Safeguarding, Child Protection and Prevent

POLICY

June 2017

This policy will be reviewed annually or following any changes in legislation and made publically available.

<table>
<thead>
<tr>
<th>Written By:</th>
<th>Miss Carpenter</th>
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<tbody>
<tr>
<td>Governing Committee Responsible</td>
<td>Board of Trustees</td>
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<td>Approved By and Date:</td>
<td>PRMC 24: June 2017</td>
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<td>Monitored &amp; Reviewed By and Date</td>
<td>PRMC 24: June 2017</td>
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<td>Date of Next Monitoring &amp; Review</td>
<td>June 2018</td>
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<td>SLT Responsible for Monitoring &amp; Review</td>
<td>Miss Carpenter</td>
</tr>
</tbody>
</table>

Updated June 2017 page1
Beacon Community College Academy Trust

Safeguarding, Child Protection and Prevent policy 2017

Contents:

- **Safeguarding and Child Protection Policy** (p.3)
  1. Statement of Intent
  2. Safeguarding Aims
  3. Safeguarding Definition
  4. Safeguarding Legal Framework
  5. Safeguarding Roles and Responsibilities

- **Prevent Policy** (p.8)
  6. Prevent Aims
  7. Prevent Definition
  8. Prevent Legal Framework
  9. Prevent Roles and Responsibilities
  10. Safeguarding from extremism
  11. Preventing radicalisation
  12. Promoting fundamental British values
  13. Challenging extreme views (Building Resilience)

- **General Safeguarding** (p.14)
  14. Safer recruitment
  15. Staff Induction, Training and Development
  16. Site Security, Contractors, Service and Work Placement Providers

- Appendix 1: Names of DSL and Prevent Leads (p.21)

If you have any concerns at all about the safety or welfare of a child please make immediate contact to the Academy direct on 01892 603000 and clearly state that your call relates to a potential safeguarding issue. If your concern is outside of Academy hours or during the school holidays, please contact the police or the [Single Point of Advice](#) team directly.

If a child is in imminent danger then please dial 999 for the Police.
Safeguarding, Child Protection policy

Statement of intent

Beacon Academy is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside the Academy premises and recognises that all staff, including volunteers, have a responsibility to take a full and active role in protecting our students from harm.

“Where a child is suffering from significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.” Keeping Children Safe in Education 2016. As defined by these principles, this policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

We will:

- Provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child; and helps the children to feel safe and respected thus encouraging the children to talk openly feeling confident that they will be listened to
- Raise awareness with all staff, (permanent and temporary, volunteers, contractors and external service or activity providers) the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Provide a systematic means of monitoring children known or thought to be at risk of harm along with a structured procedure to be followed by all members of our Academy’s communities when reporting safeguarding concerns
- Emphasise the need for good levels of communication between all members of staff
- promote and ensure effective working relationships with other agencies, especially the Police and Social Services
- Ensure safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Educate students on how to keep safe and to recognise behaviour that is unacceptable
- Ensure that members of the Trustee’s body, the Headteacher and staff members understand their responsibility, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead
- Ensuring that any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed

Safeguarding relates to but is not restricted to:

- Staff Conduct
- Curriculum
- Managing allegations against staff
- Attendance
- Safe recruitment and selection
- Whistle blowing

Updated June 2017 page 3
- Health and safety
- Behaviour management
- Managing building design
- Child Protection
- Educational visits
- E-Safety
- Anti-Bullying

*Note: This list is not exhaustive.*

**Definition**

For the purposes of this policy, Beacon Academy will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in our Academy, including all permanent temporary and support staff, Trustees, volunteers, contractors and external service or activity providers.

**Legal framework**

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- Equality Act 2010
- Protection of Freedoms Act 2012
- DfE (2015) ‘What to do if you’re worried a child is being abused’

Updated June 2017 page4
The Education (School Teachers’ Appraisal) (England) Regulations 2012
The Children and Families Act 2014
The Sexual Offences Act 2003

Roles and responsibilities

All staff members, Trustees, volunteers and external providers must know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child.

The Trustee body

The Board of Trustees has appointed Mr Peter Weston as the nominated Trustee responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the Trustee body. The Trustee body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the Academy’s ethos and reflected in the Academy’s day-to-day practice.

