



Blessed Edward Bamber Catholic Multi Academy Trust Safeguarding and Child Protection Policy

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Named personnel with designated responsibility for Child Protection within the trust:

Organisation	Position	Academic Year 2016/2017
Blessed Edward Bamber Catholic Multi Academy Trust	Chair of BEBCMAT	Mr Barry Leyland
Blessed Edward Bamber Catholic Multi Academy Trust	Designated Director	Mr Paul Desborough, Vice Chair of BEBCMAT
Blessed Edward Bamber Catholic Multi Academy Trust	CEO	Mr Stephen Tierney
St Mary's Catholic Academy	Lead Designated Person	Mr Jeremy Mannino
	Other Designated People	Mrs Jane Leigh, Mr Paul Gillespie
Christ the King Catholic Academy	Lead Designated Person	Miss Catherine Calvey (AHT) and Mrs Carole Pike (AHT)
	Other Designated People	Mrs Sarah Smith Miss Heather Martin, Miss Amy Murphy Mr Daniel Flannigan-Salmon,
St Cuthbert's Catholic Academy	Lead Designated Person	Mrs Sarah Loy (DHT)
	Other Designated Person	Mrs Sarah Smith Miss Heather Martin Mrs Esther Hemmingway
St Cuthbert's Catholic Academy Children's Centre	Lead Designated Person	Mrs Helen Cook
	Other Designated Person	Mrs Sarah Smith Mrs Kate Stashiw

Policy Review dates

Version	Review Date	Changes made	By whom	Date Shared with staff
2.6	March 2018	September 2017	SSM	May 2017

Key Contacts:

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INTRODUCTION

Respecting the uniqueness of each person is central to the caring nature of the Academies within our Trust and a reflection of the Gospel message of love. Based on this expression the Blessed Edward Bamber Catholic Multi Academy Trust accepts its responsibilities and duties in relation to Child Protection issues. The Trust recognises that promoting children's well-being and safeguarding them from significant harm depends crucially upon effective information sharing, collaboration and understanding between agencies and professionals.

As staff within each Academy have regular contact with children we are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused or is in danger of abuse, the Trust is required by Law to report their concerns to the Children and Young People's Department. Blackpool has clear procedures that the Trust supports and follows in reacting to issues of concern relating to the protection of children.

This policy is in line with:

- i) Sections 175 and 157 of the Education Act 2002, implemented June 2004
- ii) 'What To Do If You Are Worried A Child is Being Abused' (DfE March 2015)
- iii) 'Keeping Children Safe in Education' (DfE September 2016)
- iv) 'Working together to safeguard children (DfE March 2015)
- v) 'Guidance for safer working practice for those working with children and young people in education settings' (Safer recruitment consortium October 2015)
- vi) 'Prevent Duty Guidance: for England and Wales' (DfE March 2015),
- vii) 'The Prevent Duty: Departmental Advice for schools and childcare providers' (DfE June 2015),
- viii) 'The Use of Social Media for online radicalisation' (DfE July 2015),
- viv) 'Multi-agency statutory guidance on female genital mutilation' (DfE April 2016)

This policy applies to all adults working in or on behalf of the trust.

"Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

'Keeping Children Safe in Education' (DfE September 2016)

TRUST COMMITMENT

The Blessed Edward Bamber Multi Academy Trust is committed to safeguarding and promoting the welfare of all of the pupils within its Academies. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs or those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging.

We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Child Protection Policy

The Blessed Edward Bamber Catholic Multi Academy Trust fully recognises its responsibilities for child protection.

Our policy applies to all staff, directors and volunteers working in the Academy and Children's Centre. There are four main elements to our policy:

- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting any pupil who has been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop, including a commitment to protect pupils from exposure to extremist views and the risk of radicalisation through adopting the government's "PREVENT" strategy.

