



**EF ACADEMY - TORBAY**

# **Safeguarding and Child Protection Policy**

**Persons involved in the development of the Policy**

**David Davies – Former Principal**

**Teresa Frost – Former Deputy Safeguarding Officer**

**Trevor Spence – Headteacher**

**Debbie Chatterton – Deputy Headteacher**

**Helen Beardsley – Assistant Headteacher/DSL**

**Governing Body – Anna Ireland**

**Date of Commencement of the Policy: March 2011**

**Date Reviewed: October 2012, April 2014**

**Frequency of Review: Annually**

**Training**

**Helen Beardsley DSL**

**Rachel Ripley deputy DSL**

**Kelly Hall Accommodation officer**

**Maria Long Lead Guidance Counsellor**

**Rachel Ripley Guidance Counsellor**

**Neil Abbot Guidance Counsellor**



## Child Protection Policy

### Purpose

EF Academy is committed to Safeguarding and Promoting the welfare of all of its students. Each student's welfare is of paramount importance. All staff and volunteers will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of all members of the community.

This Policy is reviewed annually by the Headteacher and the Senior Leadership Team.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Statutory Guidance:

- Our statutory duty under section 175 of the Education act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 and Working Together to safeguard Children 2013 to work together with other organisations and partners in order to achieve this, and updates to the guidance contained in Keeping Children Safe in Education 2014 (KCSIE). All staff read at least part 1 of KCSIE.
- Our Common Law duty to protect and keep children safe whilst in our care.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks.

We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make all parents/carers aware of the role and responsibilities of the school with regard to safeguarding and promoting welfare and of the existence of this and other related policies (listed later) through our school website.

### Objectives

To provide a safe, secure, inclusive and consistent environment for all children regardless of age, race, religion/belief, disability, gender, one in which they feel safe, supported, valued, respected and listened to.

## **We will do this by:**

- Establishing an environment in which children are and feel safe and can learn, develop and have a voice.
- Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
- Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
- Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
- Supporting children who have suffered abuse or neglect or who are otherwise vulnerable (e.g. children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
- Having measures in place to facilitate and promote the safe use of technology (in line with the local authority guidance on e-safeguarding).
- Monitoring and reviewing our safeguarding and child protection practices and procedures regularly.
- Ensure 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 through ensuring there are systems in place for children to express their views and give feedback.
- Ensuring clear reporting procedures for allegations or suspicions of abuse:

Allegations against staff and volunteers are reported to the Headteacher or the designated safeguarding lead (DSL). If the report is made to the DSL about a member of staff or volunteer, the DSL informs the Headteacher.

Allegations or suspicions of abuse against the DSL are reported to the Headteacher.



Allegations or suspicions of abuse against the Headteacher are reported to the proprietor/s without informing the Headteacher.

## **Roles and responsibilities**

We recognise that all staff, regardless of their role have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, volunteers and visitors working in the school. The Governors and the Designated Safeguarding Lead will have particular responsibility for safeguarding and child protection within the school.

The Designated Safeguarding Lead in this school is:

Helen Beardsley (Assistant Headteacher)

In her absence/to assist (L3 trained):

Rachel Ripley (Guidance Counsellor and deputy DSL)

Maria Long (Guidance Counsellor)

Neil Abbot (Guidance Counsellor)

Kelly Hall (Accommodation Officer)

## **The SLT is responsible for :**

- Ensuring the school has a child protection policy and procedures in place that are in agreement with national and local authority guidance and inter-agency procedures, and the policy is made available to the parent community on request.
- Ensuring the school maintains a safer recruitment protocol and ensures that all necessary checks are applied to all staff and volunteers who work with children.
- Ensuring the school has procedures in place for addressing allegations of abuse against staff and volunteers that are in accordance with guidance from the local authority and local inter-agency procedures.
- Establishing an environment in which children are and feel safe and can learn, develop and have a voice.

