



**UNITED LEARNING  
SAFEGUARDING CHILDREN POLICY AND  
CHILD PROTECTION PROCEDURES**

**FOR ACADEMIES ONLY**

**Next Review: September 2016**

**UNITED LEARNING**  
**SAFEGUARDING CHILDREN POLICY AND**  
**CHILD PROTECTION PROCEDURES**  
**DATE: 1<sup>st</sup> September 2015**

Date of last review:	20 <sup>th</sup> April 2015	Review Period:	1 year
Date of next central office review:	20 <sup>th</sup> April 2016	Owner: Shoreham Academy	Director with responsibility for Safeguarding: Martin Sacree
Date of next school level review:	September 2016		
Type of policy:	United Learning Policy	Local Governing Body	Recommends school policy for Group Board approval
		Group Board:	Group Board approves United Learning Policy

(October 2015)

**Academy Safeguarding and E-Safety Governor**

Kay Haffenden C/O Clerk To Governors, Donna Churchill [dchurchill@shoreham-academy.org](mailto:dchurchill@shoreham-academy.org)

[\*\*Click Here for Safeguarding Team Information\*\*](#)

# **UNITED LEARNING SAFEGUARDING CHILDREN POLICY AND CHILD PROTECTION PROCEDURES**

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## **SECTION 1: SAFEGUARDING CHILDREN POLICY**

### **1. Policy Statement**

United Church Schools Trust and United Learning Trust, referred to throughout this policy as United Learning, is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

Shoreham Academy recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play; and
- Everyone working with children maintains an attitude of 'it could happen here' (Keeping Children Safe in Education, March 2015).

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school; to contractors and visitors during any interactions they may have with children, to Trustees, working in or on behalf of the school, and United Learning central office staff.

Shoreham Academy's Safeguarding Children Policy and Child Protection Procedures documentation (hereafter referred to as 'the Policy') reflects current Department for Education advice and guidance and complies with:

- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, July 2015](#)
- [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations, 2010 \(as in force from January 2013\)](#)
- [Boarding Schools National Minimum Standards \(in force from January 2013\)](#), and the
- [Prevent Duty, July 2015](#)

The Policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures. (See sections 17 and 18 below).

## **2. Review Process**

### **2.1 The Review Process**

- The Policy will be reviewed by central office (Lead Safeguarding Officer) annually or as events, or legislation requires.
- The Designated Safeguarding Lead, Principal Nominated Safeguarding Governor at Shoreham Academy will also review the Policy annually, or as events, or legislation requires, ensuring that the content specific to their school is accurate, prior to ratification by their Local Governing Body.
- These documents will then be approved by the United Learning Group Board.
- Any deficiencies or weaknesses identified will be remedied without delay.

### **2.2 Review Timescales**

Commencing April 2015, the Policy will be reviewed annually, as set out below:	
Policy reviewed centrally:	April
Policy personalised by schools:	May 2016
School level Policy ratified by Local Governing Bodies:	May - June 2016
Individual school level Policy approved by the Group Board	July – December 2016
Implementation of Group Policy	September 2016

### **2.3 In Year Policy Review Dates**

Shoreham Academy will:		
<ul style="list-style-type: none"><li>• Amend this policy in response to any legislative changes made centrally.</li><li>• Amend this policy to reflect any changes in requirements of our Local Children Safeguarding Board.</li><li>• Record at the time any internal changes, (e.g. a change in staff) and the Local Governing Body and Lead Safeguarding Officer for United Learning will be advised.</li></ul>		
Review Date	Changes Made	By Whom

May 2016	Start Policy Review	Martin Sacree
September 2016	Finalise changes and present to Governors	Martin Sacree and Governors

### 3. Roles and Responsibilities of Trustees

The United Learning Group Board of Trustees retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding, child protection and safer recruitment are discharged. This responsibility is invested in:

- Dame Sally Coates, Director, Southern Academies, and United Learning's Designated Senior Person.
- Ian Young, Head of Independent Schools.

Responsibility for all safeguarding and child protection matters, other than safer recruitment, is delegated by United Learning's Designated Senior Person, and the Head of Independent Schools to the Principal Shoreham Academy, and the school's Designated Safeguarding Lead to act on behalf of the United Learning Group Board and ensure that child protection policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures. Support to United Learning's Designated Senior Person is provided by United Learning's Lead Safeguarding Officer, who will work closely with schools.

Responsibility for safer recruitment is delegated to the Principal of Shoreham Academy, supported by the central office HR team and responsibility for ensuring that policies and procedures are complied with is delegated to the Designated Safeguarding Lead at Shoreham Academy; who, within his/her duties, will keep the Principal and the Lead Safeguarding Officer for United Learning informed of any issues and ongoing investigations which:

- Lead to any referral to the designated officer(s) from the local authority (which could result in, or has resulted in, a strategic case meeting being called)
- Relate to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for Shoreham Academy judges may result in disciplinary action being taken.