We recognise that because of the day to day contact with children, Trust staff are well placed to observe the outward signs of abuse. The Headteacher of each Academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and know that they will be listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We also recognise that because of the day to day contact with children, Trust staff are well placed to protect pupils from extremist views and to spot the early signs of radicalisation. The Headteacher of each academy will therefore ensure that:

- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place in relation to the PREVENT strategy by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Trust will follow the procedures set out by the Local Safeguarding Children Board, Blackpool, and take account of guidance issued by the Department for Education to:

- Ensure each academy has a designated senior person for safeguarding and child protection, including the PREVENT strategy, from the academy leadership team, who has received appropriate training and support for this role. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. Any deputy designated safeguarding leads should be trained to the same standard as the designated lead. The ultimate responsibility however for safeguarding and child protection remains with the designated safeguarding lead.

- Ensure the Trust has a nominated director responsible for child protection including the PREVENT strategy.
 - Ensure every member of staff, volunteer and director knows the name of the designated senior person responsible for child protection and the PREVENT strategy and their role within their academy.
 - Ensure all staff and volunteers are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of children who are vulnerable to radicalisation and for referring any concerns to the designated teacher responsible for the PREVENT strategy.
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- Ensure that all employees/volunteers meet the trusts expectation of adhering to the safeguarding/child protection and PREVENT procedures, accessing child protection and PREVENT training and acting at all times in the best interests of the child.
 - Ensure that all staff sign a copy of Appendix A of "Keeping Children Safe in Education (DfE September 2016).
 - Ensure that all staff read and sign a copy of the Staff Code of Conduct which forms Appendix 1 of this document.
 - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and for the PREVENT strategy by setting out its obligations in each academy's prospectus.
 - Notify social services if there is an unexplained absence of more than two days for a pupil who has a child protection plan.
 - Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection and PREVENT matters, including attendance at case conferences and CHANNEL meetings.
 - Keep written records of concerns about children, even where there is no need to refer the matter immediately.
 - Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
 - Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
 - Ensure safe recruitment practices are always followed.

We recognise that children who have been abused or witnessed violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Trust's academies may be the only stable, secure and predictable element in the lives of children at risk. When in an academy environment their behaviour may be challenging and defiant or they may be withdrawn. Academies will endeavour to support the pupil through:

- The content of the curriculum.
- The academy ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The academy's behaviour policy which is aimed at supporting vulnerable pupils in the academy. The academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil with a child protection plan leaves, his/her information is transferred to the new school immediately and that the child's social worker is informed.

As staff and pupils work increasingly on line the Trust recognises the need to ensure that pupils are safe whilst online and protected whilst in its academies from the risks associated with the online world. This will be achieved by:

- ensuring appropriate filters and appropriate monitoring systems are in place whilst being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- ensuring children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff should recognise that children are capable of abusing their peers. This may take on any of the main forms of abuse outlined in this policy. The Trust will seek to ensure that instances of peer to peer abuse are dealt with through each academy's pastoral system, behaviour for learning policy and child protection processes where required. Victims and perpetrators of such abuse will receive support from pastoral staff and where necessary outside agencies.

Policy Review

The Directors are responsible for:

- a) ensuring the annual review of this policy
- b) ensuring that the list of key contacts on the cover sheet is kept up to date.

A. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safe Recruitment and Selection

The Trust pays full regard to DfE guidance on Safer Recruitment found within "Keeping Children Safe in Education" (DfE July 2015). Safer recruitment practices are set out in the Blessed Edward Bamber Catholic Multi Academy Trust "Safer Recruitment Policy and Procedures which can be found at:

http://www.bebcmat.co.uk/images/PDF/Policies/Safer_Recruitment_Policy_v1.2.2_-_May_2016.pdf

Safe Practice

The Trust has adopted: 'Guidance for safer working practice for those working with children and young people in education settings' (Safer recruitment consortium October 2015). The Headteacher within each academy ensures that all staff undertake Safe Practice training based on the contents of the previously mentioned document as part of their induction and complete a refresher on an annual basis at the start of each year. This is to ensure that staff are safe and aware of behaviours which should be avoided.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safe practice for staff in relation to social media

The widespread availability and use of social media applications bring opportunities to understand, engage, and communicate in new and exciting ways. It is important that staff are able to use these technologies and services effectively and flexibly. However, it is also important to ensure that staff balance this with their duties to the Trust, each academy, the community, their legal responsibilities and our reputation. For example, our use of social networking applications has implications for our duty to safeguard children, young people and vulnerable adults.

