of our WMGAC’s code of conduct at induction. They will be expected to know our WMGAC’s Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed physical interventiontraining will be kept by the Designated Safeguarding Lead. All incidents will be recorded in-line with guidance.

 17.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

17.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ‘Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings’, DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

(Ensuring there is effective support and supervision for staff working with vulnerable children is highlighted In Working Together 2015 (para 56). The organisation must decide on the best way to offer this support e.g. peer support between Designated and Deputy Safeguarding Leads)

**18.0 EDUCATIONAL VISITORS TO WMGAC**

18.1 The WMGAC will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

* What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
* Whether the individual/company has other employment or undertakes voluntary activities where references can be advise and suitability recorded.
* Whether the role is eligible for an enhanced DBS check
* We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2016
* We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the WMGAC.

**19.0 MANAGING ALLEGATIONS AGAINST STAFF, PEER on PEER & VOLUNTEERS**

19.1 The Governing body ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and the Executive Principal.

19.2 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Peer-on-peer abuse is captured in four key definitions (Firmin 2013a):

1. The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
3. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
4. Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

19.3 The term peer-on-peer abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people’s experiences.

19.4 Our response to peer on peer abuse needs to have a holistic assessment of both/all of the young people’s needs; an assessment of the ‘perpetrator’ of the abuse will also be required if they are under the age of 18.

19.5 The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

19.6 We are clear as an academy in our understanding of consent:

The Sexual Offences Act 2003 states consent is *‘if she or he agrees by choice, and has the freedom and capacity to make that choice*’. There are three important parts to this.

* *choice* – a deliberate decision;
* *capacit*y to consent. E.g. is the person old enough, are they intoxicated by alcohol or affected by drugs?
* whether a person makes their choice *freely*, without manipulation, exploitation or duress

In all cases, the law is clear that it is the responsibility of the person *seeking* consent who has the responsibility to ensure that the other person agrees by choice and has the freedom and capacity to make that choice.

19.7 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

19.8 We will take all possible steps to safeguard our children and to ensure that the adults in our academy are safe to work with children. We will always ensure that the procedures outlined in Part 4 of *‘Keeping Children Safe in Education’*, DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) Mona Cook.   The LADO can be contacted on

**Coventry Local Safeguarding Children Board (LSCB) - LADO**

**Email:** LADO@coventry.gcsx.gov.uk

**Tel:** 024 7683 3443

**Visit:** <https://twitter.com/coventrylscb>

Room 123
Civic Centre 1
Little Park Street
Coventry
CV1 5RS

19.9 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Principal immediately. If it about the proprietor of the WMGAC then this needs to be raised with the Designated Safeguarding Lead. Should an allegation be made against the Executive Principal, this will be reported to the Governing body. In the event that neither the Executive Principal nor Governing Body is not contactable on that day, the information must be passed to and dealt with by the Associate Principal or the Vice Chair of Governors.

19.10 The Executive Principal or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

19.11 Any member of staff or volunteer who does not feel confident to raise their concerns with the Executive Principal or Chair of Governors should contact the LADO on tel: **02476 833443**

19.12 General guidance on whistle blowing can be found at: <https://www.gov.uk/whistleblowing> or the WMG Academy Trust Whistleblowing policy

The NSPCC whistleblowing helpline <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline> is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

19.13 The WMGAC has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our WMGAC, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The Designated Safeguarding Lead has a responsibility to inform Barring service.

**20.0 VULNERABLE CHILDREN – including Looked After Child [LAC]**

20.1 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from WMGAC or who go missing from education. We will inform the local authority of any pupil who fails to attend WMGAC regularly, or who has been absent without WMGAC permission for a continuous period of 10 WMGAC days or more. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society*. Our* staff alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

20.2 As an academy we are aware that the potential for children with SEN-D may have additional barriers when it comes to safeguarding, the WMGAC recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn’t automatically mean a child is being abused.