- Providing a Designated Safeguarding Lead and Guidance Counsellors who are all known to parents/carers and students.
- Ensuring quality teachers who know the children in our care really well and cater for their individual needs.
- Providing senior peers as buddies, especially during induction.
- Having an active and effective student council.
- Ensuring that our buildings and site are secure and visitors to the school are properly checked and supervised.
- Ensuring that we have up to date policies in place for health and safety, PSHE (including Sex and Relationships Education), Behaviour (including Bullying, Racist and other discriminatory incidents and Physical Intervention) and Attendance, Race Equality, Bullying including internet/mobile, Intimate/personal care, Physical intervention, Whistle blowing, E safety in relation to the use of technology (including mobile phones and photographic equipment).
- Ensuring that these policies and procedures are fully understood and adhered to by all staff.
- Ensuring that all staff are risk aware and carry out risk assessments as appropriate to their individual role and responsibilities.
- Ensuring that all staff, governors and regular visitors and volunteers have been made aware of the DFE Guidance for safer working practice for adults who work with children and young people (2009) document. There are copies of the document on the G-drive and in the staff work-room. All staff will sign to say they have read it.
- Following the LSCBs procedures (Managing allegations and concerns regarding staff, carers and volunteers working with children and young people 2011) for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Headteacher should be notified. He will ensure the Local Authority Designated Officer (LADO) is notified. Where such an allegation is made against the Headteacher, the matter will be referred to the Deputy Headteacher and the chair of Governors who will likewise notify the LADO.

### **The Headteacher should ensure that:**

- child protection policies and procedures approved by the SLT are fully implemented, and adhered to by all staff
- staff undertake regular and appropriate training in child protection procedures

- any flaws or weaknesses regarding child protection procedures are addressed as a matter of urgency and without delay
- policies and procedures are extensively reviewed annually by the Headteacher and SLT
- all staff can access the school's child protection policy.
- adequate resources and time are apportioned to enable the school's staff member with responsibility for child protection to carry out their responsibilities
- all staff and volunteers are given opportunity to raise concerns about weak or dangerous practice in regard to children's welfare, and such concerns are met with consideration and sensitivity.

### **The DSL should ensure that:**

- they can recognise how to identify possible signs of abuse and when it is appropriate make a formal referral
- understand how LSCBs (Local Safeguarding Children's Board) operate and be able to attend and contribute to these
- ensure that all new staff take part in induction training
- The DSL's training is in accordance with local agreed procedures (Level-3, refreshed at least every two years). The DSL keeps up-to-date with legislation, obtains access to resources and attends any additional relevant training courses that the DSL, safeguarding governor or Headteacher identifies as ensuring the school's safeguarding and child protection provision.
- Ensure that appropriate safeguarding materials and guidance for students and staff are displayed.

### **All staff and volunteers:**

- are fully conversant with the school's policies and procedures
- attend appropriate training
- inform the designated safeguarding lead of any concerns immediately.
- Identify student who may be at risk

The Headteacher and members of staff engaged in regulated activity have regular child protection training renewed as specified by the Torbay LSCB by being trained at least every three years. Temporary and voluntary staff are made aware of the arrangements for training and reporting.

"Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage" (Working Together to Safeguard Children, 2006).

Teachers and other staff in school are uniquely well-placed to observe any physical, emotional or behavioural signs which signify that a student may be suffering harm. The relationships between staff and students which breeds respect, confidence and trust can result in children making disclosures of abuse, and/or staff discovering evidence of abuse.

## **Further Detailed Guidance**

### **Safer Recruitment and Selection**

The school pays full regard to DCSF guidance “Safeguarding Children and Safer Recruitment in Education” (Jan 2007). We ensure that all appropriate measures are applied in relation to everyone who works in the school including volunteers, bus drivers and staff employed by contractors. Safer recruitment practice includes checking applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking prior employment history and establishing that a candidate has the necessary health and physical capacity for employment. It also includes undertaking interviews and, where appropriate, Disclosure and Barring Service checks. We recognise our responsibilities under the Vetting and Barring Scheme and understand our legal responsibility to refer to the agency any cases which fall within the referral guidance.