The purpose of this section of the policy is to:

- Protect the Trust and each academy from legal risks.
- Ensure that the reputation of the Trust, its staff and directors is protected.
- Safeguard all children.

- Ensure that any users are able clearly to distinguish where information provided via social media is legitimately representative of the academy.

Staff should be aware that any breach of this section of the policy pertaining to social media may lead to disciplinary action being taken against the staff member/s involved in line with the Blessed Edward Bamber Catholic Multi Academy Trust's Disciplinary Policy and Procedure which can be found at:

<http://www.bebcmat.co.uk/images/PDF/Disciplinary%20Policy%20%20Procedures%20v1.2%20October%202014.pdf>

Personal use of social media by staff:

Social networking applications include, but are not limited to: Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Microblogging' applications, and online gaming environments. Examples include Snapchat, Twitter, Facebook, Windows Live Messenger, YouTube, Flickr, Xbox Live, Blogger, Tumblr, Last.fm, and comment streams on public websites such as newspaper sites. Many of the principles of this policy also apply to other types of online presence such as virtual worlds. All members of staff should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the Trust's and/or each academy's policies on Equalities, Child Protection and ICT. Within this policy there is a distinction between use of academy-sanctioned social media for professional educational purposes, and personal use of social media.

Staff will not invite, accept or engage in communications with parents or children from the academy community (unless they are family members) in any personal social media whilst in employment within any of the academies within the Trust. Any communication received from children on any personal social media sites must be reported to the designated person for Safeguarding or Headteacher. If any member of staff is aware of any inappropriate communications involving any child in any social media, these must immediately be reported as above. Members of the academy staff are strongly advised to set all privacy settings to the highest possible levels on all personal social media accounts.

- All email communication between staff and members of the academy community on academy business must be made from an official academy email account.
- Staff should not use personal email accounts or mobile phones to make contact with pupils, nor should any such contact be accepted, except in circumstances given prior approval by the Headteacher.
- Staff are advised to avoid posts or comments that refer to specific, individual matters related to the Trust or its academies and members of its community on any social media accounts.
- Staff are also advised to consider the reputation of the Trust and its academies in any posts or comments related to the Trust or academy on any social media accounts.
- Staff should not accept any current pupil of any age or any ex-pupil of the academies under the age of 18 as a friend, follower, subscriber or similar on any personal social media account.

Academy sanctioned use of social media by staff:

There are many legitimate uses of social media within the curriculum and to support student learning. For example, several A-level courses require the use of blogs for assessment. There are also many possibilities for using social media to enhance and develop students' learning. When using social media for educational purposes, the following practices must be observed:

- Staff should set up a distinct and dedicated social media site or account for educational purposes. This should be entirely separate from any personal social media accounts held by that member of staff, and should be linked to an official academy email account.
- The URL and identity of the site should be agreed with the appropriate line manager or member of the SLT before access is permitted for pupils.
- The content of any academy sanctioned social media site should be solely professional and should reflect well on the academy and Trust.
- Staff must not publish photographs of children without the written consent of parents /carers, identify by

name any children featured in photographs, or allow personally identifying information to be published on academy social media accounts.

- Care must be taken that any links to external sites from the account are appropriate and safe.
- Any inappropriate comments on or abuse of academy-sanctioned social media should immediately be removed and reported to a member of SLT
- Staff should not engage with any direct messaging of pupils through social media where the message is not public.
- All social media accounts created for educational purposes should include a link to the ICT Acceptable Use Policy on the academy's website. This will indicate that the account is officially sanctioned by the academy.