(See Part 3, Annex 1: Reporting a Safeguarding Concern to United Learning - Template form for use by schools).

These matters will then be raised with United Learning's Designated Senior Person, or the Managing Director, Independent Schools (as appropriate) who will report to the Group Board, as necessary.



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#### 4. Key Principles

This policy and its associated procedures will ensure that Shoreham Academy practices safe recruitment in checking the suitability of staff and volunteers to work with children by completing all necessary checks required by the DfE; and storing and maintaining this information on a Single Central Record (SCR). See [United Learning Safeguarding Children – HR Procedural Guidance](#)

In accordance with [Working Together to Safeguard Children, March 2015](#) (Page 5) Shoreham Academy is committed to safeguarding and promoting the welfare of children by:

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

In order to do this, we will raise awareness of child protection issues, and equip children with the skills they need to keep themselves safe. We will develop and implement robust procedures for identifying and reporting cases, or suspected cases, of abuse; and will support pupils who have been abused. We will work in accordance with agreed child protection plans and will establish a safe environment in which children can learn and develop.

Shoreham Academy will be vigilant in respect of the specific safeguarding issues highlighted in [Keeping Children Safe in Education, July 2015](#) and will ensure that all staff, governors, volunteers; and contractors adhere to the school's child protection procedures.

(See Annex 2: [United Learning Staff Student Relationship Letter](#) and [Guidance](#))

Shoreham Academy recognises that it has both statutory and pastoral responsibilities for the well-being of its pupils; and, in keeping with our aims and ethos, the well-being and safety of pupils is of paramount importance, and it is the responsibility of everyone who comes in to contact with pupils to be vigilant and report any incidents of child abuse and other safeguarding concerns.

These responsibilities include having robust safeguarding and child protection procedures in place, to ensure:

- The identification of students at risk of suffering significant harm;
- Raising awareness of all staff through effective communication and training
- The referral of all disclosures to the appropriate agencies
- Effective working relationships with the local Police, Local Safeguarding Children Board, Social Care, Health, and other relevant external agencies; and
- The delivery of an effective curriculum which enables pupils to stay safe from harm.

[United Learning Safeguarding Children – HR Procedural Guidance](#) should be read in conjunction with other relevant United Learning policies, procedures and guidance and school based policies. (See sections 17 & 18 below).

## **5. Safeguarding Information for Pupils**

**At Shoreham Academy we believe that:**

**All children have the right to be listened to, the right to be heard.  
All children have the right to feel safe, to be safe and protected from harm.**

Shoreham Academy promotes its belief that as children, our pupils have the right to achieve their full potential regardless of their ethnicity, religion, gender, orientation, ability, or disability.

We strive to ensure our pupils have the ability to:

- Be as physically and mentally healthy as possible
- Gain the maximum benefit possible from good education opportunities
- Live in a safe environment and be protected from harm
- Experience emotional well-being
- Feel loved and valued, supported by affectionate relationships
- Become competent at looking after themselves
- Have a positive self-image, a secure identity including cultural and racial identity
- Develop good interpersonal skills and confidence in social situations.
- Work with their Families to engage in Safeguarding issues
- Play a part in the development of Safeguarding Policies and Procedures

At Shoreham Academy we will teach children to understand and manage risk, through our:

- PHSE lessons
- Other lessons, such as Drama
- Assemblies and Special Days
- E-Safety Programme
- Anti-Bullying Programme.
- Pastoral Quality Assurance Systems
- Family Support Programmes

### **Confidentiality**

**As the pupils of Shoreham Academy we want you to know that:**

- **We will always take what you tell us seriously.**
- **We cannot agree to keep anything that you tell us secret, but we will only share information with the people that we need to, in order to ensure that you and others are kept safe from harm.**

**Any pupil concerned about their safety can talk to one of the school's Safeguarding Team, or a member of staff who you feel able to talk to.**

## 6. Working in Partnership with Parents, Carers and Guardians

At Shoreham Academy:

- We are committed to working with parents/carers/guardians positively, openly and honestly.
- We ensure that parents/carers/guardians are treated with respect, dignity and courtesy.
- We respect parents'/carers'/guardians' rights to privacy and confidentiality and will not share sensitive information unless we have permission; or it is necessary to do so in order to protect a child.
- We share a purpose with parents/carers/guardians to educate and keep children safe from harm and to have their welfare promoted.
- Any referral made to social care (**West Sussex County Council CAP, Think Family, Early Help, Police and Virtual Schools**) is shared with parents beforehand, unless it is inappropriate to do so; and as a school we will ensure regular contact with parents/carers/guardians of all pupils.

