



Grace Academy

Safeguarding and Promoting Student Welfare Policy

Policy Reference:	GA-SP029
Version:	V0.6
Status	Operational
Authors	Reviewed by CEO, DSL's and J. Wood
Applicable to	All Staff, Students and Governors
Checked by	Board
Valid From	1 September 2016
Review Date	1 September 2017

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1. Safeguarding and Promoting Student Welfare Policy

Grace Academy fully recognises its responsibilities for safeguarding and promoting student welfare. Our policy applies to all staff, governors and volunteers working in the Academy. Whenever the word 'staff' is used it covers all staff on site including supply, self-employed, contactors, governors and volunteers. Safeguarding and promoting the welfare of children, that includes everyone under the age of 18, is everyone's responsibility.

The Academy believes that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.

The Academy recognises that because Academy staff are in regular and frequent contact with children, they are particularly well placed to safeguard and promote the welfare of students. The Academy is aware of the responsibilities which staff have with regard to the welfare of students and to always act in the best interests of the child.

Safeguarding is "the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safer and effective care that enables children to have optimum life chances and enter adulthood successfully" (Working Together to Safeguard Children DCSF 2006). Section 175 of the Education Act 2002 introduced a duty on governing bodies to have arrangements to ensure that they exercise their functions with a view to safeguard and promote the welfare of children. This requires schools to review policies and procedures annually. Further statutory guidance that is complied with is set out in Keeping Children Safe in Education, September 2016. This document should also be read alongside Working Together to Safeguard Children, 2015 and departmental advice 'What to do if you're worried a child is being abused: advice for practitioners'.

It is the responsibility of everyone in the Academy community to be vigilant about safeguarding and student welfare. All staff may raise concerns directly with children's Social Care Services.

The Principal will:

- a) Ensure that all staff read at least part one of Keeping Children Safe in Education September 2016.
- b) Put in place mechanisms to assist staff to understand and discharge their role and responsibilities.
- c) Ensure that everyone knows what safeguarding is and that it is taken seriously.
- d) Ensure that an ALT member is designated as the teacher in charge of looked after children (LAC) and receives appropriate training to protect and promote their care.
- e) Encourage students and parents to inform the Academy of any concerns.
- f) Ensure that all reasonable precautions are taken in the development of the use of new and existing media technologies to prevent students to any potential harm.
- g) Work with the Head of Faculty Business and ICT team to ensure safeguarding when using digital media and education of students in safe use of the internet.
- h) Ensure that the Academy has access to both external and internal resources to ensure the best possible support.

- i) Monitor the processes for promoting student welfare and safeguarding to ensure that adequate resources are given to it.
- j) Work with the Governing Bodies to put mechanisms in place to ensure that students requiring safeguarding measures are monitored in relation to their situation and progress with their learning. A report will be prepared for Governors.
- k) Appoint a Designated Safeguarding Lead (DSL) from within the leadership team.
- l) Consider the 'position of trust' offence (Sexual Offences Act 2003).

The Academy Leadership Team will:

- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account.

Staff have a responsibility to provide a safe environment in which children can learn and therefore staff should:

- a) Always be aware of the needs of young people, and be vigilant for any possible signs of abuse.
- b) Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff either present or informed of the meeting.
- c) Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with ALT before it takes place.
- d) Understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else. Clear guidance is set out in the restraint policy.
- e) Not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents or carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability.
- f) Not contact or meet with young people away from the Academy other than for formal organised activities such as scouts/guides, sports clubs, church groups etc.
- g) Inform the Principal if, with the parents' permission, contact with the young person away from the Academy is unavoidable.
- h) Should ensure that their personal relationships do not affect the young people around them.
- i) Should remember that young people themselves can be responsible for abusing their peers.
- j) Attend training whenever offered due to a new role or changes in legislation or procedure.
- k) Report matters to the Principal if they have any concerns about another adult in the Academy.

Staff should never:

- a) Engage in sexually provocative or rough physical games.
- b) Allow students to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments).
- c) Make sexually suggestive comments in front of, about, or to a young person, even in fun.
- d) Use sarcasm.
- e) Let allegations made by a young person go without being addressed and recorded.
- f) Deter young people from making allegations through fear of not being believed.
- g) Jump to conclusions without checking facts.
- h) Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines).

Students should:

- a) Understand the need to keep individuals safe and its impact upon others
- b) Be aware of other peoples' feelings and sensitivities
- c) Understand that some 'jokes' are not commonly understood or appreciated and may cause offence
- d) Encourage each other to report any concerns or issues
- e) Be prepared to accept that people make mistakes and can learn from them

2. Behaviour Policy

The Academy will operate a behaviour policy which provides for the consistent use of rewards and sanctions within lessons and around the Academy. It is intended that the policy will promote very high standards of behaviour. Both staff and students will be trained in the use of this policy. The policy includes an anti-bullying policy which identifies the different types of bullying that students might encounter, and the steps students and staff should take to stop the bullying effectively. Records will be maintained regarding any bullying incidents that occur including, but not limited to, racism and homophobic incidents.