The Trustee body has a duty to:

• Ensure that the Academy complies with its duties under the above child protection and safeguarding legislation
• Ensure that the policies, procedures and training opportunities in the Academy are effective and comply with the law at all times
• Ensure that the Academy contributes to inter-agency working in line with the statutory guidance ‘Working Together to Safeguard Children 2015’
• Ensure that the Academy’s safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB)
• Comply with its obligations under section 14B of the Children’s Act 2004 to supply the LSCB with information to fulfil its functions
• Ensure that a member of the Trustee body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Headteacher or other Trustee
• Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct that complies with legislation
• Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder’s job description – there should always be cover for the designated safeguarding lead
• Consider how children may be taught about safeguarding, including protection for dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
• Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
• Ensure that at least one person on any appointment panel has undertaken safer recruitment training
• Ensure that there are procedures in place to handle allegations against members of staff or volunteers

Updated June 2017 page5
• Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS), if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – this is a legal duty
• Ensure that there are procedures in place to handle allegations against other children
• Ensure that the child’s wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children
• Ensure that there are systems in place for children to express their views and give feedback
• Appoint a designated teacher to promote the educational achievement of ‘looked after children’ and ensure that this person has undergone appropriate training
• Ensure that staff members have the skills, knowledge and understanding necessary to keep ‘looked after children’ safe, particularly with regard to the child’s legal status, contact details and care arrangements
• Put in place appropriate safeguarding responses to children who go missing from Academy, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future

Beacon Academy Staff have a particularly important role to play with regards to safeguarding as they are in a unique position to identify concerns early, which is imperative if safeguarding procedures are to be fully effective. Beacon Academy is committed to ensuring that where a child is suffering harm or is likely to do so then action will be taken to protect that child, and in all instances appreciate that a child’s views are paramount and those views will be taken into account.

Beacon Academy Staff should:
• Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties
• Provide a safe environment in which children can learn, reporting any issues of concern relating to the security of the site and challenging for clarification any individual on site who is not known or identifiable
• Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm
• Take appropriate action, working with other services as required
• Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead
• Raise their concerns with the DSL or if at any point there is a risk of immediate serious harm to a child, make a referral to children’s social care immediately. Any member of staff can make a referral, and where a child’s situation does not appear to be improving, that same staff member should press for reconsideration
• Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead
• Beacon Academy works in partnership with the Local Authority’s Channel Panel to assess the extent to which individual students are at risk of being drawn into terrorism
• The Academy’s procedure for, and approach to, preventing radicalisation is outlined in the Preventing Extremism & Radicalisation Policy
The Headteacher:
Ms Robinson, the Headteacher will ensure that the policies and procedures adopted by the Trustee body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Headteacher has a duty to:

- Safeguard children’s wellbeing and maintain public trust in the teaching profession
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
- Ensure that all training as outlined in this policy, including Safer Recruitment Training is completed and is up to date for all staff members and other adults working in the Academy, proportionate to their role and responsibilities
- Ensure that safeguarding lessons are delivered as part of the Academy’s broad and balanced curriculum, via PSCHÉ and/or SRE lessons

The Academy’s lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL) Miss Jestyne Carpenter. We have three further deputy DSLs to ensure there is appropriate cover for this role at all times, Mrs J Feltham Assistant Head of Year Beches Site and Mr S Baker, Assistant Headteacher Sixth Form, Dr K Grosseman Sixth Form. In the absence of the designated safeguarding lead, child protection matters will be dealt with by the Headteacher, Ms Anna Robinson, unless the allegation is about the Headteacher, in which case the concern should be reported to the Chair of Trustees, contacted through the Clerk to the Trustees, Mrs Claire Murton.

The DSL’s responsibilities are

- Take day-to-day responsibility for safeguarding
- Refer all cases of suspected abuse to children’s social care, the designated officer or team of officers with responsibility for the management and oversight of allegations against people that work with children for child protection concerns, the DBS, and the police in cases where a crime has been committed
- Liaise with the Headteacher to inform her of safeguarding issues, especially ongoing enquiries under section 47 of the Children’s Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies
- Ensure through training and support that staff are equipped with the skills, knowledge and understanding necessary to keep Looked After children safe
- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the Academy’s Child Protection Policy and procedures, especially new and part-time staff members
• Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers
• Be able to keep detailed, accurate and secure records of concerns and referrals
• Obtain access to resources and attend any relevant training courses
• Encourage a culture of listening to children and taking account of their wishes and feelings
• Ensure the Academy’s Safeguarding, Child Protection and Prevent Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty
• Ensure the Academy’s Safeguarding, Child Protection and Prevent Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the Academy in this
• Undertaken Child Protection training, every two years and to actively ensure that any other training including Prevent Duty is identified and undertaken regularly
• Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding
• Ensure that the student’s child protection file is copied when transferring to a new Academy