## 7. Local Authority Safeguarding Services

### 7.1 Web Address for Local Procedures

Full local procedures on what to do if you have a concern are available at

<https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/west-sussex-safeguarding-children-board/>

### 7.2 Contact Details for Local Services

Service	Contact Name	Address	Telephone	Email
Police	Duty officer PC Andy Price	Shoreham Police Station	101 – contact centre 101 ext 582230	<a href="mailto:Andrew.price@sussex.pnn.police.uk">Andrew.price@sussex.pnn.police.uk</a>
Local Safeguarding Children Board (LSCB)	West Sussex Safeguarding Children Board		0330 222 5296	<a href="mailto:LSCB@westsussex.gov.uk">LSCB@westsussex.gov.uk</a>
Designated Officer(s) from the local authority	Rosemary Terry	Children's Safeguarding Unit, Durban House, West Sussex.	Tel: 01243 642410	<a href="mailto:Rosemary.terry@westsussex.gov.uk">Rosemary.terry@westsussex.gov.uk</a>
Relevant front line social care teams	Children's Access Point	4 <sup>th</sup> Floor County Hall North Horsham West Sussex	01403 229900	<a href="mailto:cap@westsussex.gcsx.gov.uk">cap@westsussex.gcsx.gov.uk</a>

### 7.3 What to do if a Child is at Risk of Immediate Harm

If you are seriously concerned about a child's immediate safety, always dial 999.

If, at any point, there is risk of immediate harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

([Keeping Children Safe in Education, July 2015](#) Page 7, Paragraph 18).

## 8. Key Safeguarding Personnel

### 8.1 The Safeguarding Team

The Safeguarding Team		
Name	Role	Location
Martin Sacree	Designated Safeguarding Lead	Vice Principal Office
Mandy Colburn	Deputy Designated Safeguarding Lead	Front Office
Jeanette Salter	Child Protection Officer	First Aid Room
Yilshane Ali, Stephen Tabor, Carolyn Gilding, Lyn Symons, Natalie Vickers, Giovanna Molli, Jacqui Lee, Sharon Chapman,	Pastoral Managers	Pastoral Offices, Doyle, Kipling, Wells
Natasha Weir	Attendance Welfare Officer	Education welfare office
Karen Shaw	Safety Officer	Education welfare office

### 8.2 Other Members of the Safeguarding Team

SCHOOLS ARE TO AMEND AND DELETE NON-APPLICABLE POSITIONS FROM THIS TABLE AS REQUIRED.		
Other Key Staff		
Name	Role	Location
Jim Coupe	Principal / Head Teacher	Principal's Office
Teresa Steponitis	Special Education Needs Manager	Learning Support office
Jeanette Salter	Welfare Officer	1 <sup>st</sup> Aid Room
Lisa Bashford	School Nurse (NHS)	Drop in clinics only
Sandie Sneddon	School Counsellor	Counselling Office, Doyle 1 <sup>st</sup> floor
PC Andy Price	Police Community Support Officer	Shoreham Police Station

### 8.3 The Nominated Safeguarding Governor

Local Governing Body	
Name: Shoreham Academy LGB	Role: Safeguarding Governor
	Chair of Governors: Peter Latham
	Nominated Safeguarding and ESafety Governor: Kay Haffenden

**The Chair of Governors and the Nominated Safeguarding Governor can be contacted via the school office through Donna Churchill the Clerk to the Governors: 01273 274100, Ex 207**

### 9. The Principal

The Principal of Shoreham Academy will ensure that:

- The policies and procedures adopted by the United Learning Group Board and the Local Governing Body associated with protecting children are fully implemented, understood and adhered to by all staff. This includes the implementation of the [Prevent duty, July 2015](#).
- The nominated local Safeguarding Governor is made known to all staff
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies
- All responsibilities assigned to the Designated Safeguarding Lead for Shoreham Academy are fully carried out.
- Liaise with the designated Safeguarding Lead during Line Management meetings.

## **10. Roles and Responsibilities of the Safeguarding Team**

At Shoreham Academy

- Our Safeguarding Team is committed to ensuring that we deliver effective and sound whole school safeguarding and child protection procedures in adherence with our policy.
- Through our procedures and training we will provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- We ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs of the child.

### **The Designated Safeguarding Lead/s**

In line with [Keeping Children Safe in Education, July 2015](#) (Annex B, Pages 48-49) the Designated Safeguarding Lead is a senior member of staff and takes lead responsibility for child protection; managing referrals, training and raising awareness, (see Section 2: Child Protection Procedures for details of how these responsibilities are carried out); and any referrals made to Channel programme in line with the Prevent duty.