20.3 Heightened vulnerability lined to:

* Communications skills
* Maturity (Lower cognitive ability)
* Perceptions of intent from others
* Lower self-esteem/confidence
* Potential to trust unreservedly
* A need to have “friends” or find a partner
* Differing boundaries
* Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

20.4 All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in Working Together to Safeguard Children 2015

Children have said that they need:

• Vigilance: to have adults notice when things are troubling them. When a student may not be able to communicate effectively a key worker is designated to ensure that effective communication takes place.

• Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon.

• Stability: to be able to develop an on-going stable relationship of trust with those helping them.

• Respect: to be treated with the expectation that they are competent rather than not.

• Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

• Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative.

• Support: to be provided with support in their own right as well as a member of their family.

• Advocacy: to be provided with advocacy to assist them in putting forward their views.

20.5 Looked after children: Coventry’s Virtual Headteacher (Christine Dunne) for Looked After Children provides a support and challenge role for academies and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments. Initiated by *Care Matters*, *Time for Change* (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual school. The responsibility for each child’s education, target setting, learning and teaching remains with the school where they are enrolled.

The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

**20.6 The role of the designated teacher within the WMGAC**

The designated teacher plays a crucial role leading the responsibility for helping WMGAC staff understand the things which affect how looked after children learn and achieve.

The designated teacher will:

* Promotes a culture of high expectations and aspirations for how looked after children learn
* Makes sure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
* Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting

 learning at home.

* Has the lead responsibility for the development and implementation of the child’s personal education plan (PEP) within the WMGAC.

The LAC Designated Teacher is: Mr Matthew Underwood

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

**21.0 WORKFORCE and DEVELOPMENT**

As an academy we have a clear framework of supporting and training our staffing group. On an annual basis all staff receives an appraisal which includes identification of training needs across safeguarding agenda highlighted in Keep Children Safe in Education 2016. Teaching standards defines the role and responsibility of teaching staff to continually develop their knowledge and understanding and as an academy we develop this as part of our working culture. As an academy on an annual basis we have a recorded training schedule developed to meet the needs of the staffing group knowledge and understanding to enable a robust culture in safeguarding and agendas consistently across the WMGAC.

We have a clear inductions process for staff, volunteers and Governors this includes safeguarding roles, responsibilities and processes. This includes the code of conduct hyper link, basic safeguarding training, the role of the Designated Safeguarding Lead officer, signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues around confidentiality.

Section one of Keeping Children Safe in Education 2016 all staff, volunteers and Governing body receive a copy and briefing sessions on implementation. Governing Body, Executive Principal, Middle Management, Designated Safeguarding Lead all receive full document and sessions on how this is implemented and monitored by Governing body/Executive Principal, SLT and Designated Safeguarding Lead.

We value our volunteers and as part of this we offer supervision where there is a focus on safeguarding, these are recorded.

As an academy we have developed systems to ensure that staff training and quality assurance systems around safeguarding are robust and monitored by Governance body.

**22.0 TRAINING - DESIGNATED SAFEGUARDING LEAD**

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years in-line with Coventry LSCB. The designated safeguarding lead role is crucial in enabling all staff members in having an understanding of impact and diversity of safeguarding issues. The designated safeguarding lead will develop and monitor systems to update staff, pupils and families.

The Designated Safeguarding Lead should undertake Prevent awareness training, have clear understanding of risk assessment and update as appropriately.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* Have an understanding of the lesson learnt from SCR (serious case reviews) and how best to implement the learning

**23.0 RAISING AWARENESS – DESIGNATED SAFEGUARDING LEAD**

The Designated Safeguarding Lead should ensure the WMGAC child protection policies are known, understood and used appropriately.

Designated Safeguarding Lead and Governors ensures the WMGAC child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the WMGAC or college in this;

**24.0 AVAILABILITY OF DESIGNATED SAFEGUARDING LEAD**

• During term time the Designated Safeguarding Lead (or a deputy) is available (during WMGAC hours) for staff in the WMGAC to discuss any safeguarding concerns.

