

CHILD PROTECTION POLICY



Revised **July 2015**

Updated **November 2015**
February 2016
October 2016
January 2017

Jenny Davis
Mick Tinch

CONTENTS

PRINCIPLES	3
DESIGNATED MEMBER OF STAFF	4
DESIGNATED GOVERNOR	5
RECRUITMENT	6
VOLUNTEERS.....	6
INDUCTION & TRAINING	7
DEALING WITH CONCERNS	7
SAFEGUARDING IN THE ACADEMIES	7
CHILD SEXUAL EXPLOITATION AND PREVENTING VIOLENT EXTREMISM	8
SEXTING	8
PEER ON PEER ABUSE	8
PHOTOGRAPHING CHILDREN	9
CONFIDENTIALITY	9
CONDUCT OF STAFF	9
PHYSICAL CONTACT & RESTRAINT	10
ALLEGATIONS AGAINST MEMBERS OF STAFF	10
BEFORE AND AFTER SCHOOL ACTIVITIES	10
CONTRACTED SERVICES	10
Appendix 1	
FURTHER INFORMATION AND GUIDANCE TO STAFF AND VOLUNTEERS.....	11
Appendix 2	
PREVENT SELF ASSESSMENT.....	14

PRINCIPLES

Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.

The Springwell Learning Community recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child and young person regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors), in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

Springwell Learning Community seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. We hope that parents and children will feel free to talk about any concerns and will see the Academies as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our academies if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board.

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the Academies, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in the Academies is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the Academies are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the Academies and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns

to the Designated member of staff, who will refer on to Children's Services in accordance with the procedures issued by Barnsley Safeguarding Children Board.

- safeguard the welfare of children whilst in the Academies, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

DESIGNATED MEMBER OF STAFF

1. The designated senior member of staff (designated person) for child protection in this school is:

Jenny Davis

2. In her absence, these matters will be dealt with by:

Michelle Sault, Mal Baker, Chimene Ellis and Rachel Musgrave

3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
4. The Academies recognises that:
 - the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the Academies.
 - all members of staff (including volunteers) must be made aware of who this person is and what their role is.
 - The designated person will act as a source of advice and coordinate action within the Academies over child protection cases
 - The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
 - They should possess skills in recognising and dealing with child welfare concerns.
 - Appropriate training and support should be given.
 - The designated person is the first person to whom members of staff report concerns.
 - The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Barnsley Safeguarding Children Board.
 - The designated person is not responsible for dealing with allegations made against members of staff unless directed by the Principal.
 - The designated person will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Board and discussed with families in advance of the conference

To be effective they will:

- Act as a source of advice, support and expertise within the Academies and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will use the escalation process as identified on the Safeguarding website.
- Ensure each member of staff and volunteers at the Academies and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the Executive Principal to inform them of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that referrals may need to be made. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection. Wherever possible, this will include face to face discussion and handover of records where possible.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for Children Missing Education (CME).

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated person immediately.

DESIGNATED GOVERNOR

The Designated Governor for Child Protection at this school is:

MICK TINCH

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the Academies on a regular basis, and no less than annually, to ensure that:

- The Academies are carrying out its duties to safeguard the welfare of children;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The Academies follow the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the Academies, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

RECRUITMENT

In order to ensure that children are protected whilst attending the Academies, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in “Keeping Children Safe in Education July 2015”, in particular:

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant’s suitability to work with vulnerable children.
- Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service (DBS) check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the Academies, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school or B.S.S regularly or over a longer period then they will be put through the same recruitment process as any other member of staff to ensure their suitability to work with children.

INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff in the Academies (including volunteers) will receive a Safeguarding Induction Programme and a copy of this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person.

Staff will attend refresher training minimally every three years although we will seek to train staff annually and the designated person every two years.

DEALING WITH CONCERNS

Members of staff and volunteers are not required by the Academies to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the relevant Children's Services.

To this end, volunteers and staff will follow the procedures below:

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or Executive Head Principal) if an allegation about a member of staff) and agree action to take.

The Designated person will decide on the appropriate actions and if the issue needs passing on to Children's Social Care using the Request for Service Guidance.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children Board.

A cause for concern file will be raised where any further information can be recorded.

Weekly safeguarding meetings will be held to discuss any child that is deemed vulnerable.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

SAFEGUARDING IN THE ACADEMIES

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the Academies are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the Academies policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Bullying; the Academies will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular

attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.

- Safe recruitment and code of conduct for staff.
- Racist incidents
- Confidentiality
- Behaviour and the school rules
- Health & Safety
- Physical Intervention
- Allegations against members of staff
- E-Safety and Social Media including Cyber bullying

CHILD SEXUAL EXPLOITATION AND PREVENTING VIOLENT EXTREMISM

At our academies we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalized or be exposed to the risks of CSE. To support this process, the staff in our academies report any concerns they have about our children in this respect to the Designated Child Safeguarding Officer in the academy using the 'note of concern' process through CPOMS. The Designated Officer will then make a referral into Barnsley Safeguarding Children Board for further advice and support.