All Key Staff are listed on pages 10 and 11 of this policy and photographs can be found in Annex 6

## **11. Roles and Responsibilities of School Staff**

Staff must ensure that they:

- Comply fully with the school's policies and procedures
- Attend appropriate training
- Report concerns to the Designated Safeguarding Lead, the Principal /Head Teacher, or the Chair of Governors; as appropriate, dependent on the circumstances (see [Keeping Children Safe in Education, July 2015](#) Pages 6-8, Paragraphs 15-23).
- This includes reporting any concerns related to any children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.
- Ensure that appropriate action is taken if a child is at immediate risk of harm. This may include contacting social care or the police directly.

## 12. Roles and Responsibilities of the Local Governing Body

Statutory responsibility does not pass to the Local Governing Body or any of its members; however it performs a vital role in monitoring compliance with the law, and the school's policies and procedures and challenging the school to ensure best practice is followed.

The Local Governing Body and United Learning adhere to their responsibilities as set out in [Keeping Children Safe in Education, July 2015](#) Part 2: The Management of Safeguarding (Pages 14-18); and the [Prevent duty, July 2015](#).

The Local Governing Body will:

- Require the Designated Safeguarding Lead to report on measures that are being taken to ensure compliance
- Confirm annually in writing to United Learning and the Local Safeguarding Children Board that they have reviewed the school level policy against practice and that this has been discussed at a full Local Governing Body meeting
- Ensure that it completes and returns the response for the school's annual Section 175 or 157 Safeguarding Audit to United Learning and to the Local Safeguarding Children Board, where this is a local requirement.

## 13. Safeguarding Training

### 13.1 School Training Programme

- **The Designated Safeguarding Leads and Deputies** complete appropriate training which is updated every two years, in accordance with Local Safeguarding Children Board (LSCB) procedures, and in line with [Keeping Children Safe in Education, July 2015](#) (Annex B: Pages 48-49); and has completed Prevent awareness training.
  - **Safer Recruitment** training has been undertaken by 15 members of staff and at least one governor.
  - **All new staff and supply staff receive:**
    - Safeguarding Induction Training
  - E-Safety Training.
    - Prevent awareness training
- All new Shoreham Academy staff receive induction training.
- **All staff are required to:**
    - Read Part 1 of [Keeping Children Safe in Education, July 2015](#)
    - Sign the Information Technology Acceptable Use Policy (in the process of being updated)

- Sign [the United Learning Staff Student Relationship Letter and Guidance](#)
- Complete the [Childcare Disqualification Requirements Disclosure](#) (as appropriate)
- Sign to confirm that they have received and read the school's Safeguarding Children Policy and Child Protection Procedures.

- **All staff receive:**

- Appropriate training every three years, with regular updates to equip them to carry out their responsibilities for child protection effectively; and are reminded about safeguarding and child protection arrangements throughout the year.
- E-Safety refresher training and updates annually, or sooner, if required.
- Governors receive appropriate training which includes level one training and the Safeguarding Governor undertakes level 2 training.
- Volunteers receive appropriate training which includes a safeguarding briefing

### 13.2 Summary of Training Log

Attendees	Training provided	Dates due for renewal, if applicable
Whole School	Level One Training	All new staff within 7 days of starting and then every 2 years
Designated Safeguarding Lead	Level Two training	Every two years
Deputy Designated Safeguarding Lead	Level Two training	Every two years
Pastoral Leads	Level One Training with supplemental updates	Every two years
P.E. staff	Level One Training First Aid	All new staff within 7 days of starting and then every 2 years
Student Welfare Officer	Level Two training	Every two years
Volunteers	Safeguarding Briefing	As required
Nominated Safeguarding Governor	Level Two training	Every two years
Local Governing Body	Level One Training	Every two years

## 14. Confidentiality and Sharing Information

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## Shoreham Academy

- Recognises and complies with its duties under current Data Protection legislation
- Ensures the confidentiality of its pupils and their families
- Ensures confidentiality so that evidence is not compromised
- Only shares information on a 'Need to Know' basis, and this decision is taken by the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead.
- Keeps all Child Protection information securely
- Ensures that all information is processed for limited purpose, is adequate, relevant and not excessive, is accurate, retained and processed in accordance with data subject's rights.
- All child protection information is held electronically apart from legacy records.
- Incidents are recorded as either Category A requiring a Social Services referral or Category B which can be dealt with "in school."
- Every effort is made to prevent unauthorised access and sensitive information is not stored on laptop computers, which, by the nature of their portability, could be lost or stolen. All laptops should have encrypted hard drives to prevent access to information should the device be lost or stolen
- If it is necessary to store Child Protection information on portable media, such as a CD or flash drive, these items must be encrypted and kept in locked storage
- Child Protection information is stored separately from the pupil's school file and the school file is 'tagged' to indicate that separate information is held
- Child Protection Records are normally exempt from the disclosure provisions of the Data Protection Act, which means that pupils and parents do not have an automatic right to see them. If a member of staff receives a request from a pupil or parent to see Child Protection Records, request will be referred to the Principal and to Alison Hussain at Central Office ([Alison.Hussain@unitedlearning.org.uk](mailto:Alison.Hussain@unitedlearning.org.uk)).

