

# Holbrook Academy

## Whole School Safeguarding Policy

<b>Date Approved</b>	Quality & Monitoring Committee	14 <sup>th</sup> March 2016
<b>Signed</b>	C Graham – Chair of Q&M Committee	
<b>Minuted</b>	14 <sup>th</sup> March 2016	
<b>Date of Next Review</b>	Quality and Monitoring Committee	Summer term 2017
	Governing Body	Summer term 2017

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

## **1. Purpose and Aims**

The purpose of Holbrook Academy's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting those students who attend our school. The policy aims to ensure that:

- ◆ All our students are safe and protected from harm.
- ◆ Effective provisions and policies are in place to enable students to feel safe and adopt safe practices;
- ◆ Staff, students, governors, visitors, volunteers and parents are aware of the expected behaviours and understand the school's legal responsibilities in relation to safeguarding and promoting the welfare of all of our students.
- ◆ Understand adults work in a position of trust within the school.

## **2. Ethos**

Safeguarding in Holbrook Academy is considered everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve their Five Outcomes. Holbrook Academy recognises the contribution it can make in ensuring that all students registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. They will be able to recognise unsafe or inappropriate situations and be able to respond to safeguard themselves and others. Students at our school will be able to talk freely to any member of staff or regular visitor to the school if they are worried or concerned about something. We have the following in place:

- Trained counsellor
- Behaviour management scheme
- Assemblies
- Tutors
- PSHE weekly lessons
- Daily tutorials
- School nurse
- KS3 vertical forms so Year 9 can support younger students
- Tutors

## **3. Responsibilities and Expectations**

Holbrook Academy has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Headteacher) and volunteers). The Governing body will ensure that there is a Named

Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

<b>Designated Safeguarding Lead</b>	Mrs Sarah Cooke
<b>Designated Safeguarding Lead – Alternate</b> <i>(These members of staff can also be contacted with any safeguarding concerns).</i>	Miss Nicola Shelley Mr Sean Wright
<b>Named Safeguarding Governor</b>	Mrs Helen Caston
<b>Contact Details</b>	Tel: 01473 328317 Email: <a href="mailto:office@holbrookacademy.org">office@holbrookacademy.org</a>
<b>Looked After Children (LAC) Lead</b>	Mrs Sarah Cooke

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. He/she is also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The DSL has a role in ensuring that the whole school safeguarding training takes place. Holbrook Academy implements an annual training schedule for staff on the PD Day in September, an example of which is included as Annex A. The DSL can deliver this within the school provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at the two part bi-annual programme of DSL Training and Multi Agency Working Together and receiving monitoring visits from the Professional Adviser or Local Authority delegated staff. The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is also required to complete a Self-Review Assessment Report annually which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review is to be shared with the Local Authority, who will have an auditing role in ensuring the school is meeting its Safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Senior Designated Person immediately. All members of this school community can refer to Customer First with concerns.

**All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Childrens Social Care or the Police.** Where a disclosure is made to a visiting staff member from a different agency, eg School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the On-Site Senior Designated Person and a formal notification made to the school's DSL where the child is on role for information or appropriate action to be taken. Any records made should be kept securely on the child's main school/child protection file. Safeguarding files are stored separately.

The Safeguarding Referral Protocol is shown at Annex B.

#### **4. Recognising concerns, signs and indicators of abuse**

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as student safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

##### **4.1 Physical Abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

##### **4.2 Emotional Abuse**

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behavior or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

### 4.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behavior including words, play or drawing.

### 4.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

## 5. What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your DSL/ADSL as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Headteacher. Where those concerns relate to the Headteacher, however, this should be reported to the Chair of Governors using the school's Whistle blowing policy.

## 6. Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the Area

Education Manager. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependent on the allegation being made, Headteachers will need to:

- ◆ Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

<http://www.suffolkscb.org.uk/assets/files/2014/Allegations.pdf>

## **7. Training**

All members of staff and volunteers will have access to whole school safeguarding training annually on the September PD Day. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the students in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employer's role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

Our Safeguarding Policy is available to parents on our school website and copies are available within the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

