

Huntingdon Academy
Policies and Procedures to Protect Vulnerable Pupils

Huntingdon Academy fully recognises its responsibilities for safeguarding and promoting the welfare of children.

Aims

- To raise awareness of both teaching and non-teaching staff of the need for safeguarding and their responsibilities in identifying and reporting possible cases of abuse and vulnerable children
- Name a designated person for responsibility for safeguarding within the school
- Name a designated member of the governing body for responsibility for safeguarding
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected safeguarding issues
- To promote understanding and build relationships with other agencies in order to work together more effectively
- To support the child's development in ways which will foster security, confidence and independence
- To integrate a safeguarding programme as part of the PSHE curriculum and e-Safety through the ICT curriculum - allowing for continuance through all key stages
- To develop a network of support for pupils and adults within the school community
- To actively work within the policy and procedures set by the local authority and the green paper, 'Every Child Matters', in the protection and support of children thought to be at risk.

At Huntingdon Academy we:

- Work hard to create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to
- Provide support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties
- Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other agencies as a constructive and helpful measure
- Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby staff report such cases to the designated teacher and are aware of local procedures so that information is effectively passed on to relevant professionals such as social workers

- Monitor children who have been identified as being vulnerable, keeping, in a secure location, clear records of pupil's progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences
- Provide safeguarding training regularly to school staff
- Contribute to an inter agency approach to safeguarding by developing effective and supportive liaison with other agencies
- Use the curriculum to raise pupil's awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

The role of the designated person

- To be fully conversant in safeguarding procedures and to continue to co-ordinate action on procedures for the school and action on child abuse, ensuring that all staff are aware of their responsibilities in relation to safeguarding
- To refer individual cases of suspected child abuse to the relevant social service area following new assessment framework guidelines and to liaise with social services and other agencies on individual cases and on general issues relating to safeguarding
- To have responsibility for organising training on all aspects of safeguarding within the school, and to act as a school-based resource on safeguarding issues for other staff
- To ensure that all staff, both teaching and non-teaching, know about, and have access to, copies of the guidelines and procedures for safeguarding and that all cases of suspected abuse are reported in the correct way
- To attend training on safeguarding
- To have responsibility for planning and carrying out training on safeguarding for teaching and non-teaching staff
- To keep a safeguarding register documenting information regarding the welfare and general safeguarding issues within the school
- To be aware of other agencies involved with safeguarding in the LA and as a result, to liaise with them
- To ensure that the school is represented at safeguarding conferences, failing that, a report is submitted from the school
- To ensure that any decisions made by the safeguarding conference which involve school staff are carried as agreed at the conference
- To offer informed advice and guidelines to staff unfamiliar with safeguarding conference procedures and with the type of information required by the conference
- To be a key professional support to members of staff to whom pupils have

disclosed abuse

- To ensure that the school identifies which children are on the safeguarding register when referring a child for full assessment
- To ensure that the school has a system for passing appropriate information about a child on the register to a new school when a child transfers
- To monitor and evaluate the effectiveness of safeguarding work carried out within the school.

The Responsibilities Of the Governing Body

The governing body will adopt a robust safeguarding policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is being complied with. It will ensure that a designated teacher, together with a nominated governor for safeguarding are in place. It will recognise the importance of the role of the designated teacher and support them, ensuring the training necessary to be effective is undertaken. Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on going safeguarding issues. It should recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum. The governing body will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.

The Role of the Nominated Governor

The nominated governor for safeguarding will need to be familiar with local Area Safeguarding Committee procedures, LA procedures and guidance issued by the Department for Education. They will work with the designated teacher responsible for safeguarding to produce the child protection policy. It will be their duty to liaise with relevant agencies if any allegations are made against the head teacher. They should undertake the training available for nominated governors. The nominated governor should ensure that safeguarding is an annual agenda item for their governing bodies.

CRB and Safer Recruitment

School takes very seriously its role in safer recruitment procedures and ensures all staff and regular volunteers have undertaken CRB checks and have clearance to work with children. Supply staff are asked to produce their CRB clearance before they can work in school. A copy of this is kept locked away to comply with data protection procedures.