The Data Protection Act does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child.

Shoreham Academy recognises that:

- It is essential to establish positive and effective working relationships with outside agencies.
- There is a joint responsibility on all these agencies to share information to ensure that all children are safeguarded.
- We share information:
  - To ensure the fullest possible picture of the child's circumstances
  - To enable practitioners to assess the needs of the child properly
  - To co-ordinate and improve service provision to the child and family
  - To protect other adults and children.
- Examples of when it is necessary to share information include if:
  - A child seems hungry, or inappropriately dressed, or has hygiene concerns
  - A child's behaviour is concerning: aggressive, or withdrawn, or unhappy, or overly familiar, or sexually inappropriate

- There is a suspicion or evidence that the child has an injury; e.g. the child has awkward or protective movement; has bruising, marks, cuts or burns
- Things said by, or about the child that are concerning.
- Staff are aware that low level issues should be shared with support and/or senior teaching staff as soon as possible.
- In line with [Keeping Children Safe in Education, July 2015](#) (Pages 7-8, Paragraphs 17-23) and the [Prevent duty, July 2015](#)
  - Safeguarding and child protection concerns about the child will be reported to the Designated Safeguarding Lead or our Deputy Safeguarding Officers. This should be done as soon as possible and before the end of the day. The Designated Safeguarding Lead (or equivalent) will decide who else needs to have this information.
  - However, if at any point, there is a risk of immediate serious harm to a child a referral should be made to social care immediately, and anybody can make this referral. Relevant contact numbers are displayed in the Staffroom.
  - If staff have concerns about another staff member they will be referred to the Principal.
  - Where the concerns are about the Principal they will be referred to the Chair of Governors. (See also [Keeping Children Safe in Education, July 2015 Part 4](#))



- In line with [Working Together to Safeguard Children, March 2015](#) (Pages 16-17 & Page 71) we follow inter-agency information sharing protocols. We:
  - Discuss with the child and their family the involvement of other agencies and how and who you will share information with and gain their consent where appropriate. The only time we would not share information with the family would be if it could potentially put the child at further risk of harm to do so
  - Share all appropriate information as early as possible with practitioners and organisations who are currently working with, or due to work with a child
  - Discuss and share any assessments or reports with the child and their family and include their views even if they differ from our own
  - Seek permission before expressing the views of another agency or practitioner to a child, parent/carer/guardian
  - Notify Children's Services if a child subject to a Child Protection Plan has an unexplained absence from school
  - Having confirmed that a child is changing school, the Designated Safeguarding Lead will confirm their safe arrival; and will transfer their child protection file as soon as possible, separately from the main pupil file and via secure transit, and confirm safe receipt thereof.
- Staff may need to seek support themselves if they are distressed, and know that they can speak with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in confidence. If staff seek support from external agencies they must adhere to the requirements of strict confidentiality at all times.



## **15. Monitoring and Evaluation**

At Shoreham Academy we monitor and evaluate our Safeguarding Children Policy and Child Protection Procedures and related policies via the following processes:

- Local Governing Body visits to the school
- Senior Leadership Team 'drop ins' and discussions with staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of Local Governing Body minutes
- Logs of Bullying, Racist, and Behavioural Incidents
- Review of parental concerns and parent questionnaires
- Review of specific resources for all vulnerable groups, The Gateway (Near to School Facility), Inclusion and Learning Support Department, Internal Exclusion Room, CLA support unit, Pupil Premium Support Team, Lunchtime groups, Breakfast and After School Clubs).

This analysis will be discussed during regular meetings between the Principal, the Chair of Governors and the United Learning Director and Education Advisers; and during Safeguarding Audits completed by the United Learning Lead Safeguarding Officer.

## **16. Adoption of this Policy**

Shoreham Academy has adopted the United Learning Group Safeguarding Policy and Child Protection Procedures, including details of the local arrangements, to ensure that this document meets the standards required.



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## 17. Related United Learning Policies

This policy should be read in conjunction with other relevant United Learning Policies, Procedures and Guidance.

- Email and Internet Acceptable Use Policy
- Behaviour of Visitors Policy
- Equality Guidelines
- Health and Safety Policy
- Safeguarding Children, HR Procedural Guidance
- Staff Student Relationship Guidance and Letter
- Technology Policy
- Whistleblowing Policy
- Disciplinary Policy
- Guidelines for Professional Conduct
- Recruitment and Selection Policy
- Allegations of Abuse against Teachers and Other Staff

These policies are available to all staff on BieCloud and can be obtained upon request by parents/carers/guardians and other interested parties by contacting the school.