The Headteacher, or their nominated representative, ensures they have seen evidence of appropriate child protection checks and procedures for non – EFIA staff who work with our students at other sites (eg: sports centres, Activity Week centres, etc.)

- a DBS Enhanced Disclosure is obtained for all staff in accordance with statutory guidance.
- a DBS Enhanced Disclosure for any staff following a break in service.
- a single central record is maintained by the Administrative Officer, detailing the range of checks carried out on staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate.

Please refer to the Safe Recruitment and Selection Policy for more detailed guidance.

### **Safe Professional Practice**

- Through induction, peer mentoring and ongoing training, the school will ensure that staff are:

- fully conversant with this policy
- take responsibility for their own actions and behaviour and know to avoid any behaviour which would lead to the questioning of their motivation and intentions
- carry out their duties in an open, transparent and professional manner
- discuss or solicit advice from the school leadership team over any issue which is causing them concern or anxiety
- record any incidents or decisions made
- are aware that ignoring the law or other professional guidelines could result in criminal or disciplinary proceedings.
- The Headteacher will provide for a report to be sent promptly to the Disclosures and Barring Service (DBS) if the school dispenses with a person's services because of unsuitability to work with children or would have done so had the person not resigned. Consideration is given to making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence.'

## **Identification and reporting of cases where harm or risk of harm to a child is suspected**

All staff are responsible for reporting any concerns to the Designated Safeguarding Lead. They will then be followed up and dealt with appropriately by the DSL, who will ensure these confidential records are kept securely.

It is the responsibility of the designated safeguarding lead to have discussions with Social Care when concerns arise regarding the safety of a student in this school. All such students are closely monitored, including attendance, and where extra concerns arise these are passed on to the appropriate agencies.

Advice and support are offered to other members of staff dealing with a student for whom there are concerns.

Through training, all staff (teaching and non-teaching) will be made aware of all their responsibilities concerning safeguarding and child protection. They will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm. Basic training of all staff will be updated yearly. Pastoral staff required to be trained at Level 3 (e.g. Guidance counsellors, DSL, DDSL, Accommodation Officer, House Parents) will update to that level every two years. The Headteacher and members of staff engaged in regulated activity have regular child protection training renewed as specified by the Torbay LSCB by being trained at least every three years. Temporary and voluntary staff are made aware of the arrangements for training and reporting.

The school will ensure that it provides written referrals on the correct form (CAF) and recognizes the importance of attendance at all meetings called when there is a concern regarding the safeguarding of a student.

All children who are deemed children in need or looked after children will have their own file and a chronology sheet regularly updated. The designated safeguarding lead or the family support worker will attend all relevant meetings.

### **Procedure for reporting disclosures or suspicions of abuse or neglect:**

- raise the concern with the schools designated safeguarding lead (DSL)
- Note a member of staff can refer their concerns to local Children's Services directly as well.
- Where there is risk of immediate serious harm to a child then a referral should be made to children's social care or the police immediately.
- If the child's situation does not appear to be improving the staff member who raised the concern should press for re-consideration.

### **Designated Safeguarding Governor**

Our school designated safeguarding governor; Anna Ireland will act as the link person between the governing body and the designated safeguarding lead. The governor will review safeguarding procedures/practices including access to training through meetings with the safeguarding officer. The Headteacher will ensure that sufficient time is given to carry out the duties including accessing training. Where safeguarding concerns arise regarding a member of staff, the safeguarding governor will liaise with the Governors.

### **Children with Statements of Special Educational Needs**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff that support these students will be extra aware of the need for vigilance for signs of abuse.

### **Parents**

We are committed to working with parents/guardians positively, openly and honestly. We endeavour to make sure all parents/guardians are treated with respect, dignity and courtesy.

EF Academy will share with parents/guardians any concerns we may hold about their child unless to do so would put the child at risk.



We encourage parents to discuss any concerns they may have with the school's designated safeguarding lead.

We make parents aware of our policy in the Parent/Student Handbooks and they are told they can view the policy online at <http://www.ef.com/academy>.