The DSL is on our Academy’s leadership team and their role of DSL is explicit in their job description and has the appropriate authority and has been allocated the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The case manager for dealing with allegations of abuse made against Academy staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the chair of Trustees. The procedure for managing allegations is detailed in the procedures handbook.

Prevent Policy

This part of the Safeguarding, Child Protection and Prevent Policy specifically complies with the duty placed on all educational establishments to have due regard for the need to prevent people from being drawn into terrorism.

It is one element within our overall arrangements to Safeguard and Promote the Welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Statement of intent

Beacon Academy is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Beacon Academy recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Beacon Academy deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of terrorism and we will not tolerate extremism views of any in our Academy, whether from internal sources; students, staff or governors, or external sources; Academy community, external agencies or individuals.

Updated June 2017 page8
Our zero tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

Introduction and Definitions

In June 2015 the DfE published new guidance on The Prevent Duty, which is part of the wider duties to protect children from harm and the Prevent Duty requires us, along with all academies, to assess the risk of our students being drawn into radicalisation and extremism and it requires all Academy staff to be able to identify and respond to children who are vulnerable to radicalisation.

Extremism – is defined as the holding of extreme political or religious views.

Radicalisation – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

Fundamental British values – are a set of expected standards by which people resident in the United Kingdom must live.

For the purposes of this policy Beacon Academy uses the following accepted Government definition of extremism which is; “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; and/or calls for the death of members of our armed forces, whether in this country or overseas.”

For the purposes of this policy Beacon Academy uses the following accepted Government definition of radicalisation, which is “the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

Legal Framework

Our Academy’s Safeguarding, Child Protection and Prevent Policy also draws upon the guidance contained in the following publications:

- Revised Prevent Duty Guidance for England and Wales 2015
- Keeping Children Safe in Education, 2016
- Counter-Terrorism and Security Act 2015
- Pan Sussex Child Protection Procedures
- DfE Guidance “Tackling Extremism in the UK”
- DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and

Related Policies and Procedures

This policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Roles and Responsibilities

The Trustee body has a duty to:

- Ensure that the Academy complies with its duties under the above legislation.

Updated June 2017 page9
• Ensure that the policies and procedures and training opportunities in the Academy are effective and comply with the law at all times
• Comply with the Counter-Terrorism Security Act 2015 to have due regard to the need to Prevent people from being drawn into terrorism

The Headteacher has a duty to:

• Safeguard children’s wellbeing by ensuring that the culture and ethos of the Academy is one that promotes fundamental British values, challenges extremist views and protects children from extremist views and extremist materials that leads to poor outcomes
• Embed within the Academy’s ethos an approach that enables students to know what safe and acceptable behaviour is within the context of extremism and radicalisation
• Ensure that the policies and procedures relating to Safeguarding adopted by the governing body are followed by all staff
• Ensure that training is provided for all staff so that they are equipped with the knowledge to recognise extremism and are skilled and confident enough to challenge it
• Ensure that a broad and balanced curriculum is delivered by skilled professionals so our students are enriched, understand and become tolerant of difference and diversity
• To promote a culture that enables young people to thrive, feel valued and not marginalised

The designated safeguarding lead has a responsibility and a duty to

• To work in line with the responsibilities set out in our Safeguarding Policy, Child Protection and Prevent Policy.
• To undertake the responsibilities of the Prevent Duty 2015.
• To undertake any necessary training in line with our Safeguarding Policy, Child Protection and Prevent Policy.
• To lead on training to ensure that all staff are aware of their Prevent Duty and can recognise the signs of radicalisation and extremist views.
• To be the focus person and local “expert” for Academy staff and others who may have concerns about an individual child’s safety, well-being or behaviour.
• To deal with any incidents of extremism or terrorism within our Academy community.
• To liaise with the Sussex Police Prevent Coordinator as necessary for specific concerns and for training and awareness-raising as required.

