



St James Academy

Child Protection Policy

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| School Name | St James Academy |
| Acting Principal | Mr Moore |
| Designated Safeguarding Lead | Mr P Townsend |
| Deputy DSL's | Miss M Walsh Mrs S Halford Miss S Boex |
| Safeguarding Lead for the Local Advisory Committee | Ms J Powell |
| Date last reviewed | September 2018 |
| Date next review due | September 2019 |
| Safeguarding Designated Officer for Education | Ms R Jessop |
| Local Authority Designated Officer | Yvonne Nelson Brown |
| Dudley Academies Trust Chief Executive Officer | Ms J Higgins |

St James Academy
Child Protection Policy
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St James Academy

Child Protection Policy

Child Protection Policy Statement

St James Academy recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from “significant harm”. These duties are defined by:

- ❑ Children Act 1989
- ❑ Children Act 2004
- ❑ Education Act 2002
- ❑ Working Together to Safeguard Children (2018)
- ❑ Keeping Children Safe in Education (2018)
- ❑ Prevent Duty for England and Wales (2015) Counter Terrorism and Security Act (2015)
- ❑ Section 5B of the Female Genital Mutilation Act (2003)
- ❑ Dealing with Allegations of Abuse against Teachers and other Staff (2012)
- ❑ Guidance for safer working practice for those working with children and young people in an educational setting
- ❑ Data Protection Guidance (2018)
- ❑ Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures
<http://safeguarding.dudley.gov.uk/>

St James Academy is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone’s responsibility. (Keeping Children Safe in Education 2018 Part 1)

St James Academy is committed in ensuring that all staff who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil the responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, at all times, what is in the best interests of the child.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. We need, therefore ‘to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school have suspicions and have the confidence to follow those procedures. This policy applies to all staff, Local Advisory Committee members and volunteers working in the school.

Policy Aims

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

- ❑ Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
- ❑ Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- ❑ Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- ❑ Supporting pupils who have been abused in accordance with his / her child protection plan.

Child abuse includes Physical, Emotional, Neglect and Sexual abuse

- ❑ Establishing a safe environment in which children can learn and develop.
- ❑ Ensuring there are links with other safeguarding policies and procedures for example, anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, honour based violence. For further information on some of these procedures, refer to the DSCB website. There is also separate guidance for school on what to do in the event of a death of a child, use of images and safer working practice guidance.

We recognise that because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The school will therefore:

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

Procedures

St James Academy will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department of Education (DfE) to:

- ❑ Ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The designated safeguarding lead for the school is Paul Townsend. The deputy designated safeguarding leads are; Sarah Boex, Marie Walsh and Sarah Halford
- ❑ Ensure we have a nominated Advisory Member responsible for child protection. The designated Advisor for Child Protection for the school is Ms J Powell (Local Advisors Committee Member)
- ❑ Ensure every member of staff (including temporary and supply staff and volunteers) and Local Advisory Committee Members knows the name of the designated safeguarding lead and deputies responsible for child protection and their role.
- ❑ Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection.
- ❑ Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures.
- ❑ Ensure that parents are aware that this policy is available on request, and make the policy available on the school website.
- ❑ Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- ❑ Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.
- ❑ 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.
- ❑ Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 1 refers to what to do if you are concerned. A multi-agency referral (MARF) must be completed when making a referral and can be accessed from the DSCB website.
- ❑ The following procedures will be followed when making a referral.

Early Help

The Early Help Assessment forms a key part of the Early Help Strategy and is a simple way to help identify the needs of children, young people and their families and make a plan to meet those needs. It is designed to be a shared tool which can be used by all agencies in Dudley who are delivering early help. It is a standardised approach so that all children and families have the same experience of identifying their needs, strengths and challenges. It also means that all agencies and partners are operating the same system which ensures consistency right across the partnership.

The approach of early identification puts children and young people at the heart of the assessment and will prevent issues escalating to statutory services.

It is vital that all Staff are aware of the Early Help Procedure and the support that is available for our families (KCSIE 2018) In order to do this most effectively, all staff receive training and regular updates on the Early Help process. Senior Leaders and Deputy DSL's have information for parents that may be experiencing difficulties that Early Help could be beneficial. Parents will give both verbal and written consent. The completed forms will be forwarded to the DSL to complete an Early Help Assessment with the family. This will be returned to the Family Centre where the parent resides.

DSL or Deputy DSL will attend the MAAM at the Family Centre to assess the case against Threshold. Staff from St James will attend all Early Help meetings and contribute to the Support Plan, reviewing and taking the role of Lead Professional when required. The DSL will attend bi-annual strategic reviews with the Local Authority regarding the Early Help provision.