The PREVENT strategy

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of the Trust and its academies' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism?

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Tackling radicalisation and extremism

The Trust and its academies recognise that it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of each academy's wider safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences. We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. All staff are instructed to challenge extremist and radical views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, in older years within primary academies and within our high school year groups we will always provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. In early years we can emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world.

Female Genital Mutilation (FGM)

"If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police." Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures." (Keeping

children safe DfE 2016). Based on advice in “Multi agency statutory guidance on female genital mutilation (April 2016) the Trust and its academies have a duty under section 5C (1) of the Female Genital Mutilation Act 2003 in:

- identifying when a girl or young woman may be at risk of FGM and responding appropriately;
- identifying when a girl or woman has had FGM and responding appropriately;
- and implementing measures that can prevent and ultimately help end the practice of FGM.

FGM is illegal in the UK and is an unacceptable practice and is a form of child abuse. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.

The Trust is committed to:

- Ensuring each academy has a lead person whose role includes responsibility for FGM (this will often be the designated safeguarding lead) who has the relevant experience, expertise and knowledge. Their role should include ensuring that cases of FGM are handled, monitored and recorded properly;
- Ensuring there is a member of the organisation who has undertaken additional training and can be approached to discuss and direct difficult cases (this may be the ‘lead person’ mentioned above);
- Training staff to understand their role in protecting those who have undergone or are at risk of abuse, including FGM;
- Ensuring staff know to whom they should refer cases within their organisation and when to refer cases to other agencies;
- Ensuring staff understand the importance of timely information sharing both internally and with other agencies.
- Raising pupil awareness through including FGM in appropriate parts of the PSHE curriculum.

Safeguarding and PREVENT Information for pupils

The Trust is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, including FGM and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Each academy’s PSHE programme has a strong emphasis on helping pupils learn how to keep safe.

As part of its PREVENT commitment the Trust’s academies can build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Each academy develops pupils’ resilience in a number of different ways across the curriculum including through the PHSE programme of study, whole school and class assemblies, educational visits, drama workshops, debating, philosophy, and citizenship activities such as school council.

A wide range of information is made available to pupils both on each academy’s Home Page and on posters around academy buildings which advertise the help offered by the NSPCC, Childline, the Hub, Connect, etc.

Each academy consults with and listens to pupils through various methods, including the School Council, Student Voice surveys, Senior Prefect and Prefect meetings, peer support schemes, pastoral drop-ins, health drop-ins, etc.

We make pupils aware of these arrangements by information on posters around school, in assemblies, during morning tutorials and in PSHE lessons.

Partnership with Parents

The Trusts academies share a purpose with parents to keep children safe from harm and to have their welfare promoted.

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 protect a child.

Each academy will share with parents any concerns we may have about their child unless to do so may place a

child at risk of harm (see B3 – “Action by Senior Designated Person”)

We encourage parents to discuss any concerns they may have with either their class teacher, teaching assistant, form tutor, pastoral manager or head of learning house.

We make parents aware of our policy and guidance through each academy’s school prospectus and on each academy website.

Parents are made aware that they can view this policy on request.

Partnerships with others

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies. Each academy has an integrated team of professionals based in school and this enables more effective information sharing. In addition, the Trust’s academies have strong relationships with the LA, Blackpool Safeguarding Board, Social Care, Police, Health, Connect, the Hub, Youth Advocacy, Surestart, YOT, etc.

School Training and Staff Induction

Each academy’s staff with designated responsibility for Child Protection should undertake advanced child protection training, LSCB Blackpool training and refresher training at yearly intervals. The Headteacher and all other staff, including support staff, should undertake appropriate Level 1 training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually. This will include training staff so that they are aware of the principles of early help. In addition to this all staff will receive training as part of induction and then as an annual refresher in safer working practice. All staff who have regular contact with children will also receive training in the Prevent strategy as part of induction.

