



DROYLSDEN

Academy

Safeguarding and Student Welfare Policy

1 Introduction

- 1.1 Droylsden Academy believes that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. The Academy recognises that because Academy staffs are in regular and frequent contact with children, they are particularly well placed safeguard and promote the welfare of students. The Academy is aware of the responsibilities which all staff has with regard to the welfare of students and has all staffs engaged in pastoral responsibilities as a primary function.

2 Purpose

- 2.1 The purpose of this Policy is:

- to make clear support systems to safeguard and promote the welfare of students
- to support students, parent and staff in dealing with students' welfare
- to provide a regular, quality INSET training for all adults
- to develop access to support services that support students, parents and staff in dealing with Child Protection matters, ensuring that contact details are readily and easily available to all
- to set out procedures to avoid accusations of staff misconduct

3 Definition

- 3.1 Safeguarding is “the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully” *Working Together to Safeguard Children DfES 2006*
- 3.2 **Section 175 of the Education Act 2002** introduced a duty on governing bodies to have arrangements to ensure that they exercise their functions with a view to **safeguard and promote the welfare of children**. This requires schools to review policies and procedures annually.

4 Guidelines and Procedures

- 4.1 It is the responsibility of everyone in the Academy community to be vigilant about safeguarding and student welfare.
- 4.2 Principal will:
- Ensure that everyone knows what safeguarding is and that it is taken seriously.
 - Ensure that the Vice Principal - Standards and Quality of Provision is designated as the Teacher in charge of Looked After Children (LAC) and receives appropriate training
 - Encourage students and parents to inform the Academy of any concerns
 - Ensure that the development of the use of new and existing media technologies do not expose students to any potential harm
 - Work with the Lead Teacher - ICT to ensure safeguarding when using digital media and education of students in safe use of the Internet.
 - Ensure that the Academy has access to the external and internal resources to offer extensive support
 - Monitor the processes for promoting student welfare and safeguarding to ensure that adequate resources are given to it
 - Work with the Governors to consider what mechanisms are in place to ensure that children requiring safeguarding measures are monitored in relation to their situation and progress with their learning. A half-termly report will be prepared for Governors.

Throughout this policy, the term “parents” means all those having parental responsibility for a child

4.3 Senior Leadership Team will:

- Be visible around the site and alert to issues of student welfare and safeguarding
- Ensure that all staff are confident in how to deal with students and refer on any issue concerning safeguarding
- Ensure that all the Academy processes consider the issues of safeguarding and student welfare as they are being developed
- Develop links with extended services that could be used to support students and staff
- Identify students in need of support and ensure that such support is allocated
- Publicise all support services to students, ensuring that all such information is readily and easily accessible
- Develop systems for student voice to be heard - as individuals and groups of students
- Ensure that assemblies and citizenship programmes develop the Academy ethos of care, support and helping others
- Help children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum
- Ensure that the Academy site is secure, with all visitors being monitored and CP checks for regular site users
- Ensure that all educational visits (residential and non-residential) consider all aspects of safeguarding and student welfare. The Off-site and Residential Activities guidelines develop this further
- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account.

4.4 Staff should:

- Always be aware of the needs of young people, and be vigilant for any possible signs of abuse
- Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting
- Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports.

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Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with SLT before it takes place

- understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else
- not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability
- not contact or meet with young people outside organized activities, unless it is with the knowledge and consent of parents and someone in charge of the activity
- should ensure that their personal relationships do not affect the young people around them
- should remember that on rare occasions young people themselves can be responsible for abusing their peers.

4.5 Staff should never:

- engage in sexually provocative or rough physical games
- allow children to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments)
- make sexually suggestive comments in front of, about, or to a young person, even in fun
- use sarcasm
- let allegations made by a young person go without being addressed and recorded. (This is dealt with more fully in the Complaints Procedures Policy or the Complaints Students Guide)
- deter young people from making allegations through fear of not being believed.
- jump to conclusions without checking facts
- rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines.)

4.6 Students should:

- Understand the need to keep individuals safe and its impact upon others
- Be aware of other people's feelings and sensitivities
- Understand that some 'jokes' are not commonly understood or appreciated and may cause offence

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- Encourage each other to report any concerns or issues
- Be prepared to accept that people make mistakes and can learn from them.

5 Relevant Policies

- 5.1 This Policy should be read in conjunction with the Child Protection, Equal Opportunities, Complaints and Race Equality policies and the DCSF document: Safeguarding children and safer recruitment in education (2007).