The DSL will follow the guidelines set out in the Dudley Early Help Strategy 2018 - 2021

Section 17 referrals

The definition of 'children in need' is defined by the Children Act 1989 s17

If a child is (a) unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority or (b) their health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) he is disabled

If a child is in Need of higher level support than an Early Help Plan but is not at risk of significant harm, then a MARF will be completed with parental knowledge and agreement to Children's Services

Section 47 referrals

A child in need of protection is described in section 47 of the Children Act 1989, Paragraph (1) and Children Act 2004

Where a local authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare.

If a child is thought to be or has disclosed risk of significant harm, the DSL will notify the MASH Team by phone immediately and then through the completion of a MARF. Parents/Carers will be notified if safe to do so, or unless advised by the MASH Team not to do so. Where necessary, the MARF may also be accompanied by a referral to the Police.

Child Sexual Exploitation and Trafficking

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

If a child is thought to be at risk or discloses they are suffering Sexual Exploitation, the DSL will follow the Section 47 referral as described above. The DSL will also complete a Child Sexual Exploitation Screening Tool and a Police referral, sending them all to the MASH.

Extremism and Radicalisation

‘Extremism’ is defined as: 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.

‘Radicalisation’ is the process by which a person comes to support terrorism and forms of extremism.

If there are concerns about a child being radicalised under the Prevent Duty (2015) or they disclose extremist ideology and views, then the DSL will referral completing a MARF and a Prevent Referral for Channel. Awareness of the Far Right movement within the local area will be closely monitored. Parents/Carers will only be notified if instructed by MASH or Prevent staff.

Female Genital Mutilation

FGM is the mutilation of the external female genitalia for non-medical reasons. It is sometimes known as female circumcision.

If a Child discloses FGM to a member of Academy staff, they will report it to the DSL following the internal procedures. The DSL will then support the member of staff to make a direct referral to the Police. The DSL will notify Children’s Services and complete a MARF.

Self Harm and Mental Health

Although this area is of paramount importance, it is not supported by Children’s Services as significant harm. Children thought to be suffering poor mental health or disclose self-harm will be referred to the parent/carer to take to the family GP. The GP will assess the medical needs and refer as required.

CAMHS referrals can only be made via GP or hospital referral. The DSL will advise parents/carers on procedures to follow if they are concerned at home, this may include attending the local A&E or even phoning 999 in cases of emergency. If a parent fails to seek medical help for their child, consideration will be given to possible Neglect and a Section 47 referral

Harmful Sexual Behaviour

If staff are concerned about the sexualised behaviour of a child, they will report it to the DSL using the internal reporting system. The DSL will use the Brook Traffic Light System to identify levels of risk. Green will indicate normal age appropriate sexualised behaviour, Amber will identify a concern requiring further internal action and red will indicate a Section 47 referral is made. If a MARF is to be completed, it will be sent with the completed risk assessment. Parents/carers will be notified unless it would place the child at greater risk or if instructed not to do so by the MASH Team.

Criminal Exploitation and County Lines

Gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter. However they become trapped in county lines, the young people involved feel as if they have no choice but to continue doing what the gangs want.

If there are concerns or a child discloses Criminal Exploitation then the matter will be referred to the MASH to establish Threshold levels. It will usually require a referral to the Early Help Team at Youth Offending Services, however, this will rely on parental consent being obtained. If consent is refused then a MARF will be completed and sent to Children's Services.

Forced Marriages and Honour based Abuse

Forced marriage is when one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

If there are concerns or a child makes a disclosure of Forced Marriage or Honour Based Abuse, staff will inform the DSL. The DSL will follow Section 47 referral through a MARF and if needed contact the Forced Marriage Unit for further advice.

Private Fostering

Private fostering is an arrangement made privately (i.e. not involving the local authority). A private foster carer is someone other than a parent or close relative that takes on the day-to-day care of a child. The parent retains overall responsibility for the welfare of the child. It is an arrangement that lasts for a period of 28 days or more in agreement with the child's parent. Private fostering applies to a child under the age of 16, or under 18, if disabled.

Any child living with an adult that is **NOT** a parent, grandparent, brother, sister, uncle or aunt for a period of more than 28 days will be classed as being Privately Fostered and reported to the Local Authority. This is in line with Section 44 of the Children Act 2004.

