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Child Protection and Safeguarding Policy - Physis Heathgates Academy - 2017



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Children and Young People in a variety of different settings.

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**Physis Heathgates Academy**

*(Part of The Physis Group)*

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This policy is designed and written to be used in conjunction with other Physis policies, such as, but not only, those listed in the appendices at the end of this document; as such, all staff are responsible for ensuring they are fully conversant with all relevant company policies and procedures; failure to do so may lead to disciplinary proceedings and dismissal. It is the individual responsibility of every staff member to ensure they seek any clarification required in respect of this policy from their line manager, or the person named at the end of this document, should that be deemed necessary.

## **Introduction**

Physis Heathgates Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, teaching, non-teaching and volunteers to share this commitment.

The aim of this policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, caring and supportive climate. The students' welfare and safeguarding them from sexual exploitation is of paramount importance. This is of particular importance given the specific nature and raison d'être of our school.

*'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.'*

Safeguarding and promoting the welfare of students is defined as:

- i. Protecting students from maltreatment of any kind and particularly that of sexual exploitation or other types of sexual abuse
- ii. Preventing impairment of students' health or development;

- iii. Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care;
- iv. Undertaking that role so as to enable those students to fulfill their potential and to enter adulthood successfully.

## **September 2016 Keeping Children Safe in Education (DfE update)**

(Updates relate to both Part 1 and the main Guidance)

Three key areas of additional information relate to:

- Children missing from Education
- Preventing radicalisation (see separate policy)
- Female Genital Mutilation (see separate policy)

(See Pages 13-15 of KCSiE July 2015 below)

### **1. Further information on a Child Missing from Education:**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly

on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The law requires all schools to have an admission register except schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has

been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

## **2. Further information on Preventing Radicalisation (see separate policy)**

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 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.

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.<sup>15</sup> 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.

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<sup>16</sup>.

### **3. Further information on Female Genital Mutilation (see separate policy)**

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.

The main elements to the Child Protection/Safeguarding Policy are:

- i. Prevention (having a positive atmosphere within the school between staff and young people).
- ii. Protection (ensuring staff are trained and respond sensitively to Child Protection concerns).
- iii. Support (to students and staff). We recognise that students who have been abused or witnessed violence may have poor self-esteem or sense of worth and we will therefore offer appropriate support.
- iv. Working with parents/carers (to ensure appropriate communications and actions are carried out).
- v. Safe recruitment of all staff – teaching and non-teaching.

Shropshire and National safeguarding procedures are followed.

To establish and secure the above, Physis Heathgates Academy will:

- i. Establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to;
- ii. Ensure that students know who they can approach if they have concerns or are in difficulty;
- iii. Include opportunities to discuss and pick up skills which will help young people stay safe from

- abuse within the curriculum and in informal sessions;
- iv. Ensure there is a good working relationship with parents and colleagues in multi- agency support services;
- v. Ensure recruitment and selection procedures are in place that deter, reject or identify applicants who might abuse children or are otherwise unsuited to work with them.

### **Roles and Responsibilities**

All adults working with young people have a responsibility to safeguard and promote the welfare of the young people. They should be alert to possible abuse and to record and report concerns identified Designated Lead for Child Protection.

All adults working with the children during school time have an Enhanced DBS check. After working for three continuous years at Physis they are then part of the DBS update service.

The Head Teacher is responsible for ensuring that the Child Protection/Safeguarding Policy is fully implemented and safe recruitment procedures are in place and that all staff receive Child Protection training.

The designated Senior Member of Staff with responsibility for Child Protection is Laurence O Dwyer (Operations Manager) and the Designated Leads in the school are Andy Plant, Head Teacher and Emma Hunting (Teacher). The Senior CPLO will be the first point of contact with the LA, liaise with the Management Committee and will:

- 1) Refer cases of suspected abuse or allegations to the relevant agencies.
- 2) Have a working knowledge of how the SSCB operates case conferences
- 3) Contribute to them as appropriate
- 4) Ensure all members of staff understand and receive a copy of the Child Protection/Safeguarding policy in school
- 5) Ensure staff including supply/student teachers, receive induction training covering child protection and know how to recognise signs of possible abuse and how to refer them
- 6) Keep detailed notes of any referrals and keep them secure.
- 7) Attend refresher training every three years
- 8) Keep the policy up to date and reviewed by the Management Committee;
- 9) Ensure parents/carers are aware of the policy in the prospectus and can have access to it on request;

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- 10) Send any child protection file separately to a new establishment;
- 11) Update LA guidance procedures;
- 12) Monitor child protection records including concerns and complaints;
- 13) Work closely with all staff regarding the privacy offered to students in their residential setting.
- 14) Ensure policy in relation to whistle-blowing procedure regarding concerns about staff or students is known to all staff;
- 15) Ensure that all teaching staff sign to acknowledge that they have received and understood the Child Protection / Safeguarding Policy and the Code of Conduct.

The Head Teacher liaises with pupil representatives to explore and raise the profile of safety issues. He also works in conjunction with all staff to ensure the delivery of all aspects of the “Stay Safe” agenda. The Work Experience Coordinator will ensure that appropriate health and safety measures are in place for students on work experience.

### **Recruitment of Staff**

The school operates safe recruitment procedures as laid out in Safeguarding Children and Safer Recruitment in Education (January 2007). The Head Teacher is responsible for safe recruitment, and is responsible for ensuring that all appropriate checks are carried out on new staff and volunteers working with pupils including DBS and teachers prohibited from teaching checks. Both the Head Teacher and the Deputy Education Manager have successfully completed Safer Recruitment Training.

Whistle-blowing procedures are available to all staff in the Staff Handbook.

### **Training**

At Physis, the designated safeguarding lead and deputy safeguarding leads should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years

In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meetings, other designated safeguarding leads or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.

## **Safeguarding pupils**

The PSHE and Citizenship syllabus' deals explicitly with topics designed to equip pupils with the skills needed to keep safe and develop an awareness of personal safety.

When appropriate, teaching staff, through the curriculum, will also highlight issues relating to personal safety and child protection.

The ethos of the school has an emphasis on fostering trust and good relationships between pupils and staff has created a culture where pupils will talk to staff if they have concerns or do not feel safe. Appropriate posters and leaflets e.g. Childline, are on display. Copies of "What to do if You're Worried a Child is Being Abused" are known about and available to staff in the Staff Room. Staff responsible for any pupil on long term work placements e.g. more than one day a week, will have Child Protection training to ensure that all vetting and monitoring procedures have taken place.

All students have copies of the leaflet explaining how to complain. These are re-issued annually and explained to pupils by the Form Tutor.

## **Exclusions**

The school operates a 'no exclusions' policy. If serious behaviour does occur please see the Rewards and Sanctions Policy of January 2018

## **Internet Safety**

The Internet poses risks to pupils' safety both in terms of cyber bullying and because of the possible risks of accessing inappropriate materials and threats from outsiders via the internet. All staff has a responsibility for protecting pupils from the risks posed by the internet.

The following measures are designed to safeguard pupils.

The Head Teacher is responsible for the Cyber Bullying Policy and Guidance on Safe Internet Use

Policy. This ensures that pupils and parents/carers are given copies of these policies and understand the actions that should be taken to enable pupils to protect themselves. The Head Teacher is responsible for the safe use of the Internet in school.

The PSHE Coordinator is responsible for delivering sessions on cyber bullying and safe internet use in PSHE lessons, and with issues relating to cyber bullying in the pupil Anti- Bullying Groups.

### **Procedure in case of suspected abuse**

**Any member of staff who has concerns about a pupil that may indicate physical, emotional or sexual abuse or neglect, must immediately report the concerns to a Designated Lead for Child Protection.**

If a pupil discloses information to a member of staff, they should listen to the pupil, keep a written note of what has been said and as soon as possible refer the matter on to the Designated Lead.

A factual account of what was disclosed, in as much details as possible, and without any commentary or judgment on what was said, must be written up within one hour of the disclosure.

School staff **must** not carry out investigations themselves.

Staff who observe injuries which appear to be non-accidental should report their concerns to the Designated Lead.

Any referral will be made to the local Child Care Office within 24 hours.

The Designated Lead will keep written records of concerns about children even when there is no need to refer the matter immediately. All records will be kept securely separate from the main pupil file.

### **Safeguarding Staff**

All staff should follow guidance given in the Physis Heathgates Academy Staff Code of Conduct (Appendix 1) which summarises “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings 2006”.

Staff should note that the Sexual Offences Act 2003 states that it is “an offence for any adult to intentionally behave in sexual ways in relation to a child aged under 18 where the adult is in a position of trust in respect of the child.

Staff should always be mindful of their responsibility to keep themselves safe from allegations of

misconduct.

Staff must follow the guidance in the Policy on Physical Restraint and consider carefully the possible implications of making physical contact with pupils whenever possible.

Allegations made against members of staff should be made to the Head Teacher.

Allegations made against the Head Teacher should be addressed to the Chairman of the management Committee.

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