•The WMGAC have cover arrangements in place to cover any out of hours/out of term activities..

**25.0 COMMUNICATION – CONFIDENTIALITY/INFORMATION SHARING**

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015). The WMGAC’s works closely with social care from the host authority and, where appropriate from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

 As an academy WMGAC we recognise the importance of information sharing between professionals and local agencies. We follow best practice guidance:

* 1. [https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/419628/Information\_sharing\_advice\_safeguarding\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf%20)

Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As an academy we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

**26.0 MANAGING COMPLAINTS**

As an Academy we have a complaint policy. We encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The compliment, comment or complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or EFA.

Safeguarding concerns should be raised with WMGAC immediately. If a concern or a child is at immediate risk then the individual needs to contact MASH. (see contact details below). All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors.

Our complaints policy can be found on our website

**27.0 SITE SECURITY**

WMGAC provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

* Gates are kept closed during the WMGAC day, visitors gain access through the main entrance.
* Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a WMGAC lanyard or visitor’s pass. WMGAC has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to Senior leadership Team member
* Parents, carers and grandparents attending functions have access only through the front foyer, with tickets for visitors for appropriate WMGAC events?
* Children will only be allowed home with adults with parental responsibility or confirmed permission.
* Empty classrooms should have closed windows and doors.
* Children should never be allowed to leave WMGAC alone during WMGAC hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to reception to do this.
* Members of staff are always on duty at break times.
* Health and safety audit to be completed annually with risk assessment. This to form part of Governors annual report. Developed with Prevent risk assessment.
* Risk management of site security is managed by senior leadership/Governors, WMGAC has a clear system of risk assessments and review timescales of these.

**28.0 KEY LEGISLATIONS**

This policy has been devised in accordance with the following legislation and guidance:

* Working Together to Safeguard Children 2015 (DfE) <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
* Coventry Safeguarding Children Board Procedures (online) <http://www.coventry.gov.uk/info/206/coventry_local_safeguarding_children_board/2495/coventry_safeguarding_children_board_policies_and_procedures>
* http://www.coventry.gov.uk/downloads/file/20348/training\_programme\_2016-17
* Keeping Children Safe in Education September 2016 (DFE) [www.gov.uk/government/uploads/system/uploads/attachment\_data/file/300309/KCSIE\_gdnce\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf)
* Disqualification under the Child Care Act 2006 *(include reference if relevant to specific setting)* <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
* Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
* Restrictive Physical Interventions (including restraint) in mainstream WMGACs
* The Children Act 1989 and 2004
* Education Act 2002
* What to do if you’re worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
* Whistle Blowing policy
* Online-safety Tool Kit
* Children Missing from Education Policy http://coventryscb.proceduresonline.com/p\_missing\_ch\_pol.html
* NSPCC/TES safeguarding in education tool <https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>
* Asylum seekers

<https://www.gov.uk/browse/visas-immigration/asylum>

[https://www.gateshead.gov.uk/Education%20and%20Learning/WMGACs/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx](https://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx)

* Children’s commissioner:

 <http://www.childrenscommissioner.gov.uk/publications>

<http://www.childrenscommissioner.gov.uk/search/node>

**29.0 REFERENCE TO ADDITIONAL DOCUMENTS REGARDING CHILD PROTECTION AND SAFEGUARDING POLICY**

* Children Act 1989 and 2004
* Convention on the Rights of the Child, UNICEF 1989
* Data Protection Act 1998
* Every Child Matters – Change for Children 2004
* Freedom of Information Act 2000
* Race Relations Act 1976
* Race Relations Amendment Act 2000
* Sex Discriminations Acts 1975 and 1986
* Sex Discrimination (Gender Reassignment) Regulations 1999
* The Human Rights Act 2000

**30.0 RELATED POLICIES**

To underpin the values and ethos of our WMGAC and our intent to ensure that pupils at our WMGAC are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

* Staff Code of Conduct
* Prevent Policy
* Anti-Bullying Behaviour
* Recruitment & Selection
* Whistle-blowing
* Educational visits
* Attendance
* E-Safety policy
* Health and Safety including site security
* Meeting the needs of pupils with medical conditions
* First aid

This policy will be reviewed annually in line with changes to guidance from the Dfe on Keeping Children Safe.