Young Carer

Any child that is caring for another family member who has a long term illness. The care provided can be physical or emotional support. It includes;

- ❑ Physical disability
- ❑ Mental Disability
- ❑ A long term life limiting illness
- ❑ Problems with mental Health
- ❑ Alcohol or drug abuse related problems
- ❑ Age related frailty

The DSL will make a referral to 'Spurgeons' for a full assessment of need, this may involve information sharing with other agencies.

Teenage Pregnancy

The DSL will make a direct referral to The Teenage Pregnancy Education Support Officer to provide support for all teenage parents aged 16 or under. Referrals will be made as soon as possible to ensure support for the young person even if the chosen path is termination.

Pregnant girls remain in school for as long as possible before the birth and are supported back into school appropriately. Assistance is also given to ensure childcare is in place under the Care to Learn Scheme. Young fathers are also supported educationally and wider support is provided by the designated Young Father's Support Worker on the Teenage Pregnancy/Respect Yourself team.

In addition to the above, the following are also Safeguarding concerns that will be reported to the DSL

- ❑ Bullying (see bullying policy) including online and prejudice-based bullying.
- ❑ Racist, disability, homophobic or transphobic abuse
- ❑ Gender Based violence or violence against women and girls
- ❑ Peer on peer abuse
- ❑ Sexting
- ❑ Use of modern technology relating to safety
- ❑ Gangs and Youth Violence
- ❑ Teenage Relationship Abuse
- ❑ Sexual Health and Safety
- ❑ Any other issue that poses a risk to the safety of a child

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has ultimate responsibility and management oversight and accountability for safeguarding and child protection. There are Four deputy safeguarding lead within the School.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Principal.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. St James Academy will not disclose to a parent any information held on a child if this places the child at risk of significant harm.

If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. St James Academy will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

It is the role of the DSL to ensure that all school staff receive safeguarding training every 3 years formally. Annual updates will be given on the first day of the new academic year and as required through changes to Internal, local and national policy and procedures.

Information regarding making referrals in an emergency will be available electronically and a paper version kept on display in the staff room. Staff briefings, twilight training, staff portal and face to face meetings will take place throughout the year to increase awareness, pass on up to date changes, highlight concerns and test knowledge.

Roles and Responsibility of Local Advisory Committee (LAC)

It is the responsibility of LAC and proprietors to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2018 places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

Keeping Children Safe in Education 2018 Annex B

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be informed about our Child Protection Policy through: school prospectus, website, newsletter etc.

Safer Recruitment and Employment Practices

St James Academy will follow Safer Recruitment processes (DSCB procedures) which will include the following:

- ❑ Declaration of the intent to undertake a DBS check in the advertisement
- ❑ Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training
- ❑ Ensuring that references are gained before interview
- ❑ Ensuring that a safeguarding question is included in the interview
- ❑ Ensuring that any gaps in employment are explored at interview
- ❑ Undertake a DBS check at the relevant level to the position
- ❑ All Local Advisory Committee Members now require an Enhanced DBS check
- ❑ The Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and recorded on the Single Central Record

St James Academy will follow the "Managing Allegations Against Staff (DSCB Procedures). The Principal will deal with allegations made against school staff. All allegations against the Principal will be referred to the Chair of the Local Advisory Committee and the Academy Chief Officer

In addition to this St James Academy will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within St James Academy will adhere to the Guidance for Safer Working Practice for Children and Young People in Education Settings (October 2015). This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Local Area Designated Officer (LADO). It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2018) and the DSCB Safeguarding Children Procedures. A LADO Referral and Monitoring form will need to be completed.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

The NSCPCC whistle blowing helpline is available for staff within our School, who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285. The email address is help@nscpp.org.uk

Referral to Disclosure & Barring Service (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual poses to vulnerable groups including children.

The Single Central record must be in place and include all the areas covered in the Keeping Children Safe in Education (2018). Further advice on this can be sought from your HR Officer linked to your school.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Information Sharing, Confidentiality and Record Keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Staff within our School are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, they will have a conversation with the designated safeguarding lead to agree a course of action. Although staff members can make a referral to children's social care.

St James Academy is committed to the Early Help approach and staff are able to identify learners who need support through this route.

If a child is in immediate danger or is at risk of harm a referral should be made to the Multi Agency Safeguarding Hub (MASH) and / or the police immediately.
Telephone Contact - **0300 555 0050**

Advice should be sought, from the Multi Agency Safeguarding Hub (MASH) where the child lives, on, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley St James Academy will ensure that we liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker is informed.