## 18. Related School Policies and Documents

### 18.1 Statutory Policies and Documents

In line with 'Statutory Policies for schools - advice on the policies and documents that governing bodies and proprietors of schools are required to have by law', DfE September 2014, the school has the following policies and documents that pertain to safeguarding.

**Key for table:**

- ✓ Applies to Academies
- ✓✓ Applies to Academies and Free Schools
- ✓✓✓ Applies to Academies, Free Schools and Independent Schools

Policies and documents	Who does it apply to?	Is it published on school website?
A. Statutory policies required by education legislation that pertain to safeguarding		
School Behaviour Policy	✓✓✓	Yes on website
Special Educational Needs Policy	✓✓	Yes on website
Sex Education Policy	✓✓	Sex & Relationships Policy on website.

B. Statutory policies required by other legislation which impact particularly on schools, that pertain to safeguarding		
Data Protection Policy	✓✓✓	In place Adopted UL policy – not on website
Health and Safety Policy	✓✓✓	In place – not on website
C. Other statutory documents that pertain to safeguarding		
Admissions Arrangements	✓✓	Yes – Admissions Policy on website
Accessibility Plan	✓✓✓	Yes on website
Central record of recruitment & vetting checks	✓✓✓	In place – not on website
Complaints procedures statement	✓✓✓	Complaints policy on website
Freedom of Information	✓✓	Yes on website
Premises management documents	✓✓✓	In place – not on website
Equality information & objectives (public sector equality duty) statement	✓✓	In place – not on website
Register of pupils' admission to school	✓✓✓	In place – not on website
Register of pupils' attendance	✓✓✓	In place – not on website
Staff discipline, conduct & grievance (procedures for addressing)	✓✓✓	Adopted UL policies
D. Documents referenced in statutory guidance that pertain to safeguarding		
Child protection policy and procedures	✓✓✓	Yes on website,
Early Years Foundation Stage	✓✓✓	N/A
Statement of procedures for dealing with allegations against staff	✓✓✓	Section within Child Protection Policy
Supporting pupils with medical conditions	✓✓	First Aid Policy and Administration of Medicines Policy both on website

## UNITED LEARNING SAFEGUARDING CHILDREN POLICY AND CHILD PROTECTION PROCEDURES

### SECTION 2: CHILD PROTECTION PROCEDURES

#### 19. Safer Recruitment

- Shoreham Academy is committed to doing its utmost to employ 'safe' staff by complying with:
  - [Keeping Children Safe in Education, Information for all school and college staff, July 2015 \(Part 3\)](#)
  - [United Learning Safeguarding Children – HR Procedural Guidance](#)
  - [United Learning Recruitment and Selection Policy](#)
- As identified in our Safeguarding Children Policy, the following staff and governor/s have undertaken Safer Recruitment training:
  - Barbara Austin, Director of Inclusion, 15.3.15, no end date on cert
  - Jim Coupe, Principal, 3.2.15, valid 3 years
  - Carol Cox, Senior HR Officer, 10.12.13, valid 5 years
  - Mel Edwards, Inclusion Co-ordinator, 3.3.11, valid 5 years
  - Lydia Thompson, Assistant Principal, 10.12.13, valid 5 years
  - Dave Oakes, Vice Principal, 3.2.15, valid 3 years
  - Hayley Hill, Assistant Principal, 3.2.15, valid 3 years
  - Jan Smith, Exams Manager, 3.2.15, valid 3 years
  - Jane Sharp, SENCO/Head of ILS, 3.2.15, valid 3 years
  - Kieran Felton, Assistant Principal KS5, 3.2.15, valid 3 years
  - Martin Sacree, Vice Principal, 3.2.15, valid 3 years
  - Matt McKee, Director of Science, 3.2.15, valid 3 years
  - Tim Harkins, Business Director, 2.5.14, valid 3 years
  - Vicki Penney, Assistant Principal, 3.2.15, valid 3 years
  - Kay Haffenden, Nominated Governor, 14.7.15, no end date
- Safer recruitment means that all applicants are required to:
  - Complete an application form
  - Provide two referees, including at least one who can comment on the applicant's suitability to work with children
  - Provide evidence of identity and qualifications
  - Be checked through the disclosure and barring service as appropriate to their role
  - Be subject to a Prohibition Order check if applying for a teaching position
  - Be subject to Childcare Disqualification Requirements Disclosure, as required for certain roles
  - Be interviewed
  - Provide evidence for right to work in the United Kingdom
  - Provide evidence on medical fitness (mental and physical).