The school shares the common purpose with parents/guardians of keeping children safe from harm and promoting their well-being.

## **Visitors**

All visitors will have their identity checked at Reception and be issued with a visitor pass. Visitors will be escorted/supervised during their visit by a member of staff in regulated activity.

## **Curriculum and Learning (PSHE)**

The school is committed to ensuring that students can develop an understanding of which behaviours are unacceptable and the steps they can take to ensure their personal safety and welfare. To support this we have a comprehensive PSHE programme. Our students learn to whom it is appropriate to talk, both in and out of school and, through modelling the IB Learner Profile, we value their right to be listened to.

## **School Training and Staff Induction**

The Designated Safeguarding Lead and those staff with specific responsibility for care undertake enhanced child protection training and attends refresher training at 2 yearly intervals.

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate training to equip them to discharge their responsibilities for child protection effectively, which is kept current by refresher training at yearly intervals. The Headteacher and members of staff engaged in regulated activity have regular child protection training renewed as specified by the Torbay LSCB by being trained at least every three years. Temporary and voluntary staff are made aware of the arrangements for training and reporting.

All staff receive induction training to include the school Child Protection Policy, Staff Code of Conduct and reporting to the designated safeguarding lead. This induction is carried out by the DSL in regards to the Safeguarding and Child protection Policy and by the Headteacher in regards to Staff Code of Conduct.

All staff, including tutors, temporary staff and maintenance personnel, are provided with access to the school's child protection policy and informed of the school's child protection arrangements on induction. This applies to staff employed by another organisation and working with our students on a non-EFIA site.

## Student Information

- The school maintains the following information in a separate student welfare file:
- Names (including any previous names), address and date of birth of student
- Names and contact details of persons with whom the student usually resides
- Names and contact details of all persons sharing parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Any relevant court orders in place including any that affect any person's access to the student (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the student is or has a Student Protection Plan (formerly known as being on the Student Protection Register)
- Name and contact details of key professionals in other agencies, including GP
- Any other factors which are likely to affect the safety and welfare of the child
- The student welfare file will be kept in a secure filing area and will be transferred to the student's new school upon leaving. The school will collate, store and agree access to this information.

## Definitions:

As in the Children Acts 1989 and 2004, a child is any individual who has not yet achieved his/her 18th birthday.

## Types of abuse and neglect

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

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

(Keeping Children safe in education 2014)

**Staff must immediately report:**

- any concern they have about a student who has suffered an injury, or is marked, or bruised in a way which is not obviously related to the normal knocks or scrapes received in play
- any explanation offered, by parent or carer, which appears inconsistent or dubious
- any behaviour which could suggest that a child may have been abused (e.g. strange drawings or play)
- any comments children make which give cause for concern
- any worries that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is displaying signs or symptoms of abuse or neglect
- any major changes in a child's behaviour, including non-attendance or tardiness
- any suggestion or disclosure of abuse from any person
- any concerns related to person(s) who may pose a threat to children (e.g. living in a household with children present)

## Responding to Disclosure

EF Academy acknowledges that those who disclose such sensitive information may do so with reluctance or difficulty, having chosen carefully to whom they will speak. Therefore, all staff will handle disclosures with extreme sensitivity. Such information cannot ever remain confidential and staff will immediately relay what they have been told to the designated safeguarding lead and make a record of the exchange.

It is not the responsibility of staff to investigate. They should try to glean enough information to hand on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

- In the case of a disclosure, staff should:
- not make promises of confidentiality, there is a duty to share this information and for the designated safeguarding lead to refer to Children's Services
- listen to what is being said, without demonstrating shock or disbelief
- accept what is said
- reassure the child, but only as far as is sincere, don't make unrealistic or inappropriate promises
- reassure and alleviate guilt, if the child makes reference to it. For example by saying, "You're not to blame"
- not interrogate the child in any way; it is not appropriate to carry out any kind of investigation

- absolutely avoid leading questions (e.g. “Were you touched in an inappropriate place?”); ask open questions such as “Anything else you would like to tell me?”
- avoid asking the child to repeat the disclosure for another staff member
- explain in an appropriate manner what needs to be done next and who will be informed
- take notes, if appropriate, otherwise write up the conversation as soon as possible afterwards
- record the date, time, place, any non-verbal behaviour and the words used by the child (do not paraphrase)
- record only statements and the observable - avoid interpretations or assumptions.