<b>Training Title</b>	<b>Duration</b>	<b>Frequency</b>	<b>Comment</b>
<b>Safeguarding introduction</b>  To be completed within 4 weeks of starting at the school.	30 minutes	Once – on appointment	All staff are up to date.
<b>Introduction to safeguarding</b>	2½ hours	Once on appointment	This was every 3 years but in line with the statutory guidance in the KCSIE 2015 document, all staff will receive an introduction at the beginning of their time at the school and then updates yearly.
<b>Safeguarding update</b>	1 hour	Yearly	After receiving the introduction, all staff will receive a yearly update to refresh on school procedures. This update will also include topical safeguarding concerns that arise from the T4T training.
<b>DSL and alternates</b>	1 day	2 Years	Sarah Cooke, Nicola Shelley and Sean Wright are currently up to date.
<b>Training for Trainers accreditation training</b>	½ day	Yearly	Sarah Cooke and Nicola Shelley for summer 2016
<b>Named Governor &amp; Chair of Governors Training</b>	½ day	2 Years	Helen Caston – up to date with DSL and Alternate training and Safer Recruitment training. Chair – with other Governors
<b>Governor safeguarding training</b>	2 hours	3 Years	All Governors appointed prior to Autumn 2015 have received training.
<b>E-safety leads training</b>	½ day	2 Years	Andrew Clarke is our CEOP ambassador and e-safety lead – February 2016

## 8. Useful Contacts:

MASH Safeguarding Professional Consultation Line: 0345 6061499

Suffolk Local Safeguarding Children Board [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk)  
[Shirley.coleman@suffolk.gov.uk](mailto:Shirley.coleman@suffolk.gov.uk)  
01473 265328

Customer First: 0845 023023

Police: 999

BECTA [www.becta.org.uk](http://www.becta.org.uk)

Child Exploitation and Online Protection Agency [www.ceop.police.uk/](http://www.ceop.police.uk/)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

County Safeguarding Manager / LADO – South

[LADOCentral@suffolk.gcsx.gov.uk](mailto:LADOCentral@suffolk.gcsx.gov.uk)

## 9. Current Safeguarding Issues

***(The following Safeguarding concerns actual or suspected should be referred immediately to Children’s Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk).***

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Holbrook Academy does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

### 9.1 Forced Marriage

Holbrook Academy does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children’s social care.

<http://www.suffolkscb.org.uk/assets/files/2013/Safeguarding-Children-Who-May-Be-Forced-Into-Marriage.pdf>

### 9.2 Honour Based Violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk form honour based violence, Holbrook Academy will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

<http://www.suffolkscb.org.uk/assets/files/2013/Safeguarding-Children-Who-May-Be-at-Risk-of-Honour-Based-Violence-HBV.pdf>

### **9.3 Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Holbrook Academy is made aware a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Holbrook Academy, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

<http://www.suffolkscb.org.uk/assets/files/2014/SafeguardingChildrenWhoMayHaveBeenTraffickedLSCBPractitionersQuickGuide1.pdf>

### **9.4 Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

### **9.5 Female Genital Mutilation**

This is against the law, yet for some communities female genital mutilation is considered a religious and cultural requirement. It is illegal for someone to arrange for a child or young person to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of staff at Holbrook Academy, we will report the concern immediately to the appropriate agency to prevent this form of abuse from occurring.

<http://www.suffolkscb.org.uk/assets/files/2015/2015-05-14-QG16-FGM.pdf>

### **9.6 Children Missing Education**

“Basic to safeguarding children is to ensure their attendance at school.” (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Holbrook Academy we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

### **9.7 Sexually Active under Eighteen years old**

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At

Holbrook Academy we will ensure our policy for managing this issue links to the available protocol.

## **9.8 Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and *'created vulnerability'* as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*). Holbrook Academy will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child. There will be close liaison between the school and parents/carers of disabled students.

<http://www.suffolkscb.org.uk/assets/files/2013/Safeguarding-Disabled-Children.pdf>

## **9.9 Safer Recruitment and Selection**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Holbrook Academy we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. All of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

## **9.10 Domestic Abuse**

The Government defines domestic abuse as *"Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"*

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Holbrook Academy will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

Suffolk MASH will alert schools where police have attended a domestic incident at the home of a 4-17 year old child at Holbrook Academy.

## **9.11 Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ◆ A parent;
- ◆ A person who is not a parent but has parental responsibility;
- ◆ A close relative;
- ◆ A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Holbrook Academy to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

## **9.12 Child Exploitation and E-Safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people, Holbrook Academy will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business, for example, coursework or mentoring, and then only through direct school systems. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

## **9.13 Vulnerable to Radicalisation (VTR)**

The PREVENT strategy aims to stop people becoming terrorists or supporting terrorism. This strategy is currently the only long term solution to the threat of terrorism and aims to support the people that might be most susceptible to radicalisation by diverting them away before a crime is committed. All staff receive guidance and training on the PREVENT strategy and the referral process.