- New members of staff will:
  - Undergo an induction that includes familiarisation with the school's Safeguarding Children Policy and Child Protection Procedures; E-Safety training and the identification of their child protection training needs
  - Read Part 1 of [Keeping Children Safe in Education, July 2015.](#)
- All staff are required to undertake the following safeguarding and child protection processes annually:
  - Attend any specific safeguarding and child protection training identified by the Designated Safeguarding Lead
  - Complete the United Learning's Confirmation of Receipt of the [United Learning Staff Student Relationship Letter](#) (See Annex 2).



## 20. Site Security

Shoreham Academy has in place:

- A general statement about site security.
- Reception procedures, as they relate to:
  - Visitors
  - Volunteers
  - Contractors
  - Supply Teachers and Agency Workers
  - Local Governing Body Members
  - Protocols to ensure that visiting speakers, whether invited by staff or pupils are suitably supervised

## 21. Child Protection

Shoreham Academy is committed to safeguarding and promoting the welfare of our children.

- Where a child is suffering significant harm, or is likely to do so; or where a child is at risk of radicalisation or being drawn into terrorism/extremism, we will ensure that action is taken to protect that child.
- Action will also be taken to promote the welfare of a child in need of additional support even if they are not suffering harm or are not at immediate risk.
- We will respect all children and will work to promote their physical, material and psychological well-being.
- We recognise that some children may be especially vulnerable to abuse and recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; and know that some of their behaviours may be challenging.
- We recognise that some children who have experienced abuse may harm others.
- We will always take a considered and sensitive approach in order that we can support all of our children.
- Any deficiencies or weaknesses in our child protection arrangements will be remedied without delay.

In all the instances below relevant Shoreham Academy staff are trained on how to respond:

- If a pupil makes a disclosure about abuse
- If you suspect or become aware of an allegation of child abuse made against another pupil
- If you suspect or become aware of an allegation of child abuse made against a colleague, volunteer or Designated Safeguarding Lead
- If you suspect or become aware of an allegation of child abuse made against the Principal
- When reporting Cases to the Disclosure and Barring Service (DBS)
- When notifying parents
- When referring pupils to Children's Services or making a multi-agency referral



- When reporting directly to Child Protection Agencies; confirming what the Designated Safeguarding Lead will do. (See Flowchart: Action when a child has suffered or is likely to suffer harm ([Keeping Children Safe in Education, July 2015](#) - Page 9).
- When reporting a case of a child at risk of radicalisation or being drawn into terrorism/extremism.

Shoreham Academy will be vigilant in respect of types of abuse and neglect; and the specific safeguarding issues highlighted in [Keeping Children Safe in Education, July 2015](#) (Pages 12-18) and the Designated Safeguarding Lead will ensure that staff and governors have appropriate training and access to up to date relevant information in relation to the following:

- [Child missing from Education](#) (and see page 13)
- [Child missing from home or care](#)
- [Child Sexual Exploitation \(CSE\)](#) (and see page 14)
- [Bullying, including Cyber-bullying](#)
- [Domestic Violence \(DV\)](#)
- [Drugs](#)
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\)](#) (and see page 14 for details of the mandatory reporting duty.)
- [Forced Marriage \(FM\)](#)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence against Women and Girls \(VAWG\)](#)
- [Mental Health](#)
- [Private Fostering](#)
- [Preventing Radicalisation](#) (and see page 15)
- [Sexting](#)
- [Teenage Relationship Abuse](#)
- [Trafficking](#)

See also pages 16 and 17 for Prevent duty and reporting to Channel programme.

## 22. Images and Photography

Shoreham Academy understands that the vast majority of people who take or view photographs or film of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we:

- Seek their consent for photographs to be taken and published
- Seek parental consent
- Use only the child's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that have been taken

- of them
- Photographs should not be taken on staff personal mobile devices.

## 23. E-Safety

Shoreham Academy takes E-Safety very seriously and the following policies and procedures detail how we try to keep pupils safe in school:

- E-Safety Policy
- Acceptable Usage of Technology Policy
- Anti-Bullying Policy
- Exclusion Policy
- We know that most of our pupils will use mobile devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings; or exposing them to harmful terrorist or extremist material.
- Cyberbullying by pupils, via texts, emails, mobile communication or social networking is treated as seriously as any other type of bullying and is managed through our anti-bullying procedures.
- Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites on school owned devices.
- Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home.
- All aspects of E-Safety is covered within the curriculum at Shoreham Academy and the training for staff, students and parents as well as the distribution of related helpsheets/factsheets is coordinated by our CEOP trained senior teacher Claire Perry (Director of ICT and Technology)

## 24. Restraint and Search

Staff at Shoreham Academy follow recognised procedures regarding restraint and the use of reasonable force within DFE Guidelines. This also applies to search and confiscation of prohibited items. Our Safety Officer (Karen Shaw) provides support in these matters.