All staff (including temporary staff and volunteers) are provided with the Trust’s Child Protection policy and informed of child protection arrangements on induction.

Support, Advice and Guidance for Staff

Staff will be supported by the designated persons with responsibility for child protection within each academy (see table page 2).

The designated persons responsible for child protection will be supported by the nominated director and will also offer each other mutual support.

Additional support is always available from the Local Authority (see key contacts on page 1).

Related School Policies

“Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population.”

Safeguarding Children in Education DfES 2004

Related Policies – Behaviour for Learning Policy; Safer Recruitment Policy and Procedures.

Children Missing from Education

Academies within the Blessed Edward Bamber Catholic Multi Academy Trust follow Blackpool’s guidance for Children Missing from Education and the Statutory Guidance – Children Missing Education September 2016.

Student Information

In order to keep children safe and provide appropriate care for them each academy requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives.

- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc).
- If the child is or has been subject to a Child Protection Plan.
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child.

Each academy will collate, store and agree access to this information in line with recommended guidance.

Roles and Responsibilities

Board of Directors

- ensures the Trust has effective policies and procedures in place and monitors each academy's compliance with them
- ensures that a senior member of each academy's leadership team is designated to take lead responsibility for child protection and the prevent strategy and ensures that staff undertake appropriate training
- remedies, without delay, any deficiencies or weaknesses regarding child protection and prevent arrangements
- nominates a director to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head teacher
- seeks assurance that, where services or activities are provided on Trust premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children, child protection and prevent duties and liaises with the relevant academy on these matters where appropriate.
- reviews its policies and procedures annually
- provides annual information to the LA about how the above duties have been discharged

Headteacher

- ensures that the policies and procedures adopted by the directors are fully implemented, and followed by all staff
- ensures that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities,
- ensures the child protection policy is updated and reviewed annually and works with the directors regarding this
- ensures that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

Senior Person with Lead Responsibility for Child Protection and Prevent

- ensures that all staff have access to and understand the Trust's Child Protection Policy
- ensures that all staff have induction training
- keeps detailed accurate secure records
- obtains access to resources
- attends appropriate training
- ensures parents have access to the Trust's Child Protection Policy
- ensures that, where children leave the school, their child protection file is copied and promptly transferred, separately from the main pupil file

All staff and volunteers

- fully comply with the Trust's policies and procedures

- attend appropriate training
- inform the designated person of any concerns
- sign Appendix A of “Keeping Children Safe in Education” (DfE 2016) and the Staff Code of Conduct.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which could give rise to concerns that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm: means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical (Section 31.9 of the Children Act 1989 as amended by the Adoption and Children Act 2002).

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 by another child or children.

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

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.

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.

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.

B. TRUST PROCEDURES

Child Protection:

All staff follow the LSCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'What To Do If You Are Worried A Child is Being Abused 2015'

It is **not** the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. If staff members have any concerns about a child they will need to decide what action to take. Where possible, there

should be 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. 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 Local Safeguarding Children Board. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with a designated person with responsibility for child protection (or any other senior member of staff in the absence of the designated persons) prior to any discussion with parents.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

1. Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms known to be indicators of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The Trust recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and the school will make specific arrangements to ensure that pupils with communication difficulties are enabled to express themselves to an appropriate member of staff.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person in the form of a signed, dated, written statement.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
 - try to ensure that the person disclosing does not have to speak to another member of academy staff
 - clarify the information
 - try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
 - try not to show signs of shock, horror or surprise
 - not express feelings or judgements regarding any person alleged to have harmed the child
 - explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
 - reassure and support the person as far as possible
-
- explain that only those who 'need to know' will be told
 - explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Person (or other senior person in their absence)

