



Academy Trust

Arden Academy (Arden) is an academy maintained by Arden Multi Academy Trust

Name of Policy	Safeguarding Policy
Lead	Nick Burke, Deputy Headteacher
Level	Local Governing Board
Governor Committee	BSII
Governor Approved	28 th October 2023
Review Frequency	1 year
Version No.	2
Next Review	Autumn Term 2024
Reviewed	24 th May 2017 – minor alterations
	4 th June 2018 – minor alterations
	10 th September 2018 –adjustments (to named leads)
	23/11/18 – reviewed by Tony Stonehewer
	September 2019 – some changes to staff names
	September 2020 – minor alterations
	October 2021 – updated names (due to staff leaving)
	Autumn 2023 – updated names

This policy sets out how the governing body of the ARDEN MULTI ACADEMY TRUST is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.

The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.

This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, July 2018), Keeping Children Safe In Education (DfE, Sept. 2023), Inspecting safeguarding in early years, education and skills settings Ofsted document (August 2019).

This policy is made available to parents via the school website at <http://www.arden.solihull.sch.uk/about-us/arden-policies/>

Arden Academy is a centre of excellence; we have the very highest aspirations across the whole range of curricular and extra-curricular work. Outstanding academic performance is underpinned by exemplary care and guidance; our ethos is fundamental in ensuring that everyone works together and is supported and challenged appropriately to achieve their very best. We pride ourselves in being a happy and safe school rooted in the local community.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 11-18 whose care and education comes within the remit of this education provision. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

Policy Statement:

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is our paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining vigilance and an attitude of "it could happen here" where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding and emphasise the need for good levels of communication between all members of staff. (including designated safeguarding lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies to safeguard the general welfare of children;

including managing allegations and safer recruitment. This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on the Arden Academy website:<http://www.arden.solihull.sch.uk/about-us/arden-policies/>

Leadership and Management of Safeguarding

Governing Body

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor: Sarah Bloomer
- Liaising with the Associate Headteacher/designated staff over safeguarding matters. This is a strategic role rather than operational – governors will not be involved in concerns about individual pupils.
- Supporting the Associate Headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity.
- Ensuring school leaders report to the governing body at least annually. This should also reflect the local authority annual review of safeguarding.
- Ensure the Academy fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the school's arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding
- There is a nominated governor, Marin Carter, Chair, who will act as case manager for dealing with allegations of abuse against the Associate Headteacher. In the event of allegations of abuse being made against the Associate Headteacher allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

Specific Safeguarding Roles in School

The nominated safeguarding governor is: Sarah Bloomer. She is responsible for safeguarding and to champion good practice; to liaise with the head teacher and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Nick Burke and is a member of the Senior Leadership Team.

The Associate Headteacher, Dave Warwood leads on safer recruitment at work. (In the event of the recruitment of an Associate Headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE**) team is: CSW Resilience Team for Coventry, Solihull and Warwickshire Councils.

The **case manager for dealing with allegations of abuse made against school staff members** is the Associate Headteacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the Associate Headteacher** is Martin Carter, the Chair of Governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked After Children** is Nick Burke.

The **Personal, Social and Health Education lead** is Corinne Butler.

The **medicines in school lead** is Catherine Moore.

The **First Aid lead** is Jennie Cox.

The **School Nurse** is as assigned by Warwickshire School Nursing Team – Samantha Parry.

The **E-safety lead** is Nick Burke.

The **Preventing radicalisation lead** is Pete Simpson.

The **Behaviour and anti-bullying lead** is Nick Burke.

The **Health and Safety** lead is Alex Smith.

The **Mental Health Lead** is Pete Simpson.

The **Environmental Health** (particularly food hygiene) lead is Alex Smith.

The **Educational Visits** lead is Eleanor Collett.

The **Attendance** lead is Nick Burke.

The **Whistleblowing** lead is Dave Warwood.

In the event of an emergency, please dial 999 immediately.

Responsibility and Accountability

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

All staff members, governors, volunteers and external providers:

- Are subject to Safer Recruitment processes and checks in relation to their role in the education provision.
- Are expected to behave in accordance with the code of conduct and act on any breach of the code of conduct or any concern about a member of staff or volunteer.
- Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

The *Teacher Standards 2012* state that teachers, including Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.

Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one of Keeping Children Safe In Education (DfE Sept 2022). This training and induction is proportionate to their role and responsibilities.

Safeguarding in the School Curriculum

As a school we will educate and encourage pupils to keep safe through the provision of a **broad and balanced curriculum which includes a safeguarding curriculum**. The curriculum and in particular the personal, social and health and economic education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to recognise when they are at risk and how to get help when they need it to stay safe from abuse. For example: assessing risk, positive self-esteem, emotional literacy, assertiveness, and understanding of healthy relationships, sex and relationships education (including consent), e-safety, preventing radicalisation, female genital mutilation, child sexual exploitation and anti-bullying. This should also include more broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance are built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue may find this stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff receive appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work-related stress risk assessment.
- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@ciceap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing
- Referral to Occupational Health for one-to-one counselling

In the event of a violent incident the violence and aggression at work policy <http://intranet/Cooredocs/Healthandsafety/PoliciesGuidance.aspx> and risk assessment should be followed.

Suite of Safeguarding Policies and Procedures

<http://www.arden.solihull.sch.uk/about-us/arden-policies/>

Legal Clarification

Where the education provider requires legal advice, the Solihull MBC duty legal team can be contacted on 0121 704 6061. There may be a charge for this service.

Equality

Our Equality Policy emphasises our inclusive approach and sets clear expectations around equality and diversity. The policy clarifies procedures for dealing with any incidents of discrimination.