**APPENDIX 1**

**KEY CONTACTS in WMGAC**

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Contact details** |
| DESIGNATED SAFEGUARDING LEAD | Mr M Underwood |  |
| Alternate DESIGNATED SAFEGUARDING LEAD | Mrs A Reddington |  |
| On-Line Safety Lead | Mr M UnderwoodMr G Jacklin |  |
| LAC Officer | Mr M Underwood |  |
| CSE Lead | Mrs A Reddington |  |
| Prevent Lead | Mr M Underwood |  |
| Executive PrincipalAssociate Principal | Mrs K TagueMr M Brady |  |
| Named Safeguarding Governor/ Senior Leadership | Cllr D Kershaw |  |
| Chair of Governors/Director | Mr J Lopes |  |
| Key contact for outside of normal working hours. All Year round | Mr M Underwood |  |

**Appendix 2**

**Flow Chart – What to do if you have safeguarding concerns about a WMG Learner**

WMG member of staff has concerns about learner’s welfare.

WMG member of staff discusses with Designated Safeguarding Lead (DSL) or Deputy

MU & AR

ST, MU, KT

No longer have concerns

Still have concerns

No further child protection action although DSL may consider other agencies which could offer support.

DSL refers to Initial Response Service and follows up in writing within 24 hours.

Social Worker and DSL decide on next course of action within one working day.

**NB: The Designated Safeguarding Lead (DSL) must contact the Safeguarding Board for the area in which the learner lives – contact details are in Appendix.**

**Appendix 3**

**Allegation Against Staff at the WMG Academy**

Allegation against member of staff or volunteer at the WMG Academy

Has the member of staff:

Behaved in a way that has harmed, or may have harmed learner.

Possibly committed a criminal offence against, or related to a learner.

Behaved towards learner or learners in a way that indicates she/he is unsuitable to work with children?

Allegation reported to Designated Safeguarding Lead

E ridler

Principal considers alleged behaviour

No further action, although agency may consider professional conduct implications, further training or disciplinary processes. Company or organisation management informed if not WMG Academy Staff.

Principal contacts LADO in student’s safeguarding authority.

Discussion with LADO and decision re course of action

Strategy Meeting

Police Investigation

**Assessment by Children’s Services e.g. s47 Child Protection Enquiry**

**LADO tracks progress, monitors outcomes and reports to LSCB and DCSF**

**Appendix 4**

**Allegation Against a Member of Staff at the Westwood Academy**

Allegation against member of staff or other adult of the Westwood Academy.

Allegation reported to WMG Designated Safeguarding Lead

Designated Safeguarding Lead at The Westwood Academy Amanda Freeman for further investigation and action.

Executive Principal of WMG Academy KT liaison with Westwood Academy Principal

Principal of Westwood Academy.

**Concerns relating to the Safeguarding/Welfare of Westwood Academy Students by visiting members of staff from the WMG Academy**

Any concerns relating to the welfare of safeguarding of Westwood Academy Students by WMG Academy Staff, no matter how trivial they may seem should be reported at the first opportunity to the Designated Safeguarding Lead at the Westwood Academy (AF) or as soon as possible with the Designated Safeguarding Lead) at the WMG Academy who will liaise directly with Westwood.