The Curriculum

Child protection and wider child safety issues will be addressed through the curriculum as appropriate. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

This will be done through PSHE, Tutor Time, Extended Activities Focus Days and Assemblies. Dedicated Safeguarding assemblies will take place on a Termly basis or more frequently if required.

Additional Support

St James Academy is committed to providing the earliest levels of support. Safeguarding issues that do not meet Threshold for outside agency support will be offered a wide range of help in school. Intervention work will be recorded and the data used to track trends and vulnerable groups. Intervention will also take form of preventative and educational workshops, small group work and 1:1 sessions.

These will include;

1:1 Mentoring

1:1 Mentoring is a referral based intervention for identified students requiring longer term support. Students will have individual weekly sessions with a qualified Youth Worker specialising in urban culture. The work is not restricted to within school and can include family liaison, community outreach work and signposting to other services.

Following a referral being accepted, targets are agreed with students and monitored on a weekly basis. Weekly briefing sessions between school staff and the Mentor ensure that information regarding students is accurate and up to date.

Weekly reports are completed by the Mentor and consent is obtained from the student to share the information with relevant others. Progress of referrals is reviewed on a half term basis internally and on a formal basis with Line Managers each Term.

Keeping Safe Work

Students needing advice or support in obtaining information or practical support for behaviour that is putting them 'at risk' This includes Harmful Sexual Behaviours that have not met Threshold with Children's Services or are exiting Children's Services support.

This can include low level concerns around sexual health, safety and internet usage. It includes sexting, images, self-esteem and self-worth. Advice on relationships, sexual identity and grooming is also available. Sessions are weekly for as long as required. Referrals may be made to specialist services or other interventions within school if needed

Emotional Well-being

Self – harming behaviour will automatically be referred to the GP for assessment via the safeguarding route. Students experiencing poor Mental Health that do not meet the threshold for CAMHS or other external agencies, can be referred for Emotional Well Being sessions. Low Self-Esteem and Self-Worth, anxiety, or students exiting CAMHS support, can all be referred for this intervention.

The aim is to support and offer practical steps to self-protect. It will monitor and refer on if conditions become more serious. The sessions will improve positive Mental Health, raise awareness for the individual and sign post to other support networks.

Building Resilience

The Resilience Framework (adapted from Hart, Blincow and Thomas, 2007) is a way of working with children and young people that offers a framework for finding the best ways of helping young people to get through when life is particularly tough. This resilience approach puts theory into practice so that young people, teachers and parents can use the method in their daily lives. It is an evidence-based and user-friendly way of working with children and young people. The Resilience Framework takes its inspiration from resilience theories, research and practice experience. It highlights the ordinary things that can be done to promote resilience for children living with complexity.

Positive Steps

The school nurse will accept referrals for pre-CAMHS work with students experiencing poor mental health that has been ongoing despite the intervention of pastoral staff. It will be used as an assessment of need and can be used to directly refer into CAMHS if needed.

Counselling

Counselling is available in school via referral to the SENCO and will take place weekly in school. St James Academy will also actively promote 'Kooth' online counselling and also the 'What Centre' based in the local Town Centre

Stop Smoking Service

NHS services will be available in school for students wishing to reduce or stop smoking. Free advice and nicotine replacement products will be made available

Alcohol and Substance misuse

Any student wanting advice or support with alcohol or substance use, will get confidential support from Switch. The School Nurse also offers drop in sessions on a weekly basis in school

Anger Management

1:1 work using 'Cognitive Behaviour Therapy' (CBT) the sessions will enable a student to identify issues and factors that trigger anger and then explore alternative responses to the situation. The nature of the work is empowering to the student, keeping them in control rather than reacting through loss of control.

Sessions will be weekly for as long as required. Specialist referrals will be made to outside agencies if required, depending on the level of need.

Young People and the Law

To prevent young people from entering the criminal justice system and improve access to legal advice and other interventions as required

To reduce reoffending where young people have already entered the criminal justice system

To promote young people's awareness of the law and consequences of engaging in violent activity and other forms of offending

To improve educational prospects and increase positive engagement in learning

To provide specialist support to reinforce standards of behaviour and positive values.

These sessions can be a 'one off' or a longer term intervention. Staff can offer this intervention to parents, victims, Police or members of the local community as an alternative to Police involvement.

Sexual Health

Referrals for practical help and support from conception to birth. Education, benefits and sexual health are all covered and supported. This includes young dads for male students. Contraception advice and support is also available on a 1:1 basis.