Behaviour and Anti-Bullying

Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

Child Protection

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour-based violence (including female genital mutilation and forced marriage), preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol) and extremism and gangs, youth violence (including knife crime) and child on child abuse.

Relationships and Sex Education

Our Relationships and Sex Education policy outlines the school approach to teaching sex and relationships education across the school and meeting the statutory responsibilities in this area.

Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

- The organisation of learning
- Our curriculum
- Our approach to teaching and learning
- How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on this basis.

Looked After Children

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher must work in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues.

Attendance Policy

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy.

Safer Recruitment and Safer Working Practice

We have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The Recruitment and Selection Policy outlines our approach. We will follow relevant guidance in Keeping Children Safe in Education 2022 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS). The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.

The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

We maintain a single central record which is reviewed by the safeguarding governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition from teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies :)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

We also have a responsibility to ensure safe working practice in our provision. All staff are familiar with the code of conduct, the managing allegations policy and the whistleblowing policy.

The NSPCC Whistleblowing Helpline has been developed to provide support to employees wishing to raise concerns over how child protection issues are being handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on 0800 028 0285. The Home Office and Department for Education commissioned the NSPCC to manage the advice line after a firm commitment to do so was made by the Government in its Tackling CSE report in March 2015. The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.

We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (eg details on school website, letters to parents, parent induction meetings).

Where other providers operate on the school site, through lettings on contracted arrangements, the school should ensure that robust safeguarding procedures are in place.

E-Safety and Social Media Policy

We provide clear and consistent guidance to staff, volunteers and visitors around the use of personal and school technologies, and ensure that staff adhere to such requirements at all time (eg: when taking school iPad off site for moderation training, or working at home

- We ensure that staff and volunteers
- are aware of the risks associated with the use of technology
- know how to raise a concern about another staff member / volunteer
- fully understand the requirements about using mobile phones
- staff adhere to such requirements at all times (e.g., when taking school iPad off site for moderation training, working at home)

We ensure that pupils understand that the use of mobile phones is not permitted in school. Post-16 students are allowed use and understand their responsibilities in using these devices. Pupils know how to raise a concern around another pupil or an adult – particularly in relation to mobile technologies. This includes an effective PSHE curriculum where example scenarios allow them to explore how to deal with situations and the appropriate course of action.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

The Academy has a responsibility to educate pupils and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is safe.

Appropriate photographs are taken of children to capture a curriculum activity or a celebration of school life using school equipment, but permission will be sought from parents beforehand. Staff will not use their personal mobile phone, camera (still or moving images), iPad or other devices to take, edit or store images of pupils from this school. An exception to this practice will be that **named staff may be authorised by the Head Teacher** to bring their own camera into school without a memory card, any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.

Staff will not communicate with pupils through private email accounts, social networking sites, on educational matters, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school believes it is far safer for staff not to accept either school children or ex-pupils as 'friends'. Great care will be taken if staff make an exception to this guidance and will account to the Principal for their decision, eg young person is also a family member.

Physical intervention:

We recognise that it is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables education provision staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the education provision or among any pupils receiving education at the education provision, whether during the teaching session or otherwise.

The general guidance on [The Use of Force to Control or Restrain Pupils \(2010\)](#) continues to be supplemented by two specialist guidance documents, namely:

- *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* (Circ LEA/0242/2002); and
- *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* (Circ LEA/0264/2003).
- The circular entitled *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders* applies to all special education provision settings.

Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

Alternative Provision

Where we contract with an alternative provider to provide part of or all of a pupil's education, we ensure:

- The provision is a registered education provider, (providers must be registered if five or more full time pupils are on roll, or one special education needs pupil.
- Clarity on the contract arrangements (eg: through a service level agreement)
- Pupils attend the provision and have clear arrangements for reporting nonattendance
- Clear plans around behaviour, recording and reporting inappropriate or declining behaviour.
- Requirement to report of pupil achievement
- Appropriate health and safety and safeguarding arrangements are in place

Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid

Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure.

This includes our risk assessment procedures, including:

- the safety of staff, pupils and visitors to the school site,
- fencing and boundary security
- procedures around the security of external doors (such as the external kitchen door) and access to the site
- storage of hazardous substances

We ensure an annual fire risk assessment takes place and any actions are swiftly addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are addressed.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for pupils, staff and visitors and will make sure that procedures are in place to meet that responsibility.

Driving at Work

Our driving at work policy provides staff with clear guidance on driving at work.

Educational Visits

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.

Emergency Advice and Support for Educational Establishments (EASEE)

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

(EASEE guidance is available from the CSW Resilience Team Sub-Regional website. Please follow this link: <http://cswprepared.org.uk/emergency-advice-and-support-for-educational-establishments>)

This includes emergency school lockdown procedure guidance and bomb and suspicious package information.

Complaints

Our procedures for dealing with complaints are clearly set out in our Complaints Policy and are available to parents via the school website. In the first instance we work to resolve any misunderstanding or concern.

The local authority can provide an additional stage to review how schools have followed their own procedures in accordance with their provisions. Further advice can be sought through head of audit services on 0121 704 6282. This service is chargeable.

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school.

All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medicines in School Policy.

Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

- Line management and task management of staff
- Audits of safeguarding records
- Discussions with staff involved in safeguarding work
- Pupil surveys, questionnaires and evidence of the pupil voice in safeguarding work
- Scrutiny of data sets
- Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a co-ordinated approach) • Review of parental concerns and parent questionnaires

Success Criteria:

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.
2. Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.
3. Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.
4. Content of the policy remains up to date with reference to relevant legislation and local guidance.