All staff have completed PREVENT training.

<http://www.suffolkscb.org.uk/assets/files/2015/2015-06-12-VTR-Channel-Quick-Reference-Guide.pdf>

Prevent Contact: Sgt 3482 Andy Hill – 101 (Norfolk & Suffolk Police)

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board to ensure Holbrook Academy is a safe place to learn and work.*

For Advice and Consultancy in relation to Safeguarding, please contact:

**Lorna Jackson**  
**Professional Advisor – Safeguarding in Education**  
[Lorna.Jackson@suffolk.gov.uk](mailto:Lorna.Jackson@suffolk.gov.uk)

## **Addendum**

### **Curriculum Provision Safeguarding**

PSHEE Curriculum – Experienced staff lead sessions focusing on the core principle of helping students keep themselves safe. Sessions include:-

- Dealing with negative peer pressure
- Responsible use of social networking sites
- Highlighting / signposting help/support – outside school agencies
- The dangers of modern technology – Internet
- Safety in the local area
- Healthy positive relationships

### **Assemblies**

Regular assemblies throughout the year focusing on safeguarding matters. Themes include:-

- Use of social interaction internet sites
- Use of mobile phone in emergency situations
- Police Community Officer – Dangers of alcohol consumption regarding personal safety
- Safeguarding responses by students to potential threats / dangerous situations
- Cyber bullying
- PSHEE – ‘Staying Safe and Responsible Internet Use’