Delay Project

Helping young people make more informed choices about personal safety and sexual behaviour with greater awareness of risk reduction.

- remain engaged in education with increased resilience
- involving personalised/specialised mentoring for those most at risk
- Early intervention sexual health and harm prevention programme (basically what Delay is). Delivered to vulnerable young people, raising awareness of the dangers of risky behaviours, developing coping strategies for peer pressure, improving self-awareness, reducing risk of harm and creating opportunities for disclosure.

Conflict Resolution

Restorative Justice, conflict Resolution is used 1:1 or within a small group. Students look into victim awareness, taking responsibility and resolving differences and difficulties within their peer group.

Sessions can extend to outside the classroom, enabling situations to be dealt with promptly and avoiding escalation. Where necessary other agencies, parents and community leaders can be included.

E-Safety

Following an incident involving unsafe or risky behaviour using a computer in school, notification will be sent through with student details. 1:1 direct work will be carried out to further assess the level of concern.

This may lead to further work being conducted through Keeping Safe, Mentoring or Young People and the Law, depending on the issue

Prevent Young Ambassadors

Young Ambassadors is a government approved scheme, training selected students as Peer Mentors in relation to extremism and radicalisation. Students will receive two days training in school with qualified external trainers and school staff.

Once the training is completed, students will assist the school in raising awareness of extremism and radicalisation, through assemblies, PSHE and Focus days. They will be a first point of contact for other students wishing to have further information based on fact rather than public opinion

LGBT support group

An LGBT awareness group meets on a half term basis in school. All students and staff are welcome to learn more about individual rights, safety and sign posting to support services. The sessions are not exclusively for LGBT members but are inclusive of the entire school community.

Other areas of work

All our policies which address issues of power and potential harm, for example bullying, on-line safety, equal opportunities, handling, positive behaviour, will be linked to *ensure* a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff will follow DSCB Children Procedures if there are concerns around peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.

Virtual School Heads

St James Academy is committed in working with the Virtual School Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Children with Special Educational Needs and Disabilities

St James Academy is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

- ❑ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- ❑ Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs;
- ❑ Communication barriers and difficulties in overcoming these barriers.

Training and Development

St James Academy is committed to ensuring all staff are trained to a high standard. The detail around this is set out below.

According to 'Keeping Children Safe in Education' (2018), The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), At regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Local Advisory Committee and proprietors will ensure that all staff undergo safeguarding and child protection training at induction. The training should be regularly updated and in line with advice from DSCB.

In addition, all staff members should ensure regular safeguarding and child protection updates (for example, via email, e. Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the Local Advisory Committee meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and has been ratified by the Local Advisory Committee.

A copy of this Policy is also available on the School website.

Supporting Documents

<http://safeguarding.dudley.gov.uk/>

<http://www.stjamesacademy.org.uk/>

APPENDIX 1

What to do if you are concerned:

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the, Designated *Safeguarding Lead* who should contact the Multi Agency Safeguarding Hub (MASH) or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, then the Principal or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- The MASH and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child’.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- ❑ The reasons for your concern
- ❑ Full name and date of birth of the child
- ❑ Names and dates of birth of the child's family/household members
- ❑ Other agencies/professionals involved with the family
- ❑ The child's first language and any special needs
- ❑ The child's developmental needs, family and environmental factors and parenting capacity
- ❑ Any work you may have already undertaken with the child and family

All incidents will be reported on a Multi –Agency Referral Form (MARF)

Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant))

It is not the responsibility of anyone working within St James Academy, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

St James Academy will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- ❑ Behaved in a way that has harmed a child, or may have harmed a child;
- ❑ Possibly committed a criminal offence against, or related to a child;
- ❑ Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- ❑ Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);
- ❑ 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- ❑ Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socialising etc);
- ❑ Possession of sexual images of children / pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in St James Academy, including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Principal will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Principal / Chair of the Local Advisory Committee who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Principal, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Principal will refer the allegation to the MASH who may involve the Police. All allegations against people who work with children will be passed onto the LADO.
- The parents or carers of the child will be contacted as soon as possible following advice from the MASH Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Principal. If the Principal is the subject of the concern / allegation, the concern must be shared with the Chair of the Local Advisory Committee. The Chair of the Local Advisory Committee will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Principal will liaise with the Chair of the Local Advisory Committee and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

- Irrespective of the findings of the MASH Team or Police inquiries the Principal / Chair of the Local Advisory Committee will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of the Local Advisory Committee and Principal must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child will remain of paramount importance throughout