Procedures

The procedures for safeguarding vulnerable pupils are as indicated below. Other policies referred to and taken account of are as follows:

- Safeguarding
- Child Protection
- Health and Safety
- Bullying
- E:Safety
- Complaints procedure
- SEN
- First Aid
- Allegations against teachers and other staff

Vulnerable Pupil	Action to be taken
Incidents of bullying	See Bullying Policy
Looked After Children	See Looked After Children Policy See SEN Policy See Equality Policy
Domestic Violence All staff must be aware and alert to indications or allegations of domestic violence. <ul style="list-style-type: none"> • Prolonged and or regular exposure to domestic violence can have a serious impact on a child's development and emotional well being. • It will affect social relationships and ability to function at school. • Children may be subject to physical violence themselves. • Physical and psychological abuse can impair the abused parent's ability to care for and protect the child. • The impact of domestic violence is exacerbated when combined with drink or drug misuse. <ul style="list-style-type: none"> • Children may be pressurised into concealing parental conflict or domestic violence. • Even when violence is not present 	See Child Protection Policy and Procedures <ul style="list-style-type: none"> • Members of school staff may be held in trust by a parent who is being abused. • The abused parent will need to be given space and time to speak and then given appropriate information to seek help. • It is important to not that the abused parent may not be the best person to judge whether or not their children are at risk from the perpetrator. Independent advice should be sought. • Staff must be able to make careful sensitive enquiries about how any children may be affected. • Reassurance must be given that subsequent reports to Social Services will not result in the child or children being removed but they will be involved in an assessment in order to help them

<p>children can suffer extreme anxiety and distress through exposure to parental conflict.</p>	<p>change their situation and protect their child or children.</p>
<p>Children Who Go Missing From Home/School</p>	<ul style="list-style-type: none"> • If a parent advises school or a member of LA staff that their child is missing from home parents should be advised to contact the Police. • School must advise the EWO who will maintain contact with parents and monitor the situation with Social Services. • If a pupil runs out of school, does not return the school must inform parents and then alert Police. • The pupil should then be referred to the Education Welfare Service and the parents should be informed of this referral. • A pupil must not be removed from the school roll until a new address and or admission to another school has been confirmed. Schools must inform the LA before removing a pupil from roll.
<p>In danger of:</p> <ul style="list-style-type: none"> • Neglect • Physical abuse • Sexual abuse • Emotional abuse • 	<p>See Child Protection Policy and Procedures</p>
<p>Prostitution Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.</p> <ul style="list-style-type: none"> • Changes in behaviour • Lateness • Missing from home • Non school attendance • Unusual or excessive amounts of money or gifts/clothes. • Signs of physical abuse • Lack of concern or care about self 	<p>See Child Protection Policy and Procedures The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.</p> <ul style="list-style-type: none"> • It must be reported to the Police Safeguarding Team and Social Services in the first instance. • School can offer security, safety and strategies for support.

<ul style="list-style-type: none"> • Drugs • Alcohol • Rejection of usual friendship groups and withdrawal. • Attitude to school rules and discipline 	
<p>Bereavement / Child's death</p> <p>Stages of Grief</p> <p>There appears to be a series of stages of grief that individuals may go through in a set order:</p> <ul style="list-style-type: none"> • Shock • Denial • Depression • Guilt • Anxiety • Anger • Growing Acceptance 	<p>Contact LA</p> <p>As a member of staff in the short-term, you can:</p> <ul style="list-style-type: none"> • tell children the facts of the incidents (stop rumours) • answer questions honestly • create a supportive atmosphere where feelings can be expressed • enable your children to share thoughts and feelings • let them know if you are grieving too • help your children to realise that their grief is natural and normal • be alert to children behaviour • be aware of specific problems relating to school work • make sure your children can make use of arrangements in school such as; quiet place and/or someone to talk to • provide resources for children to read and discuss (if appropriate) • try to keep the normal routines going • help to create a network whereby children who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary. Be aware that staff responses will vary in implementing the above. Don't feel guilty if you need some support in working with your class on these issues.
<p>Refugees / Asylum seekers</p>	<p>Equality Policy</p>

Drugs / Alcohol abuse	See Child Protection Policy and Procedures and Drugs Policy
Children with a Disability	See Child Protection Policy and Procedures, Health and Safety Policy, Equality policy
Internet Safety	See e:safety policy
Excluded Children	Refer to LA guidelines