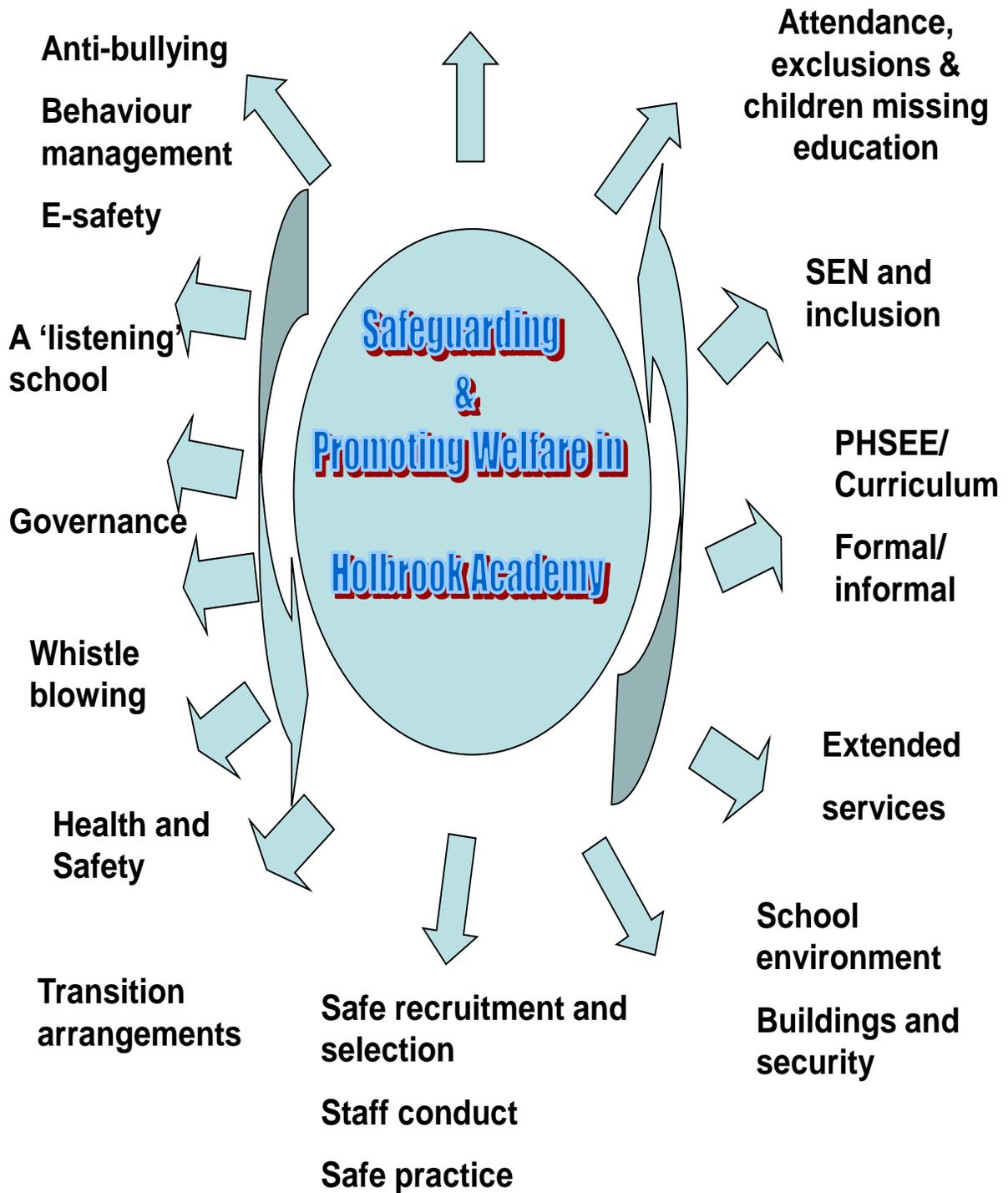
### **PSHEE**

All PSHEE will be delivered during Life Skills lessons, including the issue of ‘Stay Safe’ which includes safe use of the internet and sexual health awareness.

### **Other Support**

In addition to the above, Holbrook Academy has a number of trained and experienced staff to provide help and support to students. These staff include Senior Leadership Team, Pastoral Managers, Police Community Support Officer, Student Support Centre, Key Workers, School Nurse drop in centre and 4YP Counsellor.

**“Safeguarding in Education is everybody’s business”.**



## Annex A : Example of PD Day Training

### Safeguarding students – Supporting staff

Relevant advice based on Academic year 2015/2016

- Always refer any concerns to the senior designated person. (DSL)
- Make sure you know who the DSL is and their Alternate if the DSL is absent. (SCE>NSY>SWT)
- SLT/DT/HOD - Do supply teachers know who the DSL and the procedure for making a referral?
- Are you aware of the signs of child abuse? If not see staff info board in staff workroom for reference points.
- Staff are advised not to use txt/social networking sites/personal email to communicate with students.
- Staff are advised not to work alone with any student in an isolated environment. Always include a second adult, keep door open or use room with glass panelled door.
- Staff are advised not to give students lifts in cars without appropriate insurance, permission from parents or informing SLT. Never travel alone or be left alone with a student in a vehicle.
- Staff are advised not use a personal camera to take pictures of students.
- When publishing a picture make sure the student's parents have given permission for pictures of the students to be used.
- Take care and be cautious with comments you make to students. Take extra care when speaking/working with a vulnerable student/s.
- Extra consideration for all safeguarding measures is needed when planning trips and visits. Always plan for the worst case scenario and ensure staff are never put at risk.

Guidance for safe working practice for the protection of children & staff in an educational setting

#### **Propriety & behaviour**

“Teachers support the place of the school in the community and appreciate the importance of their own professional status in society. They recognise that professionalism involves using judgement over appropriate standards of personal behaviour”

#### **Whistleblowing**

See Whistleblowing Policy on Academy website.

#### **Dress & appearance**

“Staff should ensure they are dressed decently, safely & appropriately for the tasks they undertake” This means staff should wear clothing which...

- Promotes professional image
- Is appropriate for their role
- Is not likely to be viewed as offensive, revealing or sexually provocative.

**Gifts**

Staff are advised that they should...

- Ensure that gifts received or given in situations which may be misconstrued are declared.
- Only give gifts as part of the school's reward system.

**Infatuation**

Staff are advised to...

- Report any indications (verbal, written or physical) to suggest a pupil may have an infatuation with them to a member of the SLT.

**Physical contact**

- There are occasions when it is appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role.
- When physical contact is made with students this should be in response to their needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity & background.

## **Annex B : Safeguarding Referral Protocol**

Following a disclosure of a Safeguarding nature, the following protocol will apply:-

1. Only the School's Designated Safeguarding Lead (DSL) or Alternate will conduct an interview with a student.
2. At all times, the DSL must have an additional member of staff present during the interview.
3. The Academy's Safeguarding proforma must be used to record the details of the disclosure. This must be completed following the procedures detailed on the proforma. No leading questions must be asked.
4. Following the completion of the proforma, the DSL must discuss the matter with the other DSL to establish the procedure for making a referral and for contacting parents.
5. The Headteacher must be notified of the need for a referral. An email highlighting this will suffice.
6. Copies of notes and referrals must be placed in the secure Safeguarding filing cabinet which is located in a locked cupboard in the Finance Office.
7. At all times, the established Suffolk Safeguarding Board Procedures for making referrals are the determining procedures.