**Action by the Designated Safeguarding Lead (DSL)** (or deputy, or other senior person in their absence)

Following a disclosure, the DSL will consider:

- any urgent medical needs of the child
  - whether to make an immediate child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately OR not to make a referral at this stage
- The local safeguarding board must be informed and provided with the evidence within 24 hours of a disclosure or suspicion of abuse and that the school will take no further action until the advice of the local safeguarding board has been obtained.**
- whether an early help assessment is needed
  - whether further monitoring is necessary
  - if it would be appropriate to undertake an assessment using the Common Assessment Form (CAF) protocol.
  - wherever is possible, to inform parents, unless to do so could place a child at risk of significant harm, compromise any criminal investigation and/or place the member of staff or others at risk

If there is room for doubt as to whether a referral should be made, the DSL may consult with the Local Safeguarding Lead Officer on a “no names basis” without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing to the Local SCB within 24 hours. At all times the CPO will ensure

the child's wishes or feeling are taken into account when determining what action to take and what services to provide.

## **Recording and monitoring**

The school will record:

- any disclosures/accounts from the child or others, including parents (keeping original notes, signed and dated)
- all concerns, discussions, summary of meetings, decisions, actions taken (dated, timed and signed) and specific arrangements for further monitoring/review.

All Child Protection documents will be kept securely in a welfare file, separate from the child's main file. This will at all times be locked away and only accessible to the Headteacher and/or DSL. These records will be duplicated and transferred to any school or setting the child transfers to, clearly marked "Child Protection, Confidential, for attention of Designated Senior Person Child Protection".

## **Reporting procedures regarding allegations or suspicions of abuse against staff or volunteers.**

The following reporting procedures must be followed by all staff:

- Allegations against staff and volunteers are reported to the Headteacher or the designated safeguarding lead (DSL). If the report is made to the DSL about a member of staff or volunteer, the DSL informs the Headteacher.
- Allegations or suspicions of abuse against the DSL are reported to the Headteacher.
- Allegations or suspicions of abuse against the Headteacher are reported to the proprietor/s without informing the Headteacher.

Where an allegation is made against any person working in or on behalf of EF Academy that he or she has:

- behaved in a way that has caused harm to a child or may have caused harm to a child
- possibly committed a criminal offence against or related to a child, or
- has demonstrated behaviour towards a child or children that suggests that s/he is unsuitable to work with children,

any such allegation should be reported immediately to SLT as described above. The LADO must be informed immediately and within one working day of all such allegations that come to an

employers attention of that are made directly to the police. All allegations must be reported to the LADO by the DSL or Headteacher in the first instance before investigation commences. The LADO provides advice and presides over investigation of allegations or suspicions of abuse directed against anyone working in the school. The LADO must be informed of all allegations that come to the employers attention.

EF Academy recognises that such allegations, (as all others), may be untrue, malicious or unfounded, Staff are advised to bear this in mind at all times, maintain professional boundaries and be careful not to place themselves in a position which could lead to such an allegation.

### **Situations to avoid include:**

- being alone with a student in a classroom with the door closed (including during any form or one-to-one tuition)
- allowing students to sit directly next to a driver in the passenger seat of a school vehicle
- contact with students on social networking sites/exchanging emails or other forms of electronic communications unless strictly related to school matters
- initiating any kind of physical contact with a student.

### **Initial Action when there has been an allegation against staff or volunteers:**

- The staff member who is witness to an allegation or observed an event must inform the DSL, Headteacher or proprietor immediately, as described above.
- If an allegation is made against the school Headteacher, the matter will be reported to the Deputy Headteacher who will proceed as the “Headteacher” until the Chair of Governors is informed.
- The LADO must be informed immediately and within one working day of all such allegations that come to an employers attention of that are made directly to the police. All allegations must be reported to the LADO by the DSL or Headteacher in the first instance before investigation commences. The LADO provides advice and presides over investigation of allegations or suspicions of abuse directed against anyone working in the school. The LADO must be informed of all allegations that come to the employers attention.
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- Obtain written details of the allegation, signed and dated by the person receiving the complaint, or allegation.

- Record any other information in relation to time, dates and location of incident(s) and names of any potential witnesses
- The staff member will not be approached at this stage unless it is necessary to safeguard the immediate safety of children
- The Headteacher may require to clarify any information associated with the allegation, however no individual will be interviewed at this stage
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Headteacher will inform the Chair of Governors who will inform the President of EFA of any allegation.
- Where a member of staff has harmed, or poses a risk to harm, to a child, or if there is reason to believe a member of staff has committed one of a number of listed offences and who has been removed from working in regulated activity, or would have been removed had they not left, then the school will report such to the DBS.

### **Procedures for dealing with abuse by one or more students against another student**

- These procedures are incorporated in EF Academy's Anti-bullying Policy.

**Any deficiencies or weaknesses in our Child Protection Procedures will be remedied immediately by the Designated Safeguarding Lead and the Headteacher**

## **APPENDICES**

### **i) Named personnel with designated responsibility for child protection (2013 onwards)**



Staff member with designated responsibility for child protection (Designated Safeguarding Lead, DSL).

**Helen Beardsley**

01803 202904 [helen.beardsley@ef.com](mailto:helen.beardsley@ef.com)

(EF Academy emergency phone (24 hours): 07834753135)

ii) Contact Details for Childrens Services for use in relation to children in need of help or who are the focus of concern.

**Independent Chair of Torbay LSCB -- David Taylor:**

**Torbay Safeguarding Children Board**

Torbay Council

Union House

Union Street

Torquay

TQ1 3YA

Telephone: 01803 207176

**To make a report directly to Torbay Children's Services Safeguarding Hub:**

**01803 208100, ask to be put through to the Safeguarding Hub;**

**[torbay.safeguardinghub@torbay.gcsx.gov.uk](mailto:torbay.safeguardinghub@torbay.gcsx.gov.uk)**

Outside of office hours you can call the Emergency Duty Service on:

0300 456 4876

Hearing Impaired SMS: 07810 548004

iii) Contact Details for the LADO

**The Local Authority Designated Officer (LADO) for Torbay is John Edwards**

**01803 208411**

**[John.edwards@torbay.gov.uk](mailto:John.edwards@torbay.gov.uk) / [john.edwards@torbay.gcsx.gov.uk](mailto:john.edwards@torbay.gcsx.gov.uk)**



The LADO reporting form for making a referral of an allegation against staff or volunteers school should be emailed to [cpunit@torbay.gov.uk](mailto:cpunit@torbay.gov.uk) / [cpunit@torbay.gcsx.gov.uk](mailto:cpunit@torbay.gcsx.gov.uk) (secure mail)

The LADO provides advice and presides over investigation of allegations or suspicions of abuse directed against anyone working in the school. The LADO must be informed of all allegations that come to the employers attention.

#### **iv) Indicators of abuse and neglect**

Injuries

Bruises or abrasions especially about the feet, head, genitals or other parts of the body where they would not normally be expected to occur given the age of the child

Damage or injury to the mouth of a child (eg: bruises or cut lips)

Bite marks

Burns and/or scalds especially small circular burns (often cigarette burns)

Bilateral injuries such as two black eyes – this rarely occurs accidentally

Poisoning and other misuse of drugs

Repeated minor injuries and/or self-harming.

#### **Other signs include:**

Lethargy

Withdrawal

Wariness

Passivity

Frozen awareness



An unkempt, dirty appearance

Developmental retardation without a medical condition that could explain this

Over-solicitous behaviour towards adults

Failure to thrive or grow without an underlying medical condition that could explain this.