## UNITED LEARNING SAFEGUARDING CHILDREN POLICY AND CHILD PROTECTION PROCEDURES

### SECTION 3: ANNEXES

#### ANNEX 1: Reporting a Safeguarding Concern to United Learning (Template form for use by schools)

Reporting a Safeguarding Concern to United Learning	
Date:	
Name of School:	
Name of Designated Safeguarding Lead completing form:	
Nature of Concern:  <i>Delete/amend as applicable:</i>  I am informing you that there has been an incident which: <ul style="list-style-type: none"><li>• Could result in, or has resulted in, a strategic case meeting being called by a Designated Officer(s) from the Local Authority.</li><li>• Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for the School judges may result in disciplinary action being taken.</li></ul> Add any other essential information here: i.e. type of case (e.g. Child Sexual Exploitation) but do not include names of staff or children.)	
<p>This form must be emailed to your Principal /Head Teacher, and to Fiona Lyon, Lead Safeguarding Officer, United Learning at <a href="mailto:fiona.lyon@unitedlearning.org.uk">fiona.lyon@unitedlearning.org.uk</a></p> <p>Please call Fiona Lyon on 07889 645086 if you would like to discuss this case in confidence. Alternatively, she will contact you, on receipt of this form.</p>	

## **ANNEX 2: United Learning Staff-Student Relationship Letter and Guidance**

[United Learning Staff Student Relationship Letter](#)

[Guidance](#)



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## **ANNEX 3: Types of abuse and neglect**

Refer to [Keeping Children Safe in Education, July 2015](#)

## **Types of abuse and neglect**

24. **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.

25. **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.

26. **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.

27. **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.

28. **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.

#### **ANNEX 4: Specific safeguarding issues**

Refer to [Keeping Children Safe in Education, information for all school and college staff](#)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the [GOV.UK website](#):

- [Children Missing from Education](#)
- [Children Missing from Home or Care](#)
- [Child Sexual Exploitation \(CSE\)](#)
- [Bullying, including Cyber-bullying](#)
- [Domestic Violence \(DV\)](#)
- [Drugs and substance misuse](#)
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\)](#)
- [Forced Marriage \(FM\)](#)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence against Women and Girls](#)
- [Mental Health](#)
- [Private Fostering](#)
- [Radicalisation](#)
- [Sexting](#)
- [Teenage Relationship Abuse](#)
- [Trafficking](#)

## **Further information on Child Sexual Exploitation**

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.

## **Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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.

**Indicators** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

**Actions** If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

**Mandatory Reporting Duty** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is

meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

### **Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

**Prevent** From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.<sup>13</sup> to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being

able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

**Channel** School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

## ANNEX 5: Useful Agencies

- Non-Emergency Police: 111
- [www.samaritans.org](http://www.samaritans.org) - The Samaritans: 0845 790 9090
- [www.childline.org.uk](http://www.childline.org.uk) - Childline (This is the free helpline for children and young people in the UK. Children and young people can call 0800 1111 to talk about any problem)
- [www.nspcc.org.uk](http://www.nspcc.org.uk) - The NSPCC (National Society for the Prevention of Cruelty to Children is the UK's leading charity specialising in child protection and the prevention of cruelty to children)
- [www.barnardos.org.uk](http://www.barnardos.org.uk) – (Barnardos helps the most vulnerable children and young people transform their lives and fulfil their potential)
- [www.ceop.police.uk](http://www.ceop.police.uk) - The Child Exploitation and Online Protection Centre
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) – CEOP's Thinkuknow (Information and age appropriate resources about protecting children from on line child exploitation and abuse)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) - Anti-Bullying Alliance
- [www.beatbullying.org](http://www.beatbullying.org) - Beat Bullying
- [www.safechild.org](http://www.safechild.org)
- [www.missingpeople.org.uk](http://www.missingpeople.org.uk) – 24 hr helpline for those who are thinking of running away

Any member of staff, pupil, parent or carer may report concerns or allegations about abuse at the school directly to Ofsted using the whistle-blower hotline on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm) or via [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or by writing to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

## ANNEX 6: Meet the Safeguarding Team

The Designated SLT Safeguarding Lead is:

MARTIN SACREE



Designated CP Officers:

MANDY COLBURN



JEANETTE SALTER



**Pastoral Managers:**

GIOVANNA MOLLI



STEVE TABOR



SHARON CHAPMAN



LYN SYMONS



YILSHANE ALI



JACQUI LEE



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NATALIE VICKERS



CAROLYN GILDING



STEPHANIE CRESPIN



Sixth Form Attendance and Supervisor



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**Safer Recruitment and Site Security are:**

KEVIN JARMAN



TIM HARKINS



CAROL COX



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