SEXTING

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called:

- trading nudes
- dirties
- pic for pic

We share everyone's concern around this issue and we have encouraged all our parents to address this issue with their children, through Family Learning Day and our Newsletter. All staff are aware of how to report concerns using our existing child protection procedures.

PEER ON PEER ABUSE

There is in place safeguards to reduce the likelihood of peer on peer abuse. There is an established ethos of respect, friendship, courtesy and kindness with a clear, Behaviour for Policy which sets out the Academies expectations and consequences for unacceptable behaviour together with visible staff presence. The Academies seek to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to peer on peer abuse. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject many people find very difficult to talk about. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. However, the idea that children can sexually abuse others is still very hard for us to accept. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy

Any peer on peer allegation will be referred to the Designated Safeguarding Lead immediately, using the Academies child protection procedures. Where a concern regarding peer on peer abuse has been disclosed to the Designated Safeguarding Lead, advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be an Academy response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during an activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The Academies cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

CONFIDENTIALITY

The Academies, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

CONDUCT OF STAFF

The Academies have a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping

- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside working hours or professional duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

PHYSICAL CONTACT & RESTRAINT

Members of staff may have to use physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training.
- It must be considered, reasonable, proportionate and necessary.

ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

The Executive Principal, or the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

The Executive Principal (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority.

BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours' activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Appendix 1

Further information and guidance to staff and volunteers

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Types of abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol,

gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Local guidance and materials for academies can be found here- Barnsley Safeguarding Children Board.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on here-Female Genital Mutilation. Staff should activate academy and local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place. The lists are not exhaustive; any concerns must be shared with the designated safeguarding lead.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Object shaped bruises
- The child gives inconsistent accounts for the cause of injuries

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders
- CSE-Likely behaviours may include:
- Repeatedly going missing, particularly overnight
- Coming home with unaccounted gifts, i.e. clothes, money, food, jewellery and drugs. (Common one being a mobile phone.)

- Having a relationship with an older partner with whom there may be concerns
- Excessive & secret use of internet and/or mobile (potential grooming?)
- Having several SIM cards, frequent mobile phone top ups
- Being unusually secretive (where have they been, who are their friends)
- Mood swings and changes in behaviour
- Talk of going to parties

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying
- Signs of possible neglect
- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating

Appendix 2

PREVENT SELF ASSESSMENT SPRINGWELL LEARNING COMMUNITY

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation.

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role:

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively.

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.

1. Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Tick as appropriate	Self-Assessed Rating
There is an Identified strategic PEVENT lead across the Learning Community	✓ Jenny Davis	Green
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures	✓	Green
The Senior Leadership Team are aware of the PREVENT Strategy and its objectives	✓	Green
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT	✓Staff understand the need to flag up concerns and there is a clear process to follow	Green
PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team	✓PREVENT is connected to Safeguarding and Child Protection Policies and systems in school	Green
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	✓The strategy is incorporated in the safeguarding policy. All staff are aware of referral routes and processes.	Green

2. Staff and Governing Body have been appropriately trained according to their role

Evidence	Tick as appropriate	Self-Assessed Rating
WRAP was presented to all staff by the LA PREVENT Co-ordinator 22.04.2016. Induction briefings are delivered to all new starters in the first week of employment. The Chair of Governors attended the training. A briefing will be delivered to all governors before the end of Autumn term 2016.	✓	Amber
Any future courses on PREVENT will be cascaded to all staff as and when they occur.	Ongoing	N/A
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate.	Ongoing	N/A
There is appropriate staff guidance and literature available to staff on the Prevent agenda.	Ongoing	N/A

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Evidence	Tick as appropriate	Self-Assessed Rating
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	✓	Green
A single point of contact (SPoC) for any PREVENT concerns raised by staff within the organisation has been identified.	✓ Jenny Davis in her absence any of the Deputy DSL's. CPOMS	Green
An appropriate internal PREVENT referral process has been developed	✓the referral process is the same as any CP concern and is put onto CPOMS	Green
Partner agency communication channels have been developed – PREVENT Lead at South Yorkshire Police (Janet Scholey) are first port of call when outside agencies need to be consulted or for making a Channel referral.	✓	Green
An audit trail for notification reports/referrals exists	✓audit trail exists through CPOMS reporting tool	Green
PREVENT referrals/notifications are being managed or overseen by relevant staff	✓ DSL and Deputy DSL's	Green

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	Self-Assessed Rating
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences	✓ - PSHEE, assemblies and PHSE curriculum	Green
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	✓ - Regular safeguarding training includes delivery of this.	Green
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	✓ - Delivered through the PHSE curriculum and with Open Minds	Green
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	✓ - referral system in place that follows child protection process.	Green