Following any information raising concern, the designated person will consider:

- any urgent medical needs of the child
- making an enquiry to see if the child has a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care, previous school/schools, etc
- the child's wishes in light of their age and understanding

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a formal referral to social care and if this needs to be undertaken immediately because a child may be at immediate risk
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a Child Protection referral

The designated person or other appropriate member of staff will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences and provide a chronology
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with a senior member of E.S.W. staff to agree how to proceed

5. Recording and Monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and designated persons for child protection. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- The Trust recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child. The Designated Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

7. Dealing with incidents involving youth produced sexual imagery.

The following section of the policy is based on advice found in the UKCIS document "*Sexting in schools and colleges; Responding to incidents and safeguarding young people*" UKCIS 2016. In the event of a member of staff discovering, or having disclosed to them, an issue regarding the possession by a student of unsuitable material involving another child or pupil, e.g. images or video on a mobile phone or laptop, the following guidelines should be adhered to:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Following a disclosure the DSL should consider:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a pupil or pupils is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

For issues of this nature discovered in our primary academies and for pupils under the age of 13 issues of this nature will always be reported to the police. If none of the above conditions apply and the child involved is over 13 then the DSL may decide to respond to the incident without involving the police or children's social care (The DSL can choose to escalate the incident at any time if further information/concerns come to light). The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be

managed within the academy's pastoral support and disciplinary framework and if appropriate local network of support. The decision should be made by the DSL with input from the Head teacher and input from other members of staff if appropriate. The decision must be recorded within child protection files in line with academy policy. If a decision is taken to not involve the police then it should be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

8. PREVENT strategy:

If a member of the community, a child, a member of staff or a member of the academy community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist type behaviour, the Trust will take this matter seriously and will follow Child Protection procedures. Staff and visitors to the schools must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Person using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, a referral will be made to the appropriate body including a referral to channel.

9. Honour based violence including FGM

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have a concern regarding a child that might be at risk of HBV they should contact the DSL immediately.

Female genital mutilation is one form of HBV which is covered by specific legislation.

In the event of staff becoming concerned that a pupil has been subjected to FGM or a child discloses FGM to a member of staff then the same protocol should be followed as set out on page 10 of this document.

10. Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. The Academy Whistleblowing Procedures are outlined in the BEBCMAT Whistleblowing Policy which can be found at: http://www.bebcmat.co.uk/images/PDF/Whistleblowing_v1.1.pdf.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. 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 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

C. ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF AN ACADEMY

These procedures should be used in respect of all cases in which it is alleged that such a person has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
(DfES 2005)

Where such an allegation is made against any person working in or on behalf of the school, we will apply the same principles as in the rest of this document and we will always follow the LSCB procedures <http://panlancashirescb.proceduresonline.com/index.htm> (Chapter 10 "Child Protection in Specific Circumstances" section 10.17 "Allegations against staff and Volunteers who work with Children and Young People"), L.A. Personnel Guidance (Sec. 22 Personnel Manual), DfE and NEOST guidance. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Head teacher.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Head teacher and make a record
- In the event that an allegation is made against the Head teacher the matter will be reported to the Executive Director who will proceed as the 'Head teacher' as follows:
- The Head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The Head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head teacher will consult with Safeguarding Officer/LADO (see Key Contacts, page 1) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Head teacher will inform the Executive Director of any allegation.

References:

Documents

DfES Documents

Working together to safeguard children March 2015 Statutory Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education September 2016 Statutory Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

What to do if you are worried a child is being abused March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_are_worried_a_child_is_being_abused.pdf

Children missing education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Prevent duty Guidance for England and Wales July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Prevent duty – Departmental advice for schools and childcare providers August 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The use of Social Media for online radicalisation July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Multi-agency statutory guidance on female genital mutilation April 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

NEOST Guidance

Safer Working Practice: Guidance for safer working practice for those working with children and young people in education settings (Safer recruitment consortium October 2015).