Other Staff Members should:

In addition to being fully conversant with their responsibility and duty of care in accordance with our Safeguarding and Child Protection, staff as part of their wider safeguarding responsibilities should be alert to:

• Disclosures by students of their exposure to the extremist actions, views or materials of others outside of Academy, such as in their homes or community groups, especially where students have not actively sought these out
• Graffiti symbols, writing or art work promoting extremist messages or images
• Students accessing extremist material online, including through social networking sites
• Parental reports of changes in behaviour, friendship or actions and requests for assistance
• Partner Academies, local authority services, and police reports of issues affecting students in other Academies or settings. Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Safeguarding from extremism

- We protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate
- We have a dedicated safeguarding lead who deals with any incidents of extremism and or terrorism within our Academy community
- As is our responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism
- We have strong relationships with our local safeguarding children board (LSCB) and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise
- We encourage any student, parent, staff member or member of the wider Academy community to let our designated safeguarding lead know if they have concerns about:
  1. Students becoming radicalised
  2. Groups, clubs or societies with extremist or radical views
  3. Friends and/or families of students becoming radicalised or involved in extremism
  4. Students planning to visit known areas of conflict
  5. Members of the Academy and wider community attempting to draw young and/or vulnerable students into extremism
- Visitors and speakers coming into the Academy will be vetted prior to them having access to students, and all materials handed out to students will be checked by the Headteacher
- Student led groups, clubs and societies may be subject to unannounced inspections by our designated safeguarding lead

Preventing radicalisation

As an Academy we will:

- always take allegations and concerns of radicalisation and/or terrorism seriously
- help pupils channel their desire for excitement and adventure into suitable and healthy activities
- work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school

Updated June 2017 page 11
• record all internet activity that takes place on site, and on any Academy computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online

• always aim to integrate and engage every child within the Academy community, and in the wider community

• celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part

• monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging in extremist activity and/or radicalisation

• take action proportionate to the incident/risk where a student has been identified as at risk of radicalisation

**Community Links**

• We will engage with local community and religious leaders, and local law enforcement

• We will include discussion about extremism and terrorism in our Trustee Body meetings

• We will operate an open door policy for community members to report concerns

• We will open our doors to the community for festivals, religious and other events

• We will select a range of charities to support across the year which represent our Academy community, including local community groups

**Use of External Agencies and Speakers**

Beacon Academy encourages students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

• We encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students

• We will use vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school’s values and ethos

• We will ensure that the work of external agencies that may not directly be connected with the rest of the school curriculum is of benefit to students

• We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

• We will ensure that messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability and help students develop the critical thinking skills needed to engage in informed debate.

*Updated June 2017 page12*
Promoting fundamental British values

Through the national curriculum, we will:

- Teach our students a broad and balanced international history
- Represent the cultures of all of our students across the subject
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Demonstrate the historical importance of the Commonwealth

Through our social, moral, spiritual and cultural programme, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Through our teaching approaches we will:

- Ensure that all teaching approaches help our students to build resilience to extremism and give a positive sense of identity through the development of critical thinking skills
- To be flexible enough in teaching approaches and the delivery of assemblies to adapt, as appropriate, to address specific issues so as to become more relevant to the current issues of extremism and radicalisation
- To make good connections with young people with a child centred approach, facilitating a “safe Space” for dialogue and equipping our students with the skills, knowledge, understanding and awareness for resilience

We will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Ensuring that all students within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils
- Using opportunities such as general or local elections to discuss and hold mock elections to offer students the chance to engage in politics from an early age
- Offering opportunities for debate to provide students with the chance to learn how to argue and defend points of view

Updated June 2017 page13
- Using teaching resources from a wide variety of sources to help students understand a range of faiths
- Considering the role of extra-curricular activity, including any activity run directly by students, in promoting fundamental British Values

**Challenging extreme views (Building Resilience)**

All staff will:

- Provide a safe environment for debating controversial issues
- Promote fundamental British values, alongside students’ spiritual, moral, social and cultural development
- Allow students time to explore sensitive and controversial issues challenging extremist views with counter arguments
- Provide students with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing
- Equip students to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments
- Teach students about how democracy, government and law making/enforcement occurs
- Teach students about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK

We support and adhere to the latest guidance from the DfE which requires Academies to actively promote fundamental British values and to ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

**General Safeguarding Information**

**Safer recruitment**

Beacon Academy has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the Academy’s commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member’s safeguarding responsibilities.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the Academy at times when children are on Academy premises.
- Regularly come into contact with children under 18 years of age.
All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*.