**Appendix 5**

**Logging a concern about a child’s safety and welfare**

PART 1:

|  |  |
| --- | --- |
| **Pupil’s Name:** | **Date of Birth:** |
| **Date:** | **Time (of writing ther record):** |
| **Name:****Print Signature****Job Title:** |
| **Note the reason(s) for recording the incident.** |
| **Record the following factually: Who? What (If recording a verbal disclosure by a child use their words)? Where? When (date & time of incident)? Any witnesses?** |
| **Professional opinion where relevant (how and why might ther have happened?)** |
| **Note actions, including names of anyone to whom your information was passed.** |
| **Any other relevant information (Factual)** |

**Check to make sure you report is clear now – and will also be clear to someone else reading it next year**

**PLEASE PASS THE FORM IMMEDIATLEY TO THE DESIGNATED SAFEGUARDING LEAD (DSL) FOR CHILD PROTECTION (M Underwood) OR THE DEPUTIES ( (A.Reddington)**

**IF EMAILED, YOU WILL NEED TO INFORM RECEPTION SO THAT THE DSL CAN BE MADE AWARE THAT A CONCERN HAS BEEN RAISED AND NEEDS INVESTIGATING**

**DSL TO COMPLETE THE SECOND PART OF THE FORM OVERLEAF**

PART 2: (for use by Designated Safeguarding Leader, DSL)

|  |  |
| --- | --- |
| Time & date information received by DSL, and from whom |  |
| Any advice sought by DSL (date, time, name, role, organisation & advice given) |  |
| Action taken (referral to children’s services/ monitoring advice given to appropriate staff/ CAF etc) If decision not to refer, justify reason.Note time, date, names, who information shared with and when etc. |  |
| Parent’s informedYes/ noand reasons |  |
| OutcomeRecord names of individuals/agencies who have given you information regarding outcome of any referral (if made) |  |
| Where can additional information regarding child/ incident be found? (e.g. pupil file, serious incident book) |  |
| Signed  |  |
| Printed Name |  |
| Date |  |

**FURTHER GUIDANCE IS AVAILABLE FROM THE DESIGNATED SAFEGUARDING LEAD (M Underwood) OR DEPUTIES ( (A.Reddington) OR IN THE STAFF SHARED AREA OF THE MIS IN THE SAFEGUARDING AREA**

**Appendix 6**

**Safeguarding and Child Protection Further Guidance and Contact Information**

|  |
| --- |
| **WMG Academy For Young Engineers Designated Persons for Child Protection** |
| Designated Safeguarding Lead for Child Protection M Underwood (Director of Pastoral and Additional Educational Needs) |
| Designated Safeguarding Lead (Deputy) for Child Protection :, Amanda Reddington (Pastoral Support Worker Lead) |
| Designated Safeguarding Person : Kate Tague (Principal) – KT will deputise if requested and, M Underwood and A Reddington are designated lead to contact in the first instance |
| **Westwood Academy Designated Person for Child Protection**Designated Safeguarding Lead : Amanda FreemantleMitchell AvenueCoventryCV4 8DY E-mail: **Admin@thewestwoodacademy.co.uk**Tel: 024 7646 7779Fax: 024 7646 7321Web Address: [**www.thewestwoodacademy.co.uk**](http://www.thewestwoodacademy.co.uk/) |

**Coventry Safeguarding Children Board**

4th Floor
Broadgate House
Broadgate
Coventry
CV1 1NG

**Emergency**

If a child is in immediate danger or left alone, you should contact the **police**, Tel: **0345 113 5000** or, call 999 in an emergency. **Police CAIU:** 024 7653 9044 or,

**Social worker** (out of office hours): Tel: 024 7683 2222

**Non-Emergency**

If there is no immediate danger or you need advice or information, you should call l the Referral and Assessment Service on **024 7678 8555** or you can also text CHILD CONCERN to: **60003**

**Solihull Safeguarding Children Board**

Child Protection and Reviewing Unit,

West Mall,

Chelmsley Wood Town Centre,

North Solihull,

B37 5TN

Secure email: **cpru@solihullgcx.gov.uk**

Tel: **0121 788 4310**

To report suspected abuse please call 0121 788 4333 (outside office hours in an emergency: 0121 605 6060)

**Birmingham Safeguarding Children's Board**

Room B54
Council House Extension
Margaret Street Birmingham B3 3BU

Tel: **0121 464 2612**

Fax: **0121 303 8427**

**Information Advice Support Service**

Contact Telephone: 0121 303 1888

**Contact Fax: 0121 303 0814**

Contact Email: iasscitywide@birmingham.gov.uk

This email address is being protected from spambots. You need JavaScript enabled to view it.

**Outside normal office hours;**

Please contact the Emergency Duty Team on **0121 675 4806**

**Warwickshire Safeguarding Children Board**

* Email [**wscb@warwickshire.gov.uk**](https://www.warwickshire.gov.uk/web/corporate/webmailf.nsf/webmailnew?openform&~1~PageSpecific~2~Warwickshire%20Safeguarding%20Children%20Board%20(WSCB)%20–%20about~3~wscb@warwickshire.gov.uk~4~http://www.warwickshire.gov.uk/?page_id=4063~5~Warwickshire%20Safeguarding%20Children%20Board%20(WSCB)%20–%20about~6~)
* Telephone: 01926 410410
* Address
* Saltisford Office Park:
* Ansell Way
* Warwick
CV34 4UL

**LADO**: Andrew Jones Tel: 01926 742525

 Mobile: 07769 165444

 Email: andrewjones@warwickshire.gov.uk

**PREVENT Police Officer Coventry**: Sergeant Katie Calendar Tel: **0345 113 5000**

 Little Park Street, Coventry CV1 2JX

**Additional Advice/Information**

* call [**Childline**](http://www.childline.org.uk/) on 08001111
* call the [**NSPCC**](http://www.nspcc.org.uk/) Helpline on 0808 800 5000

**Appendix 8:**

**Safeguarding Induction Checklist**

**Name: Date:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Criteria** | **Comments** | **Signature** |
| **DAY 1** | Welcome |  |  |
| Employment Checks Complete |  |  |
| WMGAC Background information:Pupils, Ofsted, Community/Special |  |  |
| WMGAC Structure, Governance arrangement |  |  |
| Keeping Children Safe in education issued and explained |  |  |
| WMGAC Ethos explained |  |  |
| Role & Responsibility: reporting structure, Safeguarding role in WMGAC |  |  |
| Name of DSL, role described and contact details |  |  |
| Role of the Governing Body- members |  |  |
| Staff Conduct of Code Policy |  |  |
| Confidentiality and breaches |  |  |
| Data Protection Act |  |  |
| Health & Safety: Fire procedures and Fire officers (review date) |  |  |
| **WEEK 1** | Meet with Executive Principal & DSL |  |  |
| Physical Intervention LeadsOther leads:CSE/Prevent/LAC/SENCO/IT lead |  |  |
| Named GovernorsSafeguarding-Chair- |  |  |
| Pastoral Support Officers/ behaviour/ attendance |  |  |
| Alternatives to reporting in WMGAC in an emergency |  |  |
| Signs and types of Abuse |  |  |
| Where to find safeguarding policy |  |  |
| What to do regarding disclosure – reporting systems |  |  |
| **Policies to read:**Health & SafetyComplaintsSafeguardingCode of ConductWhistle BlowingKCSIE (part 1 or 2) Online SafetyPreventSite SecurityBehaviourOther:Other: |  |  |
| **WEEK 2** | Training needs identified |  |  |
| Training needs scheduled |  |  |
| Any other issues |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Review date: |  |  |

**Date Induction carried out on:**

**By:**

**Signed by Employee:**

**Date of Completion:**

**Areas to follow up:**

**Training needs Identified:**

**Appendix 9**SITE MAP

IF YOU WISH TO WORK OUTSIDE THE AREA ABOVE PLEASE SEE ADVICE FROM RECEPTION