3. Around the Academy

Staff will be on duty around the Academy at all times to deal with any serious issues of behaviour. There is a separate setting at each Academy in which students creating or experiencing problems can be interviewed and dealt with calmly, sensitively and appropriately. Staff will be required to take responsibility for the areas outside of the classroom during lesson changeovers and to ensure that there is a calm and safe atmosphere. A member of the Academy Leadership team will also be on duty during lesson changeovers.

4. Extremism and Radicalisation Behaviour

The Academy staff will complete training in respect of prevent work as provided for by the local authorities and the police. Some governors will also complete this training. The preventative training will give due regard to the need to protect people from being drawn into terrorism. If staff members are unsure as to what they should do they should always speak to the designated safeguarding lead who will promptly refer the matter to the local authority and the 'channel panel' as required. The

panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. The Academy as a partner of channel panels will be required to co-operate with the panel in the carrying out of its functions and with the police in understanding the initial assessment as to whether a referral is appropriate.

5. First Aid

Trained first aid staff will operate upon request from reception; they will advise staff about any medical special needs that students may have. In addition, it is the policy of the Academy to identify or train first-aiders in all curriculum areas of the Academy where there are potential hazards.

6. Emergency Procedures

It is the policy of the Academy to have fire and emergency evacuation policies. These will be practised at least once each half term. Students will be trained in the procedures.

7. Health and Safety Officer

The Academy will identify a health and safety officer to advise the Academy Leadership team and Governing Body on matters which need to be addressed.

8. Trips and Visits

The Academy will have a policy on trips and visits that will provide a checklist of stages that must be worked through and signed off before any trip or visit is taken.

9. The Curriculum and Co-Curricular Programme

The Academy will support the welfare of all GA students by providing an appropriately differentiated curriculum that engages the interest of students, provides for a range of learning styles, and provides strong progression routes into higher education and training opportunities. Supervised study during the extended day will support the success of students who might not be motivated to complete work in the home environment. The Academy will support the health and physical well-being of students by providing both a strong PE curriculum and a co-curricular programme, timetabled during the extended Academy day, giving students a range of activity options including games activities.

10. Learning Support

In order to meet the needs of students with special behavioural or learning needs, the Academy will maintain student support suitable for their individual needs, this will dovetail with the Academy's behaviour for learning system, reflective of the new SEN code of practice. Student's views are listened to and the SEN/inclusion team act as a link between the staff and the student. Although each Academy has their own way of meeting the needs of each individual student, this may include the following:

- Students are encouraged to engage with the social skills programmes and they are provided with opportunities to write down their thoughts and feelings – this is checked daily or after an incident has occurred. Every incident is investigated and reported to appropriate staff.

- Problems within the classroom – teachers are notified and advised about seating plans and class lists.
- If a student is reluctant to attend school for whatever reasons – the staff work with the student providing support to build trust, confidence and self-esteem, supporting the students with lesson attendance.
- Students who worry about busy times of the day and noise levels may be allowed to leave the classroom or Academy a few minutes early.
- In order to gain a clear understanding of the student’s needs, where appropriate, a representative from the Academy may attend medical meetings to support parents and students.
- Where appropriate, meeting with parents to provide support.

11. Self-Review

Student interviews and student questionnaires will form an integral part of the Academy’s self review process. The opinions of students gathered in this way will form a key part of the evidence base upon which staff at all levels, including the Principal and Academy Leadership Team will plan future improvements.

12. Policy Details

This policy should be read in conjunction with the following Academy policies:

- Attendance Policy
- Child Protection Policy (includes FGM, CSE and Missing from Education)
- Complaints Policy
- Digital (E-Safety) Policy – highlighting communications on social media
- Medical Policy
- Records, Retention, Destruction and Archive Policy
- Restraint Policy
- Safer Recruitment and Selection Policy – particularly, although not limited to, vetting and barring checks
- Special Educational Needs Policy
- Student and Staff Equality Policies
- Trips and Visits Policy
- Whistleblowing Policy
- Statement of Procedure for Dealing with Allegations of Abuse against Teachers and other Staff and Volunteers linked to the Safeguarding Policy

This policy has been developed in accordance with the principles established by the Children’s Acts 1989 and 2004; The Education Act 2002; the Counter-Terrorism Act 2015 (due to come into force on 1st July 2015) and in line with Government publications, the most recent being ‘Keeping Children Safe in Education’ September 2016. For further information please go to www.education.gov.uk/schools and www.safeguardingchildren.org.uk.