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

UKCIS guidance:

“Sexting in schools and colleges; Responding to incidents and safeguarding young people” UKCIS 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF



Home Office

New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It doesn't mean that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It won't require professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

Summary: Mandatory reporting of FGM*

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

*Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Code of Conduct for Employees in Academies within BEBCMAT

I confirm that I have read and understand the contents of this code of conduct:

Signed: _____

Name (Print name) _____

Date: _____



1 INTRODUCTION

The board of Directors is required to set out a Code of Conduct for all academy employees. The following code has been negotiated with trade unions and is recommended for adoption by the board of directors.

In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Employees should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including dismissal.

2 PURPOSE, SCOPE AND PRINCIPLES

A Code of Conduct is designed to give clear guidance on the standards of behaviour all academy staff are expected to observe, and the academy should notify staff of this code and the expectations therein. Academy staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the academy. As a member of an academy community, each employee has an individual responsibility to maintain their reputation and the reputation of the academy, whether inside or outside working hours.

This Code of Conduct applies to:

- all staff who are employed by the academy, including the Headteacher;
- all staff in units or bases that are attached to the academy.

The Code of Conduct does not apply to:

- peripatetic staff who are centrally employed by the LA;
- academy's meals staff employed by Catering Academy or by an external contractor;
- employees of external contractors and providers of services (e.g. contract cleaners).

(Such staff are covered by the relevant Code of Conduct of their employing body)

3 SETTING AN EXAMPLE

- 3.1 All staff who work in academy's set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times.
- 3.2 All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- 3.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 3.4 This Code helps all staff to understand what behaviour is and is not acceptable.

4 SAFEGUARDING PUPILS/STUDENTS

- 4.1 Staff have a duty to safeguard pupils/students from:
 - physical abuse
 - sexual abuse
 - emotional abuse
 - neglect
- 4.2 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the academy's Designated Senior Person (DSP) for Child Protection.
- 4.3 The academy's Staff are provided with access to copies of the academy's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents.

- 4.4 Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues.
- 4.5 Staff must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare.

5 PUPIL/STUDENT DEVELOPMENT

- 5.1 Staff must comply with academy policies and procedures that support the well-being and development of pupils/students.
- 5.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students.
- 5.3 Staff must follow reasonable instructions that support the development of pupils/students.

6 HONESTY AND INTEGRITY

- 6.1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of academy property and facilities.
- 6.2 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for the BEBCMAT at http://www.bebcmat.co.uk/images/PDF/Whistleblowing_v1.1.pdf
- 6.3 Gifts from suppliers or associates of the academy must be declared to the Headteacher, in line with the "Financial regulations and procedures" section 2 found at http://www.bebcmat.co.uk/images/PDF/BEBCMAT_Financial_Regulations_-_October_2015_v1.8.pdf with the exception of "one off" token gifts from pupils or parents. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted.

7 CONDUCT OUTSIDE WORK

- 7.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the academy or the employee's own reputation or the reputation of other members of the academy community.
- 7.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.
- 7.3 Staff must exercise caution when using information technology and be aware of the risks to themselves and others.
- 7.4 Staff may undertake work outside academy, either paid or voluntary, provided that it does not conflict with the interests of the academy nor be to a level which may contravene the working time regulations or affect an individual's work performance.
- 7.5 Staff must not engage in inappropriate use of social network sites which may bring themselves, the academy, academy community or employer into disrepute.

8 CONFIDENTIALITY

- 8.1 Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student.
- 8.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate academy procedure. It must not be discussed outside the academy, including with the pupil's/student's parent or carer, nor with colleagues in the academy except with a senior member of staff with the appropriate role and authority to deal with the matter.

- 8.3 However, staff have an obligation to share with their manager or the academy's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must **never** promise a pupil/student that they will not act on information that they are told by the pupil/student.

9 DISCIPLINARY ACTION

- 9.1 All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.