At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.

Trustee for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

**Pre-employment checks**

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate’s identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
- Verifying the candidate’s mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- Verifying the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the Academy will follow the advice set out on the gov.uk website
- If the person has lived or worked outside the UK, they will undergo the same checks as other staff and any further checks that the Academy considers appropriate
- Verifying professional experience and qualifications as appropriate

A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service, if an applicant has subscribed to it and gives their permission.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment. An enhanced DBS check may be requested for anyone working in the Academy that is not in regulated activity, but not with a barred list check.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Updated June 2017 page15
Information about past disciplinary action or allegations will be considered carefully when assessing an applicant’s suitability for a post.

Written notification will be obtained from any agency or third-party organisation contracted by the Academy, confirming that the organisation has carried out the same checks on an individual who will be working at the Academy that the Academy would otherwise perform. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

The Academy will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

Under no circumstances with the Academy offer “settlement agreements” to accused members of staff in exchange for not pursuing disciplinary action or not meeting its legal duty to refer the staff member to the DBS.

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity. The Academy will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

All volunteers in regulated activity will be supervised regular and day to day, and in all circumstances the level of supervision must be reasonable to ensure the protection of children.

Any person prohibited from teaching by a Prohibition order will not, in any circumstance, be appointed as a teacher or be allowed to continue to work at the Academy.

Unless there is cause for concern, the Academy will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

An enhanced DBS check will not be required for events that may have occurred outside the UK where, in the three months prior appointment, the candidate has worked:

- in an Academy in England in a post which brought them into regular contact with children or young people
- in an FE institution, or 16-19 academy, in any post that brought them into regular contact with children or young people

All other pre-employment checks will be completed.

Where applicants for initial teacher training are salaried by the Academy, the Academy will ensure all safeguarding checks are carried out. Where trainee teachers are fee-funded, the safeguarding checks must not be carried out by the Academy but by the initial teacher training provider.
In the unlikely event that a member of staff was not employed to carry out a regulated activity, the requisite safeguarding checks must be undertaken if they subsequently move to a regulated activity.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check. Trustees that are volunteers shall be treated on the same basis as other volunteers.

The Academy will ensure that any contractor or employee of the contractor working at the Academy has been subject to the appropriate level of DBS check. Contractors without a DBS check will be supervised if they will have contact with children. If contractors engage in any regulated activity then they will require an enhanced DBS certificate (including barred list information). If the contractor is self-employed then the Academy will obtain the DBS on their behalf. The identity of the contractor will be checked upon their arrival at the Academy.

If the Academy knows, or has reason to believe, that an individual is barred from working in regulated activity they will not be permitted to work, or continue to work, at the Academy.

If the Academy has a safeguarding concern about an existing member of staff, the Academy will carry out relevant checks as if they were a new member of staff.

The Academy will ensure that policies and procedures are in place to protect children from harm during work experience placements.

The Academy will set up and maintain a single central record of whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the Academy:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A check to establish the person’s right to work in the UK

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate’s identity, right to work and required qualifications will be kept for the personnel file.

**Staff Induction, Training and Development**

Staff are provided with the following documentation as part of Beacon Academy’s commitment to ensuring that everyone is aware of their obligations to protect a young person from harm or neglect.

- Staff Code of Conduct Policy. This policy includes safeguarding issues such as student/staff relationships and communications, including the use of social media.
- Safeguarding, Child Protection and Prevent Policy
- Part 1 of Keeping Children Safe in Education 2016
- All new members of staff, including newly qualified teachers, learning support assistant and support staff receive child protection training on how to recognise signs of abuse, how to
respond to any concerns, e-safety and familiarisation with our safeguarding policy and child protection policy

- The induction is proportionate to staff members’ roles and responsibilities and includes annual online Child Protection training provided by HAYS
- The Designated Safeguarding Lead will undertake child protection training every two years and regular assessments will take place to identify other training essential to the role
- All staff, including the Headteacher, will undergo child protection training every year which is updated regularly in line with LSCB advice
- Staff awareness is maintained with regular refresher training and updates at weekly staff meetings
- The designated safeguarding lead will undergo updated child protection training every two years
- All Trustees undergo specific online child protection every year
- The nominated Trustee for safeguarding and child protection will undergo training prior to or soon after their appointment to the role; this training will be updated every 3 years
- We will ensure that staff will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-Academy training if it takes place during their period of work for the Academy
- The DSL will provide an annual briefing to the Academy on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews
- The Academy will maintain accurate records of staff induction and training

Site Security

- All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light
- We check the photo identity of all visitors and volunteers coming to Academy. Visitors are expected to sign in and out on the Visitors Log located at Reception on both sites and to display a visitors or appropriate badge while on the Academy site. Any individual who is not known or identifiable will be challenged for clarification and reassurance
- All visitors without current DBS clearance, including a student’s parents or relatives will be escorted or supervised whilst on the Academy grounds
- Beacon Academy will not accept the behaviour of any individual, parent or anyone else, who threaten Academy security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the Academy site, in extreme cases the police may be contacted

Contractors, Service and Work Placement Providers

- We will ensure that contractors, service and activity providers and work placement providers are aware of our Academy’s safeguarding and child protection policy and procedures and they have procedures in place to protect young people from harm. Where appropriate, barred list checks will be required for people who supervise children under the age of 16 on work
experience. We will require that employee and volunteers provided by these organisations use our procedure to report concerns

- We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education 2016
- We will seek assurance from employers providing work experience to ensure that the person facilitating the instruction or training is not a barred person
- Where a young person over the age of 16 undertakes work experience at the Academy in an activity that brings them into regular contact with children

Supporting All Children

Each student’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also recognise that children who are abused or neglected may have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame and find it difficult to view the world in a positive way. Whilst at the Academy their behaviour may be challenging, but we recognise that our Academy may be the only stable, secure and predictable element in their lives and we will always take a considered and sensitive approach in order that we can support all of our students.

We recognise that abuse and neglect can result in underachievement and radicalisation so we strive to ensure that all our children make good educational progress.

All students in our Academy are aware of a number of staff who they can talk to. The Academy is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm. There are lessons taught to students that are designed to help keep students safe.

Our students are made aware that information is located at various points around the site on notice boards and in the student support area. Our arrangements for consulting with and listening to students are through the Student Council. We make students aware of these arrangements through our student support system.

We support our students by:

- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to
- providing students with a number of appropriate adults to approach if they are in difficulties

Updated June 2017 page19
• supporting the child’s development in ways that will foster security, confidence and independence
• encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
• ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures
• liaising and working together with other support services and those agencies involved in safeguarding children
• Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Inter-Agency Working

“Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children”.

• We will develop and promote effective working relationships and with other agencies, including agencies providing early help services to children, the police and Children’s Social Care
• We will actively work with other agencies to put processes in place for effective assessment of needs of individual children who may benefit from early help services
• We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children
• We will participate in serious case reviews, other reviews and file audits as and when required to do so by the East Sussex Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales

Partnership with Parents

• We will work with parents to build an understanding of the Academy’ responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations
• We recognise that most parents can look after their children without the need of help other than from their family and friends. However, some parents may need additional help from our Academy or other services such as the NHS and we know that providing help early is more effective in promoting the welfare of children than reacting later
• We will maintain levels of communication with parents regarding any levels of support that may be undertaken to support the child
• We are committed to working with parents positively, openly and honestly
• We respect parents right to privacy and confidentiality and will only share sensitive information, if it is deemed to be in the best interests of the child and then only with necessary agencies and staff members. We will share with parents any allegations of abuse or concerns we may have regarding their child, unless the police or children services need to be involved or to do so may place a child at risk of harm.
Appendix 1

The Academy’s designated safeguarding leads on Beeches site (years 7-11) are:

Miss J Carpenter (Senior DSL and PREVENT for Beacon Academy)  j.carpenter@beacon-academy.org
Mrs J Feltham (Deputy DSL)  j.feltham@beacon-academy.org

On Green Lane site (6th form)

Mr S Baker (Senior DSL Green Lane)  s.baker@beacon-academy.org, Dr K Grossman (Deputy Green Lane)  k.grossman@beacon-academy.org.

In the absence of all the designated safeguarding lead, child protection matters will be dealt with by: Ms A Robinson Headteacher (DSL and Prevent).  a.